



Year 11

2018 Course Information

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Welcome to Year Eleven

Mueller College offers a diverse range of subjects designed to enrich and challenge students. As they enter the final two years of their education at Mueller, students will need to focus on their academic studies in order to achieve to their potential. We encourage students to select subjects that are not only of interest to them, but also provide them opportunities to pursue their desired career pathways beyond school. The range of subjects on offer will provide students with an in-depth understanding of the world around them to ensure they graduate as well-educated, independent young adults, ready for life in the world and eternity.

“The aim of Mueller College is to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment.”

Year Ten into Eleven Course Information

Students in the senior phase of learning (Years Eleven and Twelve) have the opportunity to study six subjects, each with a five period per week time commitment. These subjects contribute towards the awarding of either an Overall Position (OP) and or a QTAC Selection Rank. They also contribute to the potential attainment of a Queensland Certificate of Education (QCE). The selection of these subjects can, at least initially, seem daunting and complex. However there are many sources of information and assistance available to students and parents at Mueller College to support the subject selection process.

Categories of Subjects:

When selecting subjects students can choose between three different subject types offered at Mueller College. They are:

Authority subjects are based on syllabuses that have been approved and issued by the QCAA. Results in Authority subjects can contribute towards the calculation of an OP the most common selection device used by the tertiary sector.

Authority-registered subjects are developed from Study Area Specifications and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs but contribute points toward a QCE, and a QTAC Selection Rank

Vocational Education Courses: Certificate courses contain competencies which accumulate towards the award of a Certificate I, II or III. They also make a contribution to a QTAC Selection Rank.

The combination of subjects which a student selects will determine their eligibility for an OP or a Rank. All Authority subjects are initially weighted equally in their contribution towards a student's OP. However, once the students sit the QCS test in September of Year Twelve the score of the cohort studying the subject provides data which is used to "scale" the contribution of each subject towards a student's OP. This effectively weights some subjects above others, however this specific information will not be known until the students have graduated.

Picking Your Subjects



When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

Who Am I?

All students are uniquely created by God with different characteristics and qualities. Ephesians 2:10 describes

people as “God’s masterpiece”, his most valued creation. However, working out exactly who we are and what we are good at is not always easy. Choosing subjects can be a way to help students discover their unique gifts and abilities. Therefore, what might be the right course of study for one student may not be for another. The graphic above illustrates six elements which inform the subject selection process for students and families.

Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. There is a **list of questions** which we have outlined on the next page which can be asked of teachers to clarify the demands of each subject.

Personality Type

Each subject places unique demands on the students who study it. Some subjects require students to do detailed, individual work which requires high levels of concentration, others for people to speak or perform in front of an audience and other subjects for students to complete work in teams. It is important that students consider both the assessment and learning experiences involved in a subject and how they suit their preferences and personality type.

Picking Your Subjects cont...

Social Environment

We all enjoy doing activities with our friends, studying subjects together and having study partners to work with can be beneficial. However, students should not place undue emphasis on choosing subjects just because their friends do it as well. All students are different and whilst we share common interests with our friends' decisions about pathways and subject choices are best made with student's own pathways in mind.

Calling

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a Pastor, a Builder, a Teacher or a Doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

Enjoyment

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

Career Options

This is often considered the most important reason for selecting subjects, however is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are pre-requisites for specific University courses however many are not. For example, Legal Studies is not a pre-requisite for Law at University. QTAC releases a "Pre-Requisites Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior on the subject selection evening.

Key Questions to Ask Teachers

Key Questions to Ask Teachers about Subjects

- **What types of assessment are involved in the subject?**
 - Are they exam or assignment based?
 - Is there any practical assessment?
- **What skills are needed to be successful in this subject?**
- **What do students typically find difficult about this subject?**
- **Does the subject involve any group work or is it all individual work?**
- **Does the subject require researching skills or is it mostly learned from the set textbook?**
- **What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?**
- **Are there any other requirements outside of normal class time for this subject (early morning starts/late afternoon finishes, camps, excursions)?**

Subjects

Authority Subjects

Accounting	Information Technology Systems
Aerospace Studies	Legal Studies
Ancient History	Mathematics A
Biology	Mathematics B
Business Communication Technologies	Mathematics C
Chemistry	Modern History
Chinese	Music
Dance	Music Extension (Year Twelve only)
Drama	Physical Education
English	Physics
English for ESL Learners	Science 21
Film, Television and New Media	Technology Studies
Geography	Visual Arts
Graphics	
Home Economics	

Authority Registered Subjects

Communication English
Fashion
Industrial Skills
Prevocational Maths
Recreation

Vocational Education Courses

Certificate III in Business BSB30115
Certificate II in Furniture Making MSF20313
Certificate III in Hospitality/Certificate III in Events SIT30616
Certificate II in Skills for Work and Vocational Pathways FSK20113

Student Support

Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.

Head of Teaching and Learning

Todd Langford

Head of Secondary School

Ben Stiller

Coordinator of Timetable

Adrien Bird

Coordinator of Middle School

Liz Scheu

Heads of Department

Spiritual Development

Cain Mann

The Arts

Simon Ratcliffe

Head of English

Linda Garthe

Humanities and Technologies

Michael Gilliver

Mathematics

Rod Everitt

Physical Education and Practical Arts

Adrien Bird

Science

Scott Dickfos

Future Pathways

Brynley Sadler / Leanne Stokes

Learning Assistance Coordinator Secondary

Sarah Grady

Authority Subjects (OP Subjects)

Accounting

Aerospace Studies

Ancient History

Biology

Business Communication Technologies

Chemistry

Chinese

Dance

Drama

English

English for ESL Learners

Film, Television and New Media

Geography

Graphics

Home Economics

Information Technology Systems

Legal Studies

Mathematics A

Mathematics B

Mathematics C

Modern History

Music

Music Extension (Year Twelve only)

Physical Education

Physics

Science 21

Technology Studies

Visual Art

Accounting

Subject Overview	<p>The course is organised under the following areas of study:</p> <ul style="list-style-type: none"> • Core Studies • Elective Studies that include Recording and Controls and Reporting and Decision making <p>During the course, students will study:</p> <ul style="list-style-type: none"> • Principles of double-entry accounting • Accrual accounting and accounting for the GST • Accounting packages eg MYOB • Control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets • Preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports • Analysis and interpretation of financial and company reports • Personal financing and investing <p>The accounting procedures taught are consistent with the practices of professional bodies.</p>
Pre-requisites	Nil
Learning Outcomes	<ul style="list-style-type: none"> • To enable students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making • To promote the development of numeracy, effective communication skills and logical reasoning processes • To provide students with opportunities to develop skills in managing financial resources which can be applied at both personal level and in the business environment • To enable students to develop ICT skills to apply accounting process in business • To enable students to participate more effectively and responsibly in a changing business environment • To prepare students for further education, training and employment.
Assessment Overview	<p>Students are assessed under the following criteria:</p> <ul style="list-style-type: none"> • Knowledge and Procedural Practices • Interpretation and Evaluation • Applied Practical Processes <p>Assessment techniques may include objective/short response items, extended response items, practical accounting processes, research assignments and projects, letters of advice and business reports and oral and/or multi-modal presentations.</p>
Career Pathway	<p>The Accounting course provides students with skills that can be used in a variety of business settings. It is also a good foundation for further study in the business field at either university or VET level.</p>

Aerospace

<p>Subject Overview</p>	<p>Aerospace Studies is an OP subject that had been designed to meet the aviation skills shortage in aviation in Australia and internationally. The subject is concerned with concepts related to the design, construction, operation and maintenance of fixed wing, rotary wing, and unmanned aircraft; the safety management systems that have been developed to ensure the safe operation of aircraft; the structures and management of aviation and aerospace businesses; and the various factors that affect day-to-day aviation operations.</p>
<p>Pre-requisites</p>	<p>Passes in Math and English whilst not essential are desirable.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Identify and describe aerospace and aviation technical terms and principles • Recall and use rules and regulations • Procedures and mathematical processes • Explain technical concepts, processes, procedures, rules and regulations
<p>Assessment Overview</p>	<p>Assessment will take the form of exams, assignments and essays/ reports. The criteria for assessment are:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Critical thinking • Interpretation and communication
<p>Career Pathway</p>	<p>Aviation is a field that draws from many different disciplines. Students may continue their studies at a tertiary level or attend trade training at facilities such as Aviation Australia; flight attendant training is also available at this institution. Apprenticeships in aircraft related trades such as engines and avionics can also be an option. Of course, piloting is one of the most exciting careers available and predictions are that the worldwide shortage in trained pilots is only going to get worse. Direct entry pathways into certain tertiary courses are available as are airline scholarships.</p>

Ancient History

<p>Subject Overview</p>	<p>Ancient History is part of a group of subjects known as the Humanities, the core purpose of which is to develop a better understanding of what it means to be human – something important to every person interacting with their world and being a success within it.</p> <p>In Ancient History students will investigate the culture, people and achievements of the ancient world, and develop an understanding of the processes of change that have shaped today. This is developed through critical inquiry, research, source analysis, discussion and reflection.</p>
<p>Pre-requisites</p>	<p>Students wishing to study Ancient History are preferred to have passed Year Ten English, and preferably have passed and enjoyed Middle School History.</p>
<p>Learning Outcomes</p>	<p>Studying Ancient History helps us understand situations, place them in perspective, identify causes and consequences, acknowledge the perspectives of others, develop personal values, make judgments and reflect on those decisions. Doing this well requires learning to research and communicate effectively- especially in essay form.</p> <p>In terms of curriculum Ancient History covers Ancient Rome (the Breakdown of the Republic and Rise of the Empire), Archaeology, Ancient Egypt, Ancient Greece (and the Persian Wars), Ancient Christianity and Mythology.</p>
<p>Assessment Overview</p>	<p>History students should expect 5 assessment items per year. They typically include a:</p> <ul style="list-style-type: none"> • Written Research Task • Multi-modal Presentation (i.e. oral or film presentation) • Essay • Response to Stimulus Exam and/or Knowledge Exam
<p>Career Pathway</p>	<p>Successful graduates of History tend to move towards one of the following careers: Film and Television, Politics, International Relations, Communications, Law, Psychology, Social Sciences, Journalism, Language Studies, Literature, Tourism, Military Affairs, Business, Theology, History, Economics, Pastoral Work, Museum Curating, Writing and Teaching.</p> <p>That said, History has a broad application. Any aspiring student will find the skills and content taught in History both useful and rewarding. Its emphasis on society, ethics, good citizenship, values and wise decision-making gives it broad relevance.</p>

Biology

<p>Subject Overview</p>	<p>Topics studied include:</p> <ul style="list-style-type: none"> • Diversity of Life • Cell Biology • Immunology • Plant Physiology • Genetics • Animal Behaviour and Regulatory Systems • Ecology • Evolution, Design
<p>Pre-requisites</p>	<p>It is strongly recommended that students taking Biology have gained at least a Sound Achievement in the Year Ten Biology course.</p> <p>Biological Science involves scientific principles and concepts; students should be aware that the ability to apply these principles will be an important part of the work, and will require considerable work and study.</p> <p>They will need sound comprehension and communication skills. At least a Sound Achievement in Year 10 English is strongly recommended.</p>
<p>Learning Outcomes</p>	<p>This course will give students an overview of the various facets of Biology including investigation techniques.</p>
<p>Assessment Overview</p>	<p>Assessment will be based on</p> <ul style="list-style-type: none"> • Extended Experimental Investigations (EEI) • Extended Response Tasks (ERT) • Written Tasks/Multi-modal/Exams <p>These will be assessed under the general objectives of: Understanding Biology; Investigating Biology; Evaluating Biological Issues.</p>
<p>Career Pathway</p>	<p>This subject will form a basis for further study of Biological Science subjects at the tertiary level and enable a career path toward the environment, medical, health and education sectors.</p>

Business Communication Technologies

<p>Subject Overview</p>	<p>BCT offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course includes six to eight of the following topics:</p> <ul style="list-style-type: none"> • 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 • School-developed issues study.
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Provide opportunities for intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society • Students engage in activities that require higher-order cognition • Develop the ability to interpret, analyse and evaluate business issues, recommendations and solutions • Provide students with opportunities to engage in inquiry learning • Develop the ability to communicate using a variety of modes.
<p>Assessment Overview</p>	<p>Students are assessed under the following criteria:</p> <ul style="list-style-type: none"> • Knowing and understanding business • Investigating business issues • Evaluating business decisions <p>Assessment techniques will include:</p> <ul style="list-style-type: none"> • Short and/or extended responses • Research assignments, projects and reports • Multi-modal presentations (eg seminar presentations, multimedia presentations, debates).
<p>Career Pathway</p>	<p>The course is designed to provide a foundation in the study of business and prepare students for further education at either university or VET level and for employment in the business sector.</p>

Chemistry

Subject Overview	<p>Topics covered include:</p> <ul style="list-style-type: none"> • Materials: Properties, Bonding and Structure • Reacting Quantities and Chemical Analysis • Oxidation and Reduction • Organic Chemistry • Chemical Periodicity • Gases and the Atmosphere • Energy and Rates of Chemical Reaction • Chemical Equilibrium
Pre-requisites	<p>It is strongly recommended that students taking Chemistry have gained at least a Sound Achievement level in Mathematics and at least a Sound Achievement level in the Year Ten Chemistry course. Students will also need sound comprehension and communication skills.</p>
Learning Outcomes	<p>To acquaint students with the language and fundamentals of chemical science. To develop manipulative skills and processes associated with sound scientific practice through laboratory skills.</p>
Assessment Overview	<p>Assessment will be based on:</p> <ul style="list-style-type: none"> • Exams • Extended Experimental Investigations (EEI) • Extended Response Tasks (ERT) • These will be assessed under the general objectives of: Knowledge and Conceptual Understanding; Investigative Processes; Evaluating and Concluding.
Career Pathway	<p>This subject will form a basis for further study of Chemical Science subjects at a tertiary level and enable a career path toward the engineering, environmental, medical, health and education sectors.</p>

Chinese

<p>Subject Overview</p>	<p>The aim of the course is to develop students' knowledge and understanding of the Chinese language and culture. The completion of the course will equip students with proficient Chinese to converse with Chinese people at a basic level and provide a head-start in Chinese studies at a tertiary level.</p> <p>Over the year, topics covered will include: personality and appearance, friends and relationships, future hopes and career, socialising with friends and Chinese proverbs.</p>
<p>Pre-requisites</p>	<p>It is recommended for a student to have studied and passed Year Ten Chinese, though it is possible to enter the subject fresh following discussion with the Head of Humanities.</p>
<p>Learning Outcomes</p>	<p>Communicate in Chinese across the topics studied.</p>
<p>Assessment Overview</p>	<p>Two or three in-class assessment pieces for each language skill (reading, listening, speaking, writing). These eight assessment pieces are evenly distributed throughout the year.</p>
<p>Career Pathway</p>	<ul style="list-style-type: none"> • To prepare students to communicate/interact with Chinese people effectively • To equip students with language skills and an understanding of the cultural differences between Australia and China • To advantage students when applying for the jobs, particularly those involving international relations business, or teaching and working overseas.

Dance

<p>Subject Overview</p>	<p>Dance involves the language of movement, where the potential of the body as an instrument of communication is realized. Year Eleven Dance provides opportunities for students to individually examine their experiences and understandings of dance and dance forms, whilst critically exploring the interrelationship between practical and theoretical aspects of dance. Students will also explore the celebration of what God is doing within the Arts sector, and how their spiritual relationship with God can be emerged and strengthened through the art of dance. The students are given the opportunity to explore and develop physically, expressively, emotionally, and most importantly, spiritually. Styles and topics covered include: Rock N' Roll, classical ballet, the functionality and ritual side to contemporary dance, the artistic side to Jazz and Musical Theatre, and the social dynamic side to Hip-Hop and Pop.</p>
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Fostered development of special interests and talents not emphasised in other educational areas • Development of important transferable social, emotional, physical and intellectual skills • Students' self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of Dance • Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings • Dance provides a foundation for future involvement in dance and related art forms for employment and leisure • A newfound relationship with God that fosters biblical life principles.
<p>Assessment Overview</p>	<p>In Year Eleven there are seven tasks. All of the tasks are a combination of three components: Appreciation, Choreography, and Performance. The students will cover a range of topics:</p> <ul style="list-style-type: none"> • Teacher prepared sequences • Comparative written essay • Analytical written essay • Individual choreographed sequences/pieces • Stimulus based choreography and performance tasks
<p>Career Pathway</p>	<p>All career pathways, university or other, benefit from the skill obtained in Dance. Students have the opportunity to branch into numerous areas of 'The Arts' as a career choice, as well as carry essential skills such as: Formulating ideas, expression, social skills and self-confidence into other areas of education or employment.</p>

Drama

<p>Subject Overview</p>	<p>Year Eleven Drama will increase your ability to think; creatively, imaginatively and divergently. You will learn how to think outside the square. Drama teaches students how to become critical consumers, rather than just passive viewers. Students are expected to question and critique their own and other's processes and products. You will develop high order thinking skills. Students will have the opportunity to build and perform a full Shakespeare production for a public performance.</p> <p>Year Twelve students perform in a public promenade installation performance. Students will also have the opportunity to see multiple professional production in a range of venues. The Year Eleven and Twelve Drama is very practical in nature but also has strong literacy and personal growth elements embedded in the course.</p> <p>Year Eleven and Twelve Drama includes the following learning experiences: German Expressionism, Theatre of the Absurd, Epic Theatre, Forum Theatre, Australian Drama, Realism Play analysis, Shakespeare, Ancient Greek and the development of personal performance work.</p>
<p>Pre-requisites</p>	<p>Nil, but students must be willing to work in groups, share ideas, speak before an audience and be involved in physical activities.</p>
<p>Learning Outcomes</p>	<p>Competencies in Forming: this entails students hypothesising, experimenting and making judgments as they select and structure, create and shape dramatic action and meaning</p> <p>Competencies in Presenting (performance): this entails the demonstration and communication of dramatic action and dramatic meaning</p> <p>Competencies in Responding: this involves students using the dramatic languages as an analytical framework to communicate their knowledge and understanding about drama and its meaning.</p>
<p>Assessment Overview</p>	<ul style="list-style-type: none"> • Analytical extended and short response writing, both seen and unseen • Drama production development (in written or oral) • Playwriting • Sketching of designs (eg. set and costume) • Performance (individual and in group)
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Acting • Directing • Theatre design • Events management • Film and TV • Advertising • Teaching • Law • Customer

English

<p>Subject Overview</p>	<p>Year Eleven and Twelve English deepens the approach of students to the following: visual literacy, persuasive techniques, presentation skills, creative writing, appreciating literature, reinforcing vocabulary, grammar and textual analysis. Topics covered include: Shakespeare tragedies, Australian poetry, the persuasive techniques of documentaries, responses to the stories of migrant Australia, the comparative analysis of novels and film as well as personal and creative writing.</p>
<p>Pre-requisites</p>	<p>Students should have passed Year Ten English with a 'C' grade or above. A student with a lower grade who wishes to undertake English should speak to the Head of English.</p>
<p>Learning Outcomes</p>	<p>In Senior English, students will learn to:</p> <ul style="list-style-type: none"> • Communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences • Enjoy and appreciate a range of texts, including Australian texts • Study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods • Interpret, analyse, evaluate, respond to and create a wide range of texts through reading, listening, viewing, speaking, writing and designing • Make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre • Control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.
<p>Assessment Overview</p>	<p>In Year Eleven and Twelve English there are six tasks;</p> <ul style="list-style-type: none"> • Feature article response to a given theme • Oral task before peers • Multi-modal spoken task, usually in the form of a vodcast • Unseen exam of a play studied • Comparative analysis on a chosen theme involving film and novels as texts • Creative writing in seen exam conditions based on a given theme.
<p>Career Pathway</p>	<p>All career pathway, university or other, benefit from the skills obtained in English, whether it is in regards to communication skills, the ability to formulate ideas, or the skills of analysis and persuasion.</p>

English for ESL Learners

Subject Overview	The English for ESL Learners syllabus is an authority subject designed specifically and exclusively for students who are learning English as a second language.
Pre-requisites	<p>Those who enter senior schooling with:</p> <ul style="list-style-type: none"> • Not more than a total of five years of full-time schooling where the medium of instruction is English • More than a total of five years of full-time schooling where the medium for instruction is English but they have a restricted knowledge of English • Minimal or no exposure to English, and a little or no previous formal schooling in any country with severely interrupted education • Little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English • Varying exposure to English, but who have had disrupted education in one or more countries, including Australia • Some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia • Aboriginal and Torres Strait Islander students for whom standard Australian English is not the first home language.
Learning Outcomes	<p>Through studying English for ESL Learners, students should develop:</p> <ul style="list-style-type: none"> • Ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes • Language skills and strategies to learn independently and collaboratively • Ability to think critically and creatively to meet the demands of current and future studies • Willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers • Appreciation of Standard Australian English as the main language of communication in Australia • Understanding of Australian cultural references in communication • Ability to participate confidently and effectively in Australia's diverse cultures and to contribute to enriching them.
Assessment Overview	<p>Students complete written and spoken tasks addressing three language contexts:</p> <ul style="list-style-type: none"> • Language for Academic Learning • Language of Literature • Language of the Media
Career Pathway	This course will be beneficial for any future study or workplace for all ESL students.

Film, Television and New Media

<p>Subject Overview</p>	<p>Year Eleven and Twelve Film, Television and New Media (FTVNM) includes the following topics:</p> <ul style="list-style-type: none"> • Media and Film language • Hollywood genres • Documentaries • Children’s Television • Directing actors • Styles (eg. Italian Neo-Realism, Film Noir, French New Wave, music video, stop motion animation) • Study of directors
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Ability to create proposals for film products • Competency in creating film products using production practices • Ability to make judgements about film by analysing and evaluating film products and their contexts of production and use.
<p>Assessment Overview</p>	<ul style="list-style-type: none"> • Design of film or media products in a variety of formats including treatment, script, storyboards, shot lists, etc. • Production of short films with assessment of mise-en-scene, cinematography, editing, sound • Critical analysis of film and media products, with assessments such as extended analytical essay and oral response (such as podcast), formats include seen and unseen contexts.
<p>Career Pathway</p>	<p>Film production roles such as directing, editing, camera operation, foley, sound recording and mixing, colour grading, production design, special effects, screen writing</p> <ul style="list-style-type: none"> • Photography • Television • New media design • Journalism • Advertising • Writing • Film critique • Teaching • Information Technology

Geography

<p>Subject Overview</p>	<p>This subject is for students who are passionate about travel, people and the environment. It fosters understanding in relation to human interaction with others and the environment.</p> <p>Within Year Eleven and Twelve Geography, students will study themes including:</p> <ul style="list-style-type: none"> • Human interaction with the natural environment • Economics • Infrastructure development and planning • Social environments • People and equality • Political and economic factors that affect societies.
<p>Pre-requisites</p>	<p>A passing result in Year Ten English is recommended. It is not essential that students have completed Year Ten Geography.</p>
<p>Learning Outcomes</p>	<p>Aside from deepening understanding of the geographic concepts, students will develop foundational skills including:</p> <ul style="list-style-type: none"> • Effective researching • Note-taking • Referencing • Collecting, recording, analysing and interpreting data • Interpreting and connecting information • Justifying suggestions of change • Presenting information logically • Making informed decisions • Time management.
<p>Assessment Overview</p>	<p>Students will complete two tasks per term; a take-home assignment in the form of either a field report, practical assessment or an essay, and an end of term short response test.</p>
<p>Career Pathway</p>	<p>Students who succeed in Geography regularly advance into careers including:</p> <ul style="list-style-type: none"> • Journalism • Advertising • International relations • Business • Tourism • Landscaping • Architecture • Town planning • Environmental management • Teaching • Law • Real estate • Travel

Graphics

<p>Subject Overview</p>	<p>Graphics is an exciting STEM subject that teaches design and technical drawing using up-to-date programs. Students will master valuable designing and technical drawing skills. They will also learn engineering, graphic design and product design skills, including the opportunity to use prototyping and production technology such as 3D printers.</p> <p>Assessment often involves a fun and challenging real - world context, for example, designing and prototyping the new playset for the LEGO space series.</p>
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Produce in depth architecture housing projects and corporate projects for clients such as The Coffee Club • Complete graphic design tasks for a client • Use mechanical and product engineering skills to develop their own products • Complete graphic design tasks for a corporation • Follow the design process to produce drawings, prototypes and products • Use Autodesk software • Solve simple and complex problems.
<p>Assessment Overview</p>	<p>Students are assessed using:</p> <p>Design Folios</p> <p>Exams</p>
<p>Career Pathway</p>	<p>Students who complete Year Eleven Graphics develop skills towards:</p> <ul style="list-style-type: none"> • Engineering (mechanical, civil, electrical, structural, biomedical) • Design • Trades • Interior Design • Architecture • Graphic Design • Computer Aided Manufacturing • Any career involving design and problem solving.

Home Economics

<p>Subject Overview</p>	<p>Home Economics has a unique place in the Mueller College curriculum in that it focuses on the well-being of individuals and families in everyday activities. All people need to have food, clothing and shelter as well as satisfactory ways of meeting social, emotional and intellectual needs.</p> <p>The skills, attitudes and understandings developed in Home Economics are those which are fundamental to effective functioning in today's society.</p> <p>Home Economics recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop practical and managerial skills. There is a balance between theoretical understanding and practical application.</p> <p>Home Economics adopts an informed, action oriented approach which encourages the development of critical thinking and reflection and helps students be proactive in areas affecting their daily lives.</p>	
<p>Pre-requisites</p>	<p>Nil</p>	
<p>Learning Outcomes</p>	<p>Unit 1 - Nutrition and Food: This unit will focus upon the development of nutritional understandings and the influences upon individuals food decisions in modern Australia. The impact of these decisions on health and diet-related disease is investigate, alongside the development of skills in relation to food, design and production a sustainable future.</p> <p>Unit 2 - Textiles: The unit will focus upon the development of understandings and skills in relation to textiles, design, production and enjoyable sewing.</p> <p>Unit 3 - Food Consumers - Modern influences on food, nutrition and health on individuals and families wellbeing in Australia: This unit will focus upon nutritional understandings and the influences upon individuals food decisions in modern Australia.</p>	
<p>Assessment Overview</p>	<p>Design challenge, process journal and practical product Supervised Written Exam Research Assignment - Analytical exposition on an issue Design challenge, process journal and practical product Research Assignment - Analytical exposition on an issue Supervised Written Exam</p>	
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Child Care Worker • Community Worker • Consumer Scientist • Craftspersons • Dietician • Environmental Health Officer • Fashion Designer 	<ul style="list-style-type: none"> • Food Technologist • Health Promotion Officer • Home Economics Teacher • Home Designer • Nutritionist • Textile Designer • Theatrical Costume Maker and Designer

Information Technology Systems

Subject Overview	Information Technology Systems is centred on design principles related to graphics, media, web, app development and game development. Students will develop skills and knowledge through hands-on units, enabling them to critically analyse design processes across a variety of technology disciplines.
Pre-requisites	Year Ten Information Technology Systems
Learning Outcomes	<p>The subject Information Technology Systems (ITS) is a practical discipline, which prepares students to meet the rapid changes in IT and respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.</p> <p>Units of study include:</p> <ul style="list-style-type: none"> • Graphic Design • Game Design • Web Design • App Design
Assessment Overview	<p>Supervised, written, theory examinations</p> <p>Design, development and evaluation of IT products</p> <p>Multi-modal presentations</p>
Career Pathway	<ul style="list-style-type: none"> • Graphic Designer • Web Designer/Developer • Advertising/Marketing • Game Designer/Developer • App Designer/Developer

Legal Studies

Subject Overview	Legal Studies deals with a wide range of legal topics:	
	Year Eleven: <ul style="list-style-type: none"> • The Legal System • Criminal Law • Civil Obligations • Human Rights 	Year Twelve: <ul style="list-style-type: none"> • Family Law • Independent Study • International Law • Technology and the Law
Pre-requisites	There are no specific subjects required for the study of Senior Legal Studies. However, a passing result in English is advised, as students will be required to make use of reading, writing, comprehension, communication and language skills.	
Learning Outcomes	<p>Students will -</p> <ul style="list-style-type: none"> • Develop an ability to recognise common situations which have legal implications • Acquire an awareness of their legal rights and responsibilities and knowledge of when and where to seek legal advice • Develop knowledge of the inter-relationship among individuals, society and the law • Develop an understanding of how the legal system operates, so that they may be informed and responsible members of the community • Develop techniques that enable them to use rational and objective methods rather than emotional and subjective judgments when examining legal issues • Understand that the law and legal issues change over time, and that legal decisions made in the past have helped to develop our society to its present state 	
Assessment Overview	Senior Legal Studies offers a variety of assessment tasks. Students will be required to complete two to three pieces of assessment each semester over the two-year course. There is a strong emphasis on research and essay writing skills, as well as some oral presentation tasks.	
Career Pathway	Legal Studies is not a pre-requisite for any tertiary course. However, it gives students a thorough introduction to legal processes, which is invaluable to many careers, not only Law and Justice (including Policing and Military Service), but also Politics, Business, Hospitality, Medical Science, Social Work and Human Services, Environmental Studies, Built Environment, and many other areas where legal issues have become prominent.	

Mathematics A

<p>Subject Overview</p>	<p>Core topics:</p> <ul style="list-style-type: none"> • Managing Money, I & II • Elements of Applied Geometry • Linking Two and Three Dimensions • Statistics and Probability • Maps and Compasses (Navigation or Land Measurement) • Exploring and Understanding Data • Elective topics: (one of these is chosen by the school) • Linear Programming, Networks and Queuing, Introduction to Models from Data.
<p>Pre-requisites</p>	<p>Students should have completed Junior Mathematics in Year Ten, ideally achieving at least a Sound Achievement in Mainstream Mathematics (i.e. the Foundation Maths A preparation course) at the end of Year Ten. A graphics calculator approved by the college is needed in this course.</p>
<p>Learning Outcomes</p>	<p>Mathematics A is a broad-based course in mathematics, designed to equip students with the skills needed for everyday life decisions. It is offered as an alternative to the more theoretical and academic subjects of Mathematics B and Mathematics C.</p> <p>It is not expected that students taking this subject would go on to study advanced Mathematics at tertiary level.</p>
<p>Assessment Overview</p>	<p>As well as undertaking pen and paper tests, students may be required to use computer software or calculators, write assignments or research articles or carry out investigations on a prepared topic.</p>
<p>Career Pathway</p>	<p>This subject will enable students to gain entry into various courses which do not require an in-depth background in Mathematics. It is sufficient mathematical underpinning for courses in Primary teaching, sociology and many other careers.</p>

Mathematics B

<p>Subject Overview</p>	<p>Core Topics:</p> <ul style="list-style-type: none"> • Introduction to Functions • Rates of Change • Periodic Functions and Applications • Exponential and Logarithmic Functions and Applications • Optimization using Derivatives • Introduction to Integration • Applied Statistical Analysis <p>Mathematics B students may also study Mathematics A.</p>
<p>Pre-requisites</p>	<p>It would normally be expected that students will have completed Advanced Mathematics in Year Ten at least to a level of High Achievement.</p> <p>A graphics calculator is essential for this course. It is important that students use the one approved by the College.</p>
<p>Learning Outcomes</p>	<p>Mathematics B is designed to enable students to develop advanced mathematical skills which form the basis for further study in Mathematics and other related areas at the tertiary level.</p> <p>The modes of thinking developed in Mathematics B provide ways of modeling situations in order to explore, describe and understand the world's social, biological and physical environment. If studying Mathematics C it is usually necessary to study Mathematics B also.</p>
<p>Assessment Overview</p>	<p>As well as undertaking pen and paper tests, students may be required to use computer software, write assignments or research articles and carry out investigations on a prepared topic.</p>
<p>Career Pathway</p>	<p>This subject is needed as a pre-requisite for many career paths, not only in the traditional careers of Engineering or the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.</p>

Mathematics C

<p>Subject Overview</p>	<p>Core topics:</p> <ul style="list-style-type: none"> • Introduction to Groups • Real and Complex Number Systems • Matrices and Applications • Vectors and Applications • Calculus • Structures and Patterns <p>Option topics: (two of the following to be chosen by the school)</p> <ul style="list-style-type: none"> • Linear Programming • Dynamics • Introduction to Number Theory • Advanced Periodic and Exponential Functions • Conics • Introductory Modelling with Probability.
<p>Pre-requisites</p>	<p>It would normally be expected that students will have completed Advanced Mathematics in Year Ten at least to a level of High Achievement.</p> <p>A graphics calculator is essential for this course. It is important that students use the one approved by the College.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge they have acquired in Mathematics B. • They will be encouraged to recognize the dynamic nature of mathematics through problem solving and applications to life-related situations. • Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modeling and understanding many aspects of the world's environment. • Under normal circumstances, students studying Mathematics C must also take Mathematics B. • The additional rigour and structure of Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of Mathematics. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of Mathematics and related courses at tertiary level.
<p>Assessment Overview</p>	<p>As well as undertaking pen and paper tests, students may be required to use computer software or graphics calculators, write assignments or research articles, carry out investigations, give oral presentations on a prepared topic or work in groups on a set task.</p>
<p>Career Pathway</p>	<p>This subject is needed as a pre-requisite for many career paths mainly in the traditional careers of Engineering or the Physical Sciences.</p>

Modern History

<p>Subject Overview</p>	<p>Through the study of Modern History, we can understand why our modern world is the way it is. We can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. We can understand that there are relationships between our needs and interests and a range of historical issues, people and events. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.</p>
<p>Pre-requisites</p>	<p>Students wishing to study Modern History should have passed Year Ten English, and preferably have studied, passed and enjoyed Middle School History.</p>
<p>Learning Outcomes</p>	<p>Studying Modern History helps us understand situations, place them in perspective, identify causes and consequences, acknowledge the perspectives of others, develop personal values, make judgments and reflect on those decisions. Doing this effectively requires learning to research and communicate effectively – especially in essay form (a vital skill should a student be university bound).</p> <p>In terms of curriculum Modern History covers Modern Warfare, Race Relations, Political Ideologies and Revolutions.</p>
<p>Assessment Overview</p>	<p>History students should expect between 5 and 6 assessment items per year. They typically include:</p> <ul style="list-style-type: none"> • A Written Research Task • Multi-modal Presentation (i.e. oral or film presentation) • Essay • Response stimulus Exam and/or Knowledge Exam.
<p>Career Pathway</p>	<p>Successful graduates of History tend to move towards one of the following careers: Film and Television, Politics, International Relations, Communications, Law, Psychology, Social Sciences, Journalism, Language Studies, Literature, Tourism, Military Affairs, Business, Theology, History, Economics, Pastoral Work, Curating, Writing.</p> <p>That said, History has a broad application. Any aspiring student should find the skills and content taught in History both useful and rewarding. Its emphasis on society, ethics, good citizenship, values and wise decision-making means it has broad relevance.</p>

Music

<p>Subject Overview</p>	<p>Throughout Year Eleven music course students will focus their studies on three aspects of music: performance, composition and analysis. Students will study techniques of writing and arranging music in various styles as well as orchestrating pieces. Students will study and analyse music of various genres, composers and styles, including musical theatre, film music, orchestral music and program music. Students will be given performance opportunities and will have the option to perform as soloists or in small ensembles.</p>
<p>Pre-requisites</p>	<p>While Music at Year Ten level is preferable all interested students are welcome. It is beneficial that the student is currently studying an instrument/voice. For students who have not previously studied music in Year Ten, additional theory classes can be undertaken if desired.</p> <p>There is a need to purchase “Sibelius” software for the composing aspect of the course.</p>
<p>Learning Outcomes</p>	<p>Music in Year Eleven focuses on students’ performance on stage as a solo artist or as part of an ensemble. Students are also encouraged to compose their own work. Through an immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music</p> <p>Students will study a variety of musical components. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn.</p>
<p>Assessment Overview</p>	<p>Assessment methods will include performance, composition, written and musicology tasks.</p>
<p>Career Pathway</p>	<p>The Career pathway:</p> <ul style="list-style-type: none"> • Performance: solo band, ensemble, orchestral or choral performer • Education: instrumental music teaching, band/choral directorship, classroom music teaching, conducting • Music writing: composing, music arranging, score editing and transcribing • Technology and production: sound engineering, sound design, record production, programming and sequencing • Other: music therapy, music journalist.

Physical Education

<p>Subject Overview</p>	<p>Physical Education focuses in the complex relationships between physical activity and psychological, biomechanical, physiological and sociological factors. The goal of the subject is for students to become intelligent performers in physical activity. Physical Education would interest students who are physically active, enjoy a range of sports and would like to further their knowledge of the physical culture of Australia.</p>
<p>Pre-requisites</p>	<p>There are no formal pre-requisites for this subject, however, it is recommended that students have a pass in year Ten English and a sound level of fitness.</p>
<p>Learning Outcomes</p>	<p>Physical Education draws from a variety of disciplines, including the physical, biological, chemical and sociological sciences. Students get opportunities to develop skills in a range of physical activities. Students will use these activities to investigate the relationship between sport and a variety of physical and social sciences. The sports that students will study during Year Eleven & Twelve are:</p> <ul style="list-style-type: none"> • Volleyball • Rock Climbing • Netball • Sport Aerobics
<p>Assessment Overview</p>	<p>The unique feature of this subject is the integration of the written work with the physical activities. Rather than learning the two topics in isolation they are merged together to ensure that the work is better understood and applied to real life. Students will be assessed using a wide range of genres such as:</p> <ul style="list-style-type: none"> • Essay • Multi-modal Presentation • Research Report
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry) • Sports Administration • HPE Teacher • Personal Trainer • Sports Management, Marketing, Training and Coaching • Medical Fields such as Rehabilitation, Ambulance Officer and Nursing

Physics

<p>Subject Overview</p>	<p>Topics studied include:</p> <ul style="list-style-type: none"> • Measurement • Forces and Motion • Energy and Momentum • Waves / Sound • Optics • Electrostatics • Electricity • Magnetism and Electromagnetism • Atomic and Nuclear Physics
<p>Pre-requisites</p>	<p>It is strongly recommended that students taking Physics have gained at least a Sound Achievement in Year Ten Advanced Mathematics, and at least a Sound Achievement in the Year Ten Physics course. Students will also need sound comprehension and communication skills.</p>
<p>Learning Outcomes</p>	<p>This course is designed to satisfy the pre-requisite demands of many tertiary institutions. Whilst doing this, students also benefit from the development of a precise method of thought for inquiry into both:</p> <ul style="list-style-type: none"> • Cause-effect relationships; and • Behaviour of objects in a mathematical framework <p>This benefit may then be applied to all areas of the student's future life - both at home and at work, and dealing with topics far removed from the formal content of this course.</p>
<p>Assessment Overview</p>	<p>Assessment will be based upon:</p> <ul style="list-style-type: none"> • Exams • Extended Experimental Investigations (EEI) • Extended Response Tasks (ERT) <p>These will be assessed under the general objectives of:</p> <ul style="list-style-type: none"> • Knowledge and Conceptual Understanding; Investigative Processes; Evaluating and Concluding.
<p>Career Pathway</p>	<p>This subject will form a basis for further study of Physical Science subjects at a tertiary level and enable a career path toward the engineering, environmental, medical, health and education sectors.</p>

Science 21

<p>Subject Overview</p>	<p>Topics studied include</p> <ul style="list-style-type: none"> • The restless Earth • Nuclear Energy- Australia’s energy future? • The scientific method • Myth busting • Weapons through the ages • Toward immortality (modern medicine) • Survive that drive • Crime squad • Science 21 is an inter-disciplinary approach to Science. Dealing with themes in real-world contexts that are of interest and importance to students.
<p>Pre-requisites</p>	<p>A pass (SA or alternatively a C) in Year Ten Science is the only prerequisite for this course. Students will need sound comprehension and communication skills.</p>
<p>Learning Outcomes</p>	<p>To develop in students a broad understanding of the relevant science in today’s scientific and technological age.</p>
<p>Assessment Overview</p>	<p>Assessment varies from term to term and will be either:</p> <ul style="list-style-type: none"> • Exams • Extended Experimental Investigations (EEI) • Extended Response Tasks (ERT) or Collections of Work <p>These will be assessed under the general objectives of:</p> <ul style="list-style-type: none"> • Knowledge and Conceptual Understanding; Investigative Processes; Issues and Impacts.
<p>Career Pathway</p>	<p>This course provides a foundational understanding of Science in general and so will be useful for areas of tertiary study including Primary Education and employment which does not require detailed knowledge and competency in the more specific branches of Science.</p>

Technology Studies

<p>Subject Overview</p>	<p>Technology Studies is a STEM subject that is suitable for students who may wish to work in design, engineering or a trade. This subject focuses on the design and manufacture of products in the school workshop. There is a reasonable amount of written work in the form of design folios and reports. Technology Studies allows students to manufacture the projects that they design, including a major project in Year Twelve.</p>
<p>Pre-requisites</p>	<p>A pass in English and Mathematics is preferred.</p>
<p>Learning Outcomes</p>	<p>Students will develop knowledge and skills in the design process. This subject involves students in designing, engineering and producing innovative and creative individual products. In the past, students have designed and made:</p> <ul style="list-style-type: none"> • Pool tables • 3D printed products • Boats • Electric guitars • Chopper motorcycles • RC hovercraft • Surfboards • Workbenches • Trailers • Aides for people with disabilities.
<p>Assessment Overview</p>	<p>Assessment is predominantly assignment based in the form of design folios and reports.</p>
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Students who complete Technology Studies develop skills towards: • Building and service professionals (surveying, engineering, architecture) • Industrial design • Environmental design • Manufacturing design.

Visual Art

<p>Subject Overview</p>	<p>Visual Art is an exciting and powerful means of communication. It teaches how to use visual literacy to critique the issues of our times. It allows students to experiment with plaster, clay, paint, wood, wire, film, sound...anything and everything! There are application skills to be learnt, viewpoint to be challenged and three thousand years of art history as a guide.</p>
<p>Pre-requisites</p>	<p>None, though its a great subject for a person who likes to question the way things are. As well as creativity the subject requires a certain amount of discipline and organisation.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • Develop flexibility, originality and confidence in building and thinking creatively • Constructively analyse and respond to social and issues and concerns • Contribute creatively to the big questions of life • Develop problem solving and time management skills • Develop an awareness of your personal philosophy of life
<p>Assessment Overview</p>	<ul style="list-style-type: none"> • Practical experiments in a range of experiments in a range of art technique • Personal journal of ideas • Written assignments as research for your practical tasks
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Graphic Designer • Ceramicist • Occupational Therapist • Gallery curator • Arts Administrator • Sculptor • Painter • Book illustrator • Prop and set creator for film and theatre • Publishing layout artist • Historian

Registered Subjects (Non OP Subjects)

Communication English

Fashion

Industrial Skills

Prevocational Maths

Recreation

Communication English

Subject Overview	<p>Communication English is offered as an alternative course to Mainstream English for Senior students who are not seeking an OP. It is beneficial to students who plan to enter the workforce upon completion of grade Twelve. Topics include:</p> <ul style="list-style-type: none"> • Effective teamwork • Balancing work with leisure • Film analysis • Marketing • Creative writing Travel • Managing workplace conflict
Pre-requisites	<p>Students achieving a 'C' grade, or below can consider Communication English as a subject. Students achieving a higher grade should not consider the subject, but may consult with the Head of English.</p>
Learning Outcomes	<p>This course aims to develop a confidence in speaking and fluency in reading. Also a desire to research, plan, draft and work as a member of a group. Emphasis is placed on the understanding of many practical aspects of workplace skills.</p>
Assessment Overview	<p>Year Eleven and Twelve Communication English has a balance of three dimensions, community, leisure and work. This is reflected in the pieces of assessment. These will include written and spoken tasks that provide opportunities for students to respond under various conditions.</p>
Career Pathway	<p>Communication English permits students to gain entry into TAFE and other Vocational Courses.</p> <p>Students need to be aware that only a limited number of universities accept Communication English as an entry subject for very specific courses.</p>

Fashion

Subject Overview	<p>Fashion is an integral part of everyday life, with all individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by our fashion choices.</p> <p>Through this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to plan and produce design solutions in a range of fashion contexts. Students undertake group work and individual projects. They manage personal projects and are encouraged to work independently on some tasks.</p> <p>Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items.</p>
Pre-requisites	<p>Nil</p>
Learning Outcomes	<p>The subject Fashion explores what underpins fashion culture, technology and design. It includes the study of three core topics:</p> <ul style="list-style-type: none"> • Fashion culture – fashion history, trends and careers • Fashion technologies – textiles and practical skills required for garment, accessory and homewares construction • Fashion design – the design process.
Assessment Overview	<p>Fashion includes three types of assessment items:</p> <ul style="list-style-type: none"> • Projects – response to a situation/scenario • Investigation – finding and using fashion-related information • Product – producing fashion items, displays and folios <p>Fashion has a practical focus in all assessment.</p>
Career Pathway	<ul style="list-style-type: none"> • Fashion Designer • Personal Stylist • Costume Design • Clothing Production and Manufacturing • Merchandising • Retail • Interior Designer

Industrial Skills

<p>Subject Overview</p>	<p>Industrial Skills is an opportunity for students to have fun working with their hands while developing valuable, real-world skills. It is the ideal subject for any student who wants to get into a workshop, learn lifelong lessons, and take home their own practical work.</p> <p>Many students leave this subject with the knowledge and skills to help them get their desired job in a trade or engineering company. Others develop confidence in their own abilities to solve problems and fix/make things for themselves.</p> <p>Students are also able to complete valuable trade qualifications such as Certificate II in Engineering and Certificate I in Furnishing.</p>
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<p>Students will learn to:</p> <ul style="list-style-type: none"> • Setup and run both simple and complex power tools and machinery • Build an off-road kit car • Service automotive systems such as motors, suspension, brakes etc. • Construct residential wall framing, plastering, tiling, grouting, painting, bricklaying etc. • Demolish an old construction site • Weld • Manufacture their own folding metal tool box • Manufacture furniture and cabinets • Communicate in a team • Work safely • Plan a project and use trade maths in a practical setting.
<p>Assessment Overview</p>	<p>Assessment is largely practical.</p>
<p>Career Pathway</p>	<ul style="list-style-type: none"> • Students who complete senior Industrial Skills develop skills towards: • Engineering • Trades such as manufacturing, carpentry, plastering, tiling, boiler making, painting, concreting, cabinet making, electrical, plumbing, fitting and turning, automotive etc. • Any career involving design, problem solving and practical skills.

Prevocational Maths

Subject Overview	<p>There are four modules covered during the two years of study. The topics include:</p> <ul style="list-style-type: none"> • Basic Skills • Measurement • Money Matters • Data Collection, Display, and Interpretation • A thematic approach is taken offering units on personal finance, landscaping, nutrition, building, car mathematics, travel and environment. This may include excursions to the workplace.
Pre-requisites	<p>As this is the most basic of all Senior Mathematics courses offered by the QCAA or this school, no requirements are necessary</p> <p>It is certainly our desire that no student who is capable of doing well in Maths A, for instance, will take this course</p> <p>It should only be undertaken by those students who may lack confidence and/or ability in Mathematics generally and would genuinely be unable to cope with the concepts and pace of Mathematics A.</p>
Learning Outcomes	<p>It has been developed to provide students with a relevant and practical mathematical basis for life after school</p> <p>The course seeks to assist students to develop an awareness of the diverse applications of mathematics. Furthermore, it aims to develop the student's ability to relate mathematics to employment requirements.</p>
Assessment Overview	<p>Formative and Summative assessment will be undertaken in a variety of possible ways. These may include:</p> <ul style="list-style-type: none"> • Traditional exam style • Investigations • Group work • Oral tasks • Practical tasks • Folios of work • Three broad criteria will be used in assessment: <ul style="list-style-type: none"> (i) Knowing (using familiar skills) (ii) Explaining (communicating and showing working) (iii) Applying (using familiar skills in unfamiliar ways)
Career Pathway	<p>It is only necessary to pass one semester of this course to satisfy the numeracy component of a QCE</p>

Recreation

Subject Overview	The Year Eleven and Twelve Recreation course is designed to educate students in a wide range of outdoor and recreational pursuits. It will help them develop personal and behavioural skills which will benefit them throughout life. Although not as academically rigorous as Physical Education, the students undertaking Recreation will need to commit a lot of time and effort to be successful in the subject.
Pre-requisites	There are no formal pre-requisites for this course, however, it is advised that students have a sound level of fitness and are able to swim 50m.
Learning Outcomes	<p>Recreation exposes students to a wide and varying range of physical activities. Students will have the opportunity to obtain a number of certificates and qualifications, these include:</p> <ul style="list-style-type: none"> • Boat License • Level 1 Coaching Certificate • First Aid and CPR Qualification • Bronze Star Lifesaving Certificate <p>Some of the other activities that students will undertake include:</p> <ul style="list-style-type: none"> • Canoeing & Surfing • Sports Administration • Lightweight Camping and Leadership Development • Orienteering & Navigation • Team Sports
Assessment Overview	Most of the assessment in Recreation will be completed through teacher observations of performance in physical activities. Students will also go on two camps where skills they have learnt will be tested in authentic environments. Despite the wide range of practical activities the students undertake, there is still a significant theoretical base to the assessment. Students will be expected to present knowledge and evaluation through the use of exams, assignments and project folios.
Career Pathway	<p>Recreation has a wide range of possible career pathways:</p> <ul style="list-style-type: none"> • Trekking Guide • Sports Coach • Sports Administration • Camp Leader • Paramedic • Emergency Services • Defense Force • Ranger • Lifeguard • PE Teacher

Vocational Education Courses

Certificate courses from Certificate I to Certificate III are offered to students who have commenced their senior phase of learning. Each of these courses contribute points towards the Queensland Certificate of Education (QCE) with Certificate III courses contributing between five to eight points. OP eligible students may elect to study one of the subjects however it will not go towards their OP.

All of the Certificate course are nationally recognised and taught to the standards required by the Australian Skills Quality Authority (ASQA) and to standards required by industry.

All certificate courses that are nationally recognised are delivered in compliance with the Standards for Registered Training Organisations (RTOs) 2015 and to standards required by industry.

Courses will be delivered by the following external RTO's

Train Assess Australia (RTO Provider No. 1831)



Certificate III in Business BSB30115

Certificate II in Furniture Making MSF20313

Gold Training (RTO Provider No. 40515)



Certificate III in Hospitality SIT30616/Certificate III in Events SIT30516

Mueller College (RTO Provider No. 30414)

Certificate II in Skills for Work and Vocational Pathways FSK20113



Certificate III in Business BSB30115

<p>Subject Overview</p>	<p>The Certificate III in Business course aims to provide students with valuable skills relevant to business and finance.</p> <p>Topics studied include the setting up and operating of a small business venture within the school environment. This involves record keeping, entrepreneurship, marketing, working as a team member, customer service and other processes involved running a small business.</p> <p>Delivered by Train Assess Australia RTO No.1831</p>
<p>Pre-requisites</p>	<p>A passing grade in Year Nine Mathematics would be helpful.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> • To develop the knowledge, practices and attitudes necessary to: • Participate in the community as informed, responsible and ethical consumers, citizens and entrepreneurs • Efficiently manage personal finances • Interact effectively in both personal and business environments • Respond to business opportunities and challenges • Use information and technologies to record, report and create business information and/or products and to communicate relevant information to interested parties • Work individually and co-operatively to develop business plans and products; participate in and evaluate the outcomes of business ventures • To appreciate and put into practice the highest standards of neatness, accuracy, confidentiality, honesty and reliability as required in business
<p>Core Units</p>	<ul style="list-style-type: none"> • BSBWHS302 Apply Knowledge of WHS Legislation
<p>Elective Units</p>	<ul style="list-style-type: none"> • BSBWOR202 Organise and complete daily work activities • BSBITU302 Create Electronic Presentations • BSBITU303 Design and produce text documents • BSBITU306 Design and produce business documents • BSBWRT301 Write simple documents • BSBITU401 Design and develop complete text documents • BSBFIA301 Maintain financial records • BSBITU304 Produce spreadsheets • BSBCUS301 Deliver and monitor a service to customers • BSBDIV301 Work effectively with diversity • BSBCUS301 Deliver and monitor a service to customers • BSBCMM301 Process Customer complaints
<p>Assessment Overview</p>	<p>Theory and Practical Tests; written/research assignments; oral and dramatic presentations; practical formation of a business venture.</p>
<p>Career Pathway</p>	<p>The skills taught are beneficial to anyone's personal financial literacy as well as being an advantage for many types of employment including: business administration and management, marketing, financial planning, accounting, customer relations, human resource management, customer service, banking, government administration and economy.</p> <p>Completion of this course is also recommended for those interested in studying Accounting and/or other Business Communication and Technologies in Years Eleven & Twelve and/or at a tertiary level (vocational and university study).</p>

Certificate II in Furniture Making MSF20313

<p>Subject Overview</p>	<p>This qualification describes the skills and knowledge required to perform the manufacture of free-standing furniture or built-in cabinets, and provide on-site assistance in the installation of furniture or cabinets involving known routines and procedures and some accountability for the quality of outcomes. It reflects vocational outcomes for those performing assistant cabinet maker, assistant installer of built-in cabinets, and production operator within a cabinet making enterprise. Cabinets include free-standing and built-in furniture or fitted cabinets, such as those used in kitchens and bathrooms. Skills are also included that cover assisting in the installation or renovation of kitchens and bathrooms and other fitted cabinets, which involves collaboration with others through members of a group or team. This qualification does not cover shop fitting.</p> <p>Delivered by Train Assess Australia PTY LTD RTO No. 1831. The course will only be offered to those students enrolled in Industrial technology.</p>
<p>Pre-requisites</p>	<p>Nil</p>
<p>Core Units</p>	<ul style="list-style-type: none"> • MSMENV272 Participate in environmentally sustainable work practices • MSMSUP102 Communicate in the workplace • MSMSUP106 Work in a team • MSFFM2001 Use furniture making sector hand and power tools • MSFGN2001 Make measurements and calculations
<p>Elective Units</p>	<ul style="list-style-type: none"> • CPCCOHS1001A Work safely in the construction industry • MSAPMOHS200A Work safely • MSFFM2002 Assemble furnishing components • MSFFM2004 Prepare surfaces for finishing • MSFFM2005 Join solid timber • MSFFM2006 Hand make timber joints • MSFFM2007 Follow plans to assemble production furniture • MSFFM2010 Set up and operate basic static machines
<p>Assessment Overview</p>	<p>Assessment techniques may include: practical work, writing tasks, teacher observation, written or on-line tests.</p>

VOCATIONAL EDUCATION COURSE

Certificate III in Hospitality SIT30616 / Certificate III in Events SIT30516

Subject Overview	<p>These qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgment, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.</p> <p>Events are diverse in nature and these qualifications provide a pathway to work for event or exhibition organisations operating in a range of industries including the tourism and travel, hospitality, sport, cultural and community sectors.</p> <p>The diversity of employers includes event or exhibition management companies, event venues, or organisations that organise their own events. Work could be undertaken in an office environment where the planning of events takes place, on-site at venues where events are staged or a combination of both.</p> <p>These qualifications allow for multi skilling and for specialisation in accommodation services, food and beverage and events.</p> <p>Delivered by Gold Training RTO No. 40515</p>
Pre-requisites	<p>Certificate III in Hospitality SIT30616</p> <ul style="list-style-type: none"> • Nil <p>Certificate III in Events SIT30516</p> <ul style="list-style-type: none"> • Components of this course are completed through Certificate III in Hospitality prior to commencing this course.
Core Units	<ul style="list-style-type: none"> • BSBWOR203 Work effectively with others • SITIND002 Source and use information on the hospitality industry • SITHIND004 Work effectively in hospitality service • SITXCCS006 Provide service to customers • SITXCOM002 Show social and cultural sensitivity • SITXHRM001 Coach others in job skills • SITXWHS001 Participate in safe work practices • SITEEVT002 Process and monitor event registrations • SITEEVT001 Source and use information on the events industry

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Certificate III in Hospitality SIT30616 / Certificate III in Events SIT30516 cont...

<p>Elective Units</p>	<p>Certificate III in Hospitality SIT30616</p> <ul style="list-style-type: none"> • In addition to the core units there are eight (8) elective units that reflect practical learning outcomes experienced through Hudson's Café and Mueller College events and functions • SITXFSA001 Use of hygienic practices for food safety • SITHCCC003 Prepare and present sandwiches • SITHCCC006 Prepare appetisers and salads • SITXFIN001 Process financial transactions • SITHFAB002 Provide responsible service of alcohol • SITHFAB004 Prepare and serve non-alcoholic beverages • SITHFAB005 Prepare and serve espresso coffee • SITXINV002 Maintain the quality of perishable items <p>Certificate III in Events SIT30516</p> <ul style="list-style-type: none"> • In addition to the core units there are seven (7) elective units that reflect practical learning outcomes experienced through Mueller College events. • SITEEVT003 Coordinate on-site event registrations • SITEEVT004 Provide event staging support • BSBSUS201 Participate in environmentally sustainable work practices • SITXHRM001 Coach others in job skills • SITHFAB002 Provide responsible service of alcohol • SITXFIN001 Process financial transactions • SITHIND002 Source and use information on the hospitality industry
<p>Assessment Overview</p>	<p>Certificate III in Hospitality SIT30616</p> <ul style="list-style-type: none"> • Practical functions – 36 service occasions, these are provided through Hudson's café and various Mueller College events and functions. • Observation checklists by Trainers in college and in work situations • This nationally accredited course contains 15 units of study. Each unit of study comprises of a three-part assessment – practical, theory test and assignment. <p>The theory component of this course is provided through an online learning platform</p>

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Certificate III in Hospitality SIT30616 / Certificate III in Events SIT30516 cont...

<p>Assessment Overview</p>	<p>Certificate III in Hospitality SIT30616</p> <ul style="list-style-type: none"> • Practical functions – 36 service occasions, these are provided through Hudson’s café and various Mueller College events and functions. • Observation checklists by Trainers in college and in work situations • This nationally accredited course contains 15 units of study. Each unit of study comprises of a three-part assessment – practical, theory test and assignment. <p>The theory component of this course is provided through an online learning platform</p> <p>Certificate III in Events SIT30516</p> <ul style="list-style-type: none"> • Practical functions – this course involves practical components provided through Mueller College events e.g. Mueller Fete. Students are required to participate in these live events as part of their learning outcomes. • Observation checklists by Trainers in college and in work situations • This nationally accredited course contains 13 units of study. Each unit of study comprises of a three-part assessment – practical, theory test and assignment. <p>The course is designed to provide an understanding of general aspects of the hospitality industry. This course can lead to further post schooling studies including: SIT60316 Advanced Diploma of Hospitality Management SIT60216 Advanced Diploma of Events</p>	
<p>Subject Overview</p>	<p>Certificate III in Hospitality SIT30616</p> <ul style="list-style-type: none"> • Barista (espresso coffee machine operator) • Food and beverage attendant • Front desk receptionist • Front office assistant • Function attendant • Function host • Guest service agent • Housekeeper • Restaurant host • Senior bar attendant • Waiter. 	<p>Certificate III in Events SIT30516</p> <ul style="list-style-type: none"> • Conference assistant • Event or exhibition administrative assistant • Event or exhibition assistant • Event or exhibition operations assistant • Functions assistant • In-house meetings assistant • Junior event or exhibition coordinator • Logistics assistant • Meetings assistant • Venue assistant.



Certificate II in Skills for Work and Vocational Pathways FSK20113

<p>Subject Overview</p>	<p>The FSK20113 course has been designed to support achievement of vocational competency so that students can gain entry level skills for office administration positions across various industries as well as provide a pathway into other VET courses Assessment texts and tasks reflect those typically found in the workplace.</p>
<p>Pre-requisites</p>	<p>Nil</p>
<p>Core Units</p>	<ul style="list-style-type: none"> • FSKLRG09 Use strategies to respond to routine workplace problems • FSKLRG11 Use routine strategies for work-related learning • FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work • FSKNUM15 Estimate, measure and calculate with routine metric measurements for work • FSKRDG10 Read and respond to routine workplace information • FSKOCM07 Interact effectively with others at work • FSKWTG09 Write routine workplace texts • FSKDIG03 Use digital technology for routine workplace tasks
<p>Elective Units</p>	<ul style="list-style-type: none"> • FSKLRG10 Use routine strategies for career planning • FSKLRG07 Use strategies to identify job opportunities • FSKRDG09 Read and respond to routine standard operating procedures • FSKOCM06 Use oral communication skills to participate in workplace teams • BSBWHS201 Contribute to health and safety of self and others • BSBCMM201 Communicate in the workplace
<p>Learning Outcomes</p>	<p>This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways</p> <p>It is suitable for individuals who require:</p> <ul style="list-style-type: none"> • A pathway to employment or vocational training • Reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3 • Entry level digital literacy and employability skills • A vocational training and employment plan
<p>Assessment</p>	<p>Assessment texts and tasks reflect those typically found in the workplace.</p> <p>A range of assessment methods including: observations; case studies; assignments; team projects; portfolios; short answer questions and activities will be used to gather evidence.</p>

Christian Studies

As a distinctly Christian school we value the exploration of the Christian faith highly. Consequently, all students, who do not choose Certificate III Christian Ministry are required to engage in Christian Studies for two periods per week.

Subject Overview	A non-assessed, discussion based subject which explains Biblical principles and themes as well as the real-life issues associated with the Christian faith. (Note: students who select Christian Studies will also get one extra study period)
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Notes

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