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# Year 11

2015 Course Information

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# Welcome to Year 11

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Mueller College offers a diverse range of subjects designed to enrich and challenge students. As you enter the final two years of your education at Mueller, you will need to refocus on your academic studies in order to achieve. We encourage students to select subjects that are not only interesting, but also provide them opportunities to choose future 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.

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**“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.”**

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# Year 10 into 11 Course Information

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Students in the senior phase of learning (Years 11 and 12) are able to select 6 subjects, each with a five period per week time commitment. These subjects contribute towards the awarding of an Overall Position (OP) or a 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 assist with the subject selection process.

## Categories of Subjects:

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

**Authority subjects** are based on syllabuses that have been approved and issued by the QSA. Results in Authority subjects can count in the calculation of OPs and Field Positions (FPs), the most common selection devices used by the tertiary sector.

**Authority-registered subjects** are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs.

**Certificate Courses:** Certificate courses contain competencies which accumulate towards the award of a Certificate I, II or III in a given area, for example, Certificate III in Christian Ministry and Theology.

**Note:** A list of the Certificate subjects are in the Course Information Book (pp 42-46)

The combination of subjects which students select from these types will determine a student's 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 12 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.

**When selecting subjects consideration should be given to a number of factors:**

### **Career Pathway**

- » Universities require certain pre-requisite subjects to be exited with a passing grade in order for students to be admitted to the course.
- » More information about these pre-requisites can be found in the 2016 QTAC Guide. Copies have been distributed to all year 10 students.
- » Appointments can be made with the Head of Vocational Education and Guidance Dr Gregg Nowell.

### **Student's abilities and preferences**

- » It is a useful overall plan to select subjects which your child enjoys and has demonstrated some ability or aptitude in previously.
- » It is not recommended that students select subjects purely on the basis of "they will help me get a good OP".
- » Whilst we all enjoy activities undertaken with friends, this should not be the primary factor in the selection of subjects.
- » Certain Authority subjects require a passing grade to be attained in year 10 in order for the student to be successful in the subject in years 11 & 12. These pre-requisites are outlined in the individual subject outlines contained in this book.

### **Learning Outcomes**

- » If your child is not exclusively considering a university pathway then consideration should be given to subjects which can develop skills, knowledge and attitudes that would be useful in a range of vocations.
- » If your child is focusing on a university pathway they may still find useful the learning provided by a Certificate or Authority Registered subject as an option towards an alternative career.

## **Authority Subjects**

Accounting	Home Economics
Aerospace Studies	Technology Studies
Ancient History	Information Technology Systems
Visual Arts	Legal Studies
Biology	Mathematics A
Business Communication Technologies	Mathematics B
Chemistry	Mathematics C
Chinese	Modern History
Drama	Music
English	Music Extension (Year 12 only)
English for ESL Learners	Physical Education
Film, Television and New Media	Physics
Geography	Science 21
Graphics	

## **Authority Registered Subjects**

Communication English  
Hospitality (Certificate II in Kitchen Operations)  
Industrial Technology (Certificate I in Furnishing)  
Prevocational Maths  
Recreation

## **Certificate Courses**

Certificate III in Visual Art  
Certificate II in Business  
Certificate III in Christian Ministry and Theology  
Certificate II in Workplace Practices





# **Authority Subjects**

(OP Subjects)

# Accounting

<p><b>Subject Overview</b> (short course description)</p>	<p>The course is organised under the following areas of study:</p> <ul style="list-style-type: none"> <li>» Core Studies</li> <li>» Elective Studies that include Recording and Controls and Reporting and Decision making</li> </ul> <p>During the course, students will study:</p> <ul style="list-style-type: none"> <li>» principles of double-entry accounting</li> <li>» accrual accounting and accounting for the GST</li> <li>» accounting packages eg MYOB</li> <li>» control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets</li> <li>» preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports</li> <li>» analysis and interpretation of financial and company reports</li> <li>» personal financing and investing</li> </ul> <p>The accounting procedures taught are consistent with the practices of professional bodies.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no pre-requisite subjects but the study of Business Studies at year 10 is an advantage. Students require basic mathematical skills and a sound grasp of the English language and the ability to express thoughts clearly and concisely.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» 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</li> <li>» to promote the development of numeracy, effective communication skills, and logical reasoning processes</li> <li>» 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</li> <li>» to enable students to develop ICT skills to apply accounting process in business</li> <li>» to enable students to participate more effectively and responsibly in a changing business environment</li> <li>» to prepare students for further education, training and employment.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Students are assessed under the following criteria:</p> <ul style="list-style-type: none"> <li>» Knowledge and Procedural Practices</li> <li>» Interpretation and Evaluation</li> <li>» Applied Practical Processes</li> </ul> <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 multimodal presentations.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<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 Studies

<p><b>Subject Overview</b> (short course description)</p>	<p>Aerospace Studied is an OP subject that had been designed to meet the pilot and 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><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Passes in Maths and English whilst not essential are desirable.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» identify and describe aerospace and aviation technical terms and principles</li> <li>» recall and use rules and regulations, procedures and mathematical processes</li> <li>» explain technical concepts, processes, procedures, rules and regulations</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</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"> <li>» knowledge and understanding</li> <li>» critical thinking</li> <li>» Interpretation and communication</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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.</p>

# Ancient History

<p><b>Subject Overview</b> (short course description)</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 vitally important to every person intending on 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 our world today. This understanding is developed through critical inquiry, research, source analysis, discussion and reflection.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Students wishing to study Ancient History should have passed Year 10 English, and preferably have passed and enjoyed Middle School History.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</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 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 Ancient History covers Ancient Rome, Archaeology, Ancient Egypt, Ancient Greece, Ancient Christianity and Mythology.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>History students should expect 5 assessment items per year. They typically include a Written Research Task, Multimodal Presentation (i.e. oral or film presentation), Essay, Response to Stimulus Exam and/or Knowledge Exam.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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 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>

# Biology

<p><b>Subject Overview</b> (short course description)</p>	<p>These topics will be explored during the two years:</p> <ul style="list-style-type: none"> <li>» Diversity of Life</li> <li>» Cell Biology</li> <li>» Immunology</li> <li>» Plant Physiology</li> <li>» Genetics</li> <li>» Animal Behaviour and Reproduction</li> <li>» Ecology</li> <li>» Evolution, Design</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<ul style="list-style-type: none"> <li>» Although there are no pre-requisite subjects, students who had difficulty attaining at least a Sound Achievement at Year 10 Science will find this subject too difficult.</li> <li>» 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.</li> <li>» They will need good English comprehension and communication skills.</li> </ul>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>This course attempts to give students an overview of the various facets of Biology including investigation techniques.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment will be based on</p> <ul style="list-style-type: none"> <li>• Exams - extended answer questions</li> <li>• Assignments (oral and written)</li> <li>• Practical performance and reports</li> <li>• An extended investigation (Project)</li> <li>• Evaluating current Biological issues</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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><b>Subject Overview</b> (short course description)</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> <ol style="list-style-type: none"> <li>1. Business environments</li> <li>2. Managing people</li> <li>3. Industrial relations</li> <li>4. International business</li> <li>5. Workplace health, safety and sustainability</li> <li>6. Organisation and work teams</li> <li>7. Managing workplace information</li> <li>8. Financial administration</li> <li>9. Social media</li> <li>10. Events administration</li> <li>11. School-developed issues study.</li> </ol>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no pre-requisite subjects but it is an advantage to have studied a business subject at year 9 or 10 level. Year 10 Business Information Processing is an advantage.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society</li> <li>• students engage in activities that require higher-order cognition</li> <li>• develop the ability to interpret, analyse and evaluate business issues, recommendations and solutions.</li> <li>• provide students with opportunities to engage in inquiry learning</li> <li>• develop the ability to communicate using a variety of modes</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Students are assessed under the following criteria:</p> <ul style="list-style-type: none"> <li>• Knowing and understanding business</li> <li>• Investigating business issues</li> <li>• Evaluating business decisions</li> </ul> <p>Assessment techniques will include:</p> <ul style="list-style-type: none"> <li>• Short and/or extended responses</li> <li>• Research assignments, projects and reports</li> <li>• Multimodal presentations (eg seminar presentations, multimedia presentations, debates)</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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

<p><b>Subject Overview</b> (short course description)</p>	<p>These topics will be studied during the two years:</p> <ul style="list-style-type: none"> <li>» Materials: Properties, Bonding and Structure</li> <li>» Reacting Quantities and Chemical Analysis</li> <li>» Oxidation and Reduction</li> <li>» Organic Chemistry</li> <li>» Chemical Periodicity</li> <li>» Gases and the Atmosphere</li> <li>» Energy and Rates of Chemical Reaction</li> <li>» Chemical Equilibrium</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>At least a good Sound Achievement level in Mathematics and a High Achievement level in Year 10 Science. A good comprehension of English is also required.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» To acquaint students with the language and fundamentals of chemical science.</li> <li>» To develop manipulative skills and processes associated with sound scientific practice through laboratory skills.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment will be based on:</p> <ul style="list-style-type: none"> <li>» Exams - Multiple choice, Short Answer, Extended Answers.</li> <li>» Observation of Practical work / Skills</li> <li>» Extended Experimental Investigations</li> <li>» Research Assignments</li> </ul> <p>These will be assessed under the performance dimensions of Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>This subject will form a basis for further study of Chemical Science subjects at tertiary level and enable a career path toward the environment, medical, health and education sectors.</p>

# Chinese

<p><b>Subject Overview</b> (short course description)</p>	<p>The aim of the course is to develop students' broad knowledge and deep understanding of Chinese language and Chinese culture. The completion of the course will equip students with proficient Chinese to travel in China, or to have a head-start in Chinese studies at a tertiary level.</p> <p>Over the year, these topics include: personality and appearance, friends and relationships, future hopes and career, party with friends and Chinese proverbs.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>It is required for a student to have a "C" or higher achievement in year 10 Chinese.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Communicate in Chinese across the topics studied.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Two in-class assessment pieces for each language skill. (Reading, listening, speaking, writing). These eight assessment pieces are evenly distributed throughout the year.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» To prepare students to communicate/interact with Chinese people effectively.</li> <li>» To equip students with the language skills and the understanding of the cultural differences between Australia and China.</li> <li>» To advantage students when applying for the jobs, which involve international business, or teaching and working overseas.</li> </ul>



# Drama

<p><b>Subject Overview</b> (short course description)</p>	<p>Year 11 and 12 Drama include the following learning experiences:</p> <ul style="list-style-type: none"> <li>» Twentieth Century styles – German Expressionism, Theatre of the Absurd, Epic Theatre, Forum Theatre</li> <li>» Australian Drama</li> <li>» Realism</li> <li>» play analysis</li> <li>» Classic styles - Shakespeare, Ancient Greek</li> <li>» Development and performance of personal project</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Students must be willing to work in groups, share ideas, speak before an audience and be involved in physical activities.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p><b>Competencies in Forming:</b> this entails students hypothesising, experimenting and making judgements as they select and structure, create and shape dramatic action and meaning</p> <p><b>Competencies in Presenting (performance):</b> this entails the demonstration and communication of dramatic action and dramatic meaning</p> <p><b>Competencies in Responding:</b> this involves students using the dramatic languages as an analytical framework to communicate their knowledge and understanding about drama and its meaning.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» Analytical extended and short response writing, both seen and unseen</li> <li>» Drama production development (in written or oral)</li> <li>» Playwriting</li> <li>» Sketching of designs (eg. set and costume)</li> <li>» Performance (individual and in group)</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» Acting</li> <li>» Directing</li> <li>» Theatre design</li> <li>» Events management</li> <li>» Film and TV</li> <li>» Advertising</li> <li>» Teaching</li> <li>» Law</li> <li>» Customer service</li> </ul>

# English

<p><b>Subject Overview</b> (short course description)</p>	<p>Year 11 and 12 English deepens the approach of students to the following: visual literacy, persuasive techniques, presentations 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><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Students should have passed Year 10 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><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» Greater literacy ( visual, written and spoken)</li> <li>» Greater understanding and control of literature and other texts</li> <li>» Greater control of language both written and spoken.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>In Year 11 English there are seven tasks, in Year 12 only six:</p> <ul style="list-style-type: none"> <li>» Feature article response to a given theme</li> <li>» Oral task before peers</li> <li>» Multimodal spoken task, usually in the form of a vodcast</li> <li>» Unseen exam of a play studied</li> <li>» Comparative analysis on a chosen theme involving film and novels as texts</li> <li>» Creative writing in seen exam conditions based on a given theme.</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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

<p><b>Subject Overview</b> (short course description)</p>	<p>The English for ESL Learners syllabus is an authority subject designed specifically and exclusively for students who are learning English as a second language.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Those who enter senior schooling with:</p> <ul style="list-style-type: none"> <li>» not more than a total of five years of full-time schooling where the medium of instruction is English</li> <li>» 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.</li> <li>» minimal or no exposure to English, and a little or no previous formal schooling in any country with severely interrupted education</li> <li>» little or no exposure to English, but with schooling equivalent to that received by their chronological peers in English</li> <li>» varying exposure to English, but who have had disrupted education in one or more countries, including Australia</li> <li>» some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia</li> <li>» Aboriginal and Torres Strait Islander students for whom standard Australian English is not the first home language.</li> </ul>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Through studying English for ESL Learners, students should develop:</p> <ul style="list-style-type: none"> <li>» ability to communicate in written and spoken Standard Australian English with confidence, clarity, accuracy and appropriateness for social, academic, business and creative purposes</li> <li>» language skills and strategies to learn independently and collaboratively</li> <li>» ability to think critically and creatively to meet the demands of current and future studies</li> <li>» willingness and capacity to become discriminating and discerning readers, writers, listeners and speakers</li> <li>» appreciation of Standard Australian English as the main language of communication in Australia</li> <li>» understanding of Australian cultural references in communication</li> <li>» ability to participate confidently and effectively in Australia's diverse cultures and to contribute to enriching them.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Students complete written and spoken tasks addressing three language contexts:</p> <ol style="list-style-type: none"> <li>1. Language for Academic Learning</li> <li>2. Language of Literature</li> <li>3. Language of the Media</li> </ol>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>This course will be beneficial for any future study or workplace for all ESL students.</p>

# Film, Television and New Media

<p><b>Subject Overview</b> (short course description)</p>	<p>Year 11 and 12 Film, Television and New Media (FTVNM) includes the following topics:</p> <ul style="list-style-type: none"> <li>» Media and Film language</li> <li>» Advertising</li> <li>» Hollywood genres</li> <li>» Documentaries</li> <li>» Children’s Television</li> <li>» Directing actors</li> <li>» Styles (eg. Italian Neo-Realism, Film Noir, French New Wave, music video, stop motion animation)</li> <li>» Study of directors</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>FTVNM requires a passing grade in English</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» Ability to create proposals for film products</li> <li>» Competency in creating film products using production practices</li> <li>» Ability to make judgements about film by analysing and evaluating film products and their contexts of production and use</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» Design of film or media products in a variety of formats including treatment, script, storyboards, shot lists, etc.</li> <li>» Production of short films with assessment of <i>mise-en-scene</i>, cinematography, editing, sound</li> <li>» 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.</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» Film production roles such as directing, editing, camera operation, foley, sound recording and mixing, colour grading, production design, special effects, screen writing</li> <li>» Photography</li> <li>» Television</li> <li>» New media design</li> <li>» Journalism</li> <li>» Advertising</li> <li>» Writing</li> <li>» Film critique</li> <li>» Teaching</li> <li>» Information Technology</li> </ul>

# Geography

<p><b>Subject Overview</b> (short course description)</p>	<p>Four semester units are studied over the two year course. Each unit is self-contained. Skills acquired in Yr 11 are developed and refined in Yr 12. The units studied are:</p> <ul style="list-style-type: none"> <li>» Managing the Natural Environment</li> <li>» Resources and Environment</li> <li>» Social Environments</li> <li>» People and Development</li> </ul> <p>These are studied at local, regional, national and global scales.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>A Sound in Year 10 English. Being a competent reader and writer is advantageous.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>It is intended that students will develop positive attitudes and problem-solving skills that will assist them in considering local, national and international geographical issues.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Each term concludes with a Short Response Test which assesses the content of the term's work. In addition, there is one other piece of assessment, which will be a field report, a stimulus response essay or a practical.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Landscaping, architecture, town planning, environmental management, real estate and travel are some career paths.</p>

# Graphics

<p><b>Subject Overview</b> (short course description)</p>	<p>Graphics is an exciting subject that teaches design and technical drawing using up-to-date computer applications. Students focus on a range of skills ranging from product design to architecture.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>NIL, however it is helpful to have studied Graphics in Yr. 9 and/or Yr. 10</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Students learn to use software to complete technical drawings. Design and problem solving skills are developed through each assessment item.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assignments Short Response Exams</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» Engineering</li> <li>» Architecture</li> <li>» Drafting</li> <li>» Graphic Design</li> <li>» Computer Aided Manufacturing</li> <li>» Trades</li> </ul>

# Home Economics

<p><b>Subject Overview</b> (short course description)</p>	<p>The Senior Home Economics course 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 a wide range of life roles.</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.</p> <p>There is a balance between theoretical understanding and practical application.</p> <p>The Home Economics informed, action oriented approach encourages the development of critical thinking and reflection and helps students be proactive in areas affecting their daily lives.</p>	
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Successful study of Year 10 Home Economics is considered essential.</p>	
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p><b>Unit 1 - Nutrition and Food:</b> This unit will focus upon the development of nutritional understandings and the influences upon individuals food decisions in modern Australia. As well as the development of skills in relation to food, design and production.</p> <p><b>Unit 2 - Textiles and modern influences on fashion:</b> The unit will focus upon the development of understandings and skills in relation to textiles, design, production and fashion.</p> <p><b>Unit 3 - Food Consumers - Modern influences on food, nutrition and health on individuals and families wellbeing in Australia:</b> This unit will focus upon nutritional understandings and the influences upon individuals food decisions in modern Australia.</p>	
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Instrument 1 - Design challenge, process journal and practical product            Instrument 2 - Supervised Written Exam            Instrument 3 - Research Assignment - Analytical exposition on an issue            Instrument 4 - Design challenge, process journal and practical product            Instrument 5 - Research Assignment - Analytical exposition on an issue            Instrument 6 - Supervised Written Exam</p>	
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Child Care Worker            Community Worker            Consumer Scientist            Craftsperson            Dietician            Environmental Health Officer            Fashion Designer            Food Technologist</p>	<p>Health Promotion Officer            Home Economics Teacher            Home Economist            Interior Designer            Nutritionist            Textile Designer            Theatrical Costume Maker and Designer</p>

# Information Technology Systems

<p><b>Subject Overview</b> (short course description)</p>	<p>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.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Year 10 Information Technology Systems</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>The subject Information Technology Systems (ITS) is a practical discipline, which prepares students to meet these rapid changes and to 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. Units of study include:</p> <ul style="list-style-type: none"> <li>» Graphic Design</li> <li>» Media</li> <li>» Web Design and Development</li> <li>» App Design and Development</li> <li>» Game Design and Development</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» Supervised, written, theory examinations</li> <li>» Product design, development and evaluation</li> <li>» Demonstrations and multimodal presentations</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» Graphic Designer/Developer</li> <li>» Web Designer/Developer</li> <li>» Advertising/Marketing</li> <li>» Systems/Software Engineer</li> </ul>



# Legal Studies

<p><b>Subject Overview</b> (short course description)</p>	<p>Legal Studies deals with a wide range of legal topics:  <b>Year 11:</b></p> <ul style="list-style-type: none"> <li>» The Legal System</li> <li>» Criminal Law</li> <li>» Civil Obligations</li> <li>» Human Rights</li> </ul> <p><b>Year 12:</b></p> <ul style="list-style-type: none"> <li>» Family Law</li> <li>» Independent Study</li> <li>» International Law</li> <li>» Technology and the Law</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no specific subjects required for the study of Senior Legal Studies. However, a better than Sound Achievement in English is advised, as a student would have difficulty if he/she has limited reading writing, comprehension, communication and language skills.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Students will –</p> <ul style="list-style-type: none"> <li>» develop an ability to recognise common situations which have legal implications</li> <li>» acquire an awareness of their legal rights and responsibilities and knowledge of when and where to seek legal advice</li> <li>» develop knowledge of the inter-relationship among individuals, society and the law</li> <li>» develop an understanding of how the legal system operates, so that they may be informed and responsible members of the community</li> <li>» develop techniques that enable them to use rational and objective methods rather than emotional and subject judgements when examining legal issues</li> <li>» 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</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Senior Legal Studies offers a variety of assessment tasks. Students will be required to complete approximately three pieces of assessment each semester over the two year course. They will be tested (Essay and Objective Short Answer) and are required to complete spoken tasks and research assignments.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Legal Studies is not a pre-requisite for any tertiary course. However, it gives students a thorough introduction to the legal processes, which is invaluable to many courses, not only Law and Justice (including Police and Security occupations), 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.</p>

# Mathematics A

<p><b>Subject Overview</b> (short course description)</p>	<p><b>Core topics:</b></p> <ul style="list-style-type: none"> <li>» Managing Money I &amp; II</li> <li>» Elements of Applied Geometry</li> <li>» Linking Two and Three Dimensions</li> <li>» Statistics and Probability</li> <li>» Maps and Compasses (Navigation or Land Measurement)</li> <li>» Exploring and Understanding Data</li> </ul> <p><b>Elective topics:</b> (one of these is chosen by the school) Linear Programming, Networks and Queuing, Introduction to Models from Data.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Students should have completed Junior Maths in Year 10, ideally achieving at least a Sound Achievement in Mainstream Mathematics (ie the Foundation Maths A preparation course) at the end of Year 10.</p> <p>A graphics calculator approved by the college is needed in this course.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» Mathematics A is a broad-based course in mathematics, designed to equip students with the skills needed for everyday life decisions.</li> <li>» It is offered as an alternative to the more theoretical and academic subjects of Mathematics B and Mathematics C.</li> <li>» It is not expected that students taking this subject would go on to study advanced Mathematics at tertiary level.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</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><b>Career Pathway</b> (what pathways this course can lead on to)</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><b>Subject Overview</b> (short course description)</p>	<ul style="list-style-type: none"> <li>» Introduction to Functions</li> <li>» Rates of Change</li> <li>» Periodic Functions and Applications</li> <li>» Exponential and Logarithmic Functions and Applications</li> <li>» Optimization using Derivatives</li> <li>» Introduction to Integration</li> <li>» Applied Statistical Analysis</li> </ul> <p>Mathematics B students may also study Mathematics A.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>It would normally be expected that students will have completed Advanced Mathematics in Year 10 at least to a level of Sound 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><b>Learning Outcomes</b> (Educational outcomes of the course)</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 modelling 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><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>As well as undertaking pen and paper test, students <b>may</b> be required to use computer software, write assignments or research articles and carry out investigations on a prepared topic.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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><b>Subject Overview</b> (short course description)</p>	<p><b>Core topics:</b></p> <ul style="list-style-type: none"> <li>» Introduction to Groups</li> <li>» Real and Complex Number Systems</li> <li>» Matrices and Applications</li> <li>» Vectors and Applications</li> <li>» Calculus</li> <li>» Structures and Patterns</li> </ul> <p><b>Option topics:</b> (two of the following to be chosen by the school)</p> <p>Linear Programming, Dynamics, Introduction to Number Theory, Advanced Periodic and Exponential Functions, Conics, Introductory Modelling with Probability.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>It would normally be expected that students will have completed Advanced Mathematics in Year 10 at least to a level of Sound 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><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge they have acquired in Mathematics B.</p> <p>They will be encouraged to recognize the dynamic nature of mathematics through problem solving and applications to life-related situations.</p> <p>Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.</p> <p><u>Under normal circumstances, students studying Mathematics C must also take Mathematics B.</u></p> <p>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>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>As well as undertaking pen and paper tests, students <u>may</u> 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><b>Career Pathway</b> (what pathways this course can lead on to)</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><b>Subject Overview</b> (short course description)</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><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>Students wishing to study Modern History should have passed Year 10 English, and preferably have studied, passed and enjoyed Middle School History.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</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><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>History students should expect between 5 and 6 assessment items per year. They typically include a Written Research Task, Multimodal Presentation (i.e. oral or film presentation), Essay, Response to Stimulus Exam and/or Knowledge Exam.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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><b>Subject Overview</b> (short course description)</p>	<p>Throughout year 11 music course students will further explore theory, various styles of music, genres and composers throughout music history. Studies of musical analyses are also undertaken. Students will be encouraged to compose their own work and prepare an aural presentation. Students will perform on stage as a solo artist or as part of an ensemble throughout the year.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<ul style="list-style-type: none"> <li>» A High Achievement at Year 10 level is preferable. It is also beneficial that the student is currently studying an instrument/voice. For students who have not previously studied music in Yr 10, additional theory classes can be undertaken to bring them to the level of the class.</li> <li>» ALL music students are required to participate in one of the following: Concert Band, Jazz Band, String Ensemble, Symphony Orchestra and / or Choir.</li> </ul>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» Music in Year 11 focuses on students' performance on stage as a solo artist and 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.</li> <li>» Students will study a variety of musical components. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment methods will include performance tasks, composition tasks, aural skills and formal tests.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>The Career pathway: Music educator/teacher, Solo Performer, Orchestra/Band performer, Composer, Sound engineering.</p>

# Physical Education

<p><b>Subject Overview</b> (short course description)</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><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no formal pre-requisites for this subject, however, it is recommended that students have a pass in year 10 English and a sound level of fitness.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</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 11 &amp; 12 are:</p> <ul style="list-style-type: none"> <li>» Volleyball</li> <li>» Rock Climbing</li> <li>» Netball</li> <li>» Sport Aerobics</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</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"> <li>» Essay</li> <li>» Multimodal Presentation</li> <li>» Research Report</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<ul style="list-style-type: none"> <li>» Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li> <li>» Sports Administration</li> <li>» HPE Teacher</li> <li>» Personal Trainer</li> <li>» Sports Management, Marketing, Training and Coaching</li> <li>» Medical Fields such as Rehabilitation, Ambulance Officer and Nursing</li> </ul>

# Physics

<p><b>Subject Overview</b> (short course description)</p>	<p>These topics will be studied during Years 11 and 12:</p> <ul style="list-style-type: none"> <li>» Measurement</li> <li>» Forces and Motion</li> <li>» Energy and Momentum</li> <li>» Waves / Sound</li> <li>» Optics</li> <li>» Electrostatics</li> <li>» Electricity</li> <li>» Magnetism and Electromagnetism</li> <li>» Atomic and Nuclear Physics</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>It is strongly recommended that students taking Physics have gained at least a Sound Achievement in Year 10 Advanced Mathematics, and a High Achievement in Year 10 Science.</p> <p>Students will also need sound comprehension skills.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» 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:             <ul style="list-style-type: none"> <li>○ cause-effect relationships; and</li> <li>○ behaviour of objects in a mathematical framework.</li> </ul> </li> <li>» 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.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment will be based upon:</p> <ul style="list-style-type: none"> <li>• Multiple Choice, Short Answer, Extended Answer.</li> <li>• Extended Experimental Investigations</li> <li>• Extended Response Tasks</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>This subject is needed as a pre-requisite for career paths mainly in the traditional careers of Engineering or the Physical Sciences.</p>



# Science 21

<p><b>Subject Overview</b> (short course description)</p>	<p>Topics include</p> <ul style="list-style-type: none"> <li>• The restless Earth</li> <li>• Nuclear Energy- Australia’s energy future?</li> <li>• The scientific method</li> <li>• Mythbusting</li> <li>• Weapons through the ages</li> <li>• Toward immortality (modern medicine)</li> <li>• Survive that drive</li> <li>• Crime squad</li> </ul> <p>Science 21 is a multi disciplinary contextual approach to Science.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>A pass (SA or alternatively a C) in Year 10 Science is the only prerequisite for this course.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Encouraging students to maintain their curiosity about their world. To assist students to find out things for themselves by doing Science rather than just learning about scientific facts.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment varies from term to term and will be either:</p> <ul style="list-style-type: none"> <li>» Exam</li> <li>» Extended Experimental Investigations</li> <li>» Extended Response Tasks</li> <li>» or collections of work</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</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 do not require detailed knowledge and competency in more specific branches of Science such as Physics for example.</p>

# Technology Studies

<p><b>Subject Overview</b> (short course description)</p>	<p>Technology Studies is a subject that is suitable for students who may wish to choose from a variety of career choices from trade based work to engineering. There is a reasonable amount of written work to cover through:</p> <ul style="list-style-type: none"> <li>» design folios,</li> <li>» log books and</li> <li>» job appraisals.</li> </ul> <p>This subject does allow student a limited amount of freedom to design and build a job of their choice in year 12.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>A pass in English and math is preferred as students are required to complete design folios, log books and cost out materials for jobs.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Students will develop knowledge and skills in the design process. This subject involves students in designing, engineering and producing innovative and creative products. Students will identify and analyse needs, wants or opportunities associated with a design task, taking into account predetermined constraints and specified contexts. On completion of a task students will evaluate the outcomes, impacts and outputs.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment is predominantly assignment based with design folios, log books, appraisals and a research based assignments.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>The course aims to prepare students for careers in, for example, the building and service professions (architecture, surveying, engineering), industrial design, environmental design and manufacturing design.</p>

# Visual Arts

<p><b>Subject Overview</b> (short course description)</p>	<p>Art is a powerful means of communication, problem solving and personal expression. Students make visible ideas, thoughts, feelings, observations and responses to their world through creating and exhibiting their art work.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>NIL – However art studies are recommended in years 9 and/or 10</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» Develop flexibility, originality and confidence in making art</li> <li>» Constructively analyse and respond to social and natural environments</li> <li>» Contribute creatively to society</li> <li>» Develop problem solving and time management skills</li> <li>» Develop an awareness of God and His creativity</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» Practical work (Idea development, visual research, art media experimentation and resolved work)</li> <li>» Visual Dairy</li> <li>» Short and extended written assignments</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Graphic Designer, Printer, Creative and Performing Arts Industry, Occupational Therapist, Administrator, Business management.</p>

# **Authority Registered Subjects**

(Non OP Subject)

# Communication English

<p><b>Subject Overview</b> (short course description)</p>	<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 12. Topics include:</p> <ul style="list-style-type: none"> <li>» Effective teamwork</li> <li>» Balancing work with leisure</li> <li>» Film and music analysis</li> <li>» Marketing and personal writing</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<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>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>This course aims to develop a confidence in speaking &amp; fluency in reading. Also a desire to plan, draft and work as a member of a group. Emphasis is placed on the understanding of many practical aspects of workplace skills.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Year 11 and 12 Communication English has six pieces of assessment each year to match the six units each year covers. These will include written and spoken tasks. Many tasks involve keeping a record of response over the length of each unit.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Com. English permits students to gain entry into TAFE &amp; other Vocational Courses.</p> <p>Students need to be aware that only a limited number of universities accept Com English as an entry subject for very specific courses.</p>

# Hospitality

## (Certificate II in Kitchen Operations)



<p><b>Subject Overview</b> (short course description)</p>	<p>Certificate II in Kitchen Operations gives students the skills to work in kitchens using a defined and limited range of food preparation and cookery skills used throughout the hospitality industry in cafes and restaurants.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>No pre-requisites.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Semester 1 outcomes: Finger food and cold beverage function, Hospitality Industry Practices and Safety and Hygiene                  Semester 2 outcomes: 2 Course dinner function, Hospitality Industry Practices and Safety and Hygiene                  Semester 3 outcomes: Breakfast foods and hot beverages function, Hospitality Industry Practices and Safety and Hygiene                  Semester 4 outcomes: 2 course dinner function, Hospitality Industry Practices and Safety and Hygiene, Celebration cakes</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» Practical functions alternate semesters – service to clients in real work situations.</li> <li>» Observation checklists by Trainers in college and in work situations</li> <li>» Management and organization assignment attached to function</li> <li>» Theory tests (oral and written)</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>This qualification is a stepping stone in various pathways working in hospitality settings such as restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias, coffee shops and institutions such as aged care facilities, hospitals, prisons and schools.</p> <p>Possible areas include:</p> <p><b>Food production – kitchen attendant through to Executive Chef</b>                  Catering assistant, cook, patissier, Chef de Partie, Sous chef, Chef</p> <p><b>Food and Beverage – Bus person through to Restaurateur</b>                  Barista, Restaurant cashier, Host/Hostess, Waiter, Supervisor/Manager in Restaurant/Catering</p> <p><b>Accommodation Services – Porter through to General Manager</b>                  Valet or Receptionist, Reservation Sales Agent, Cashier, Guest Services Agent, Front Office Supervisor, Duty Manager or Front Office Manager</p>

# Industrial Technology

## (Certificate I in Furnishing)

<p><b>Subject Overview</b> (short course description)</p>	<p>Students will make a range of exciting and practical products throughout Year 11 and they will complete a Certificate I in Furnishing in Year 12. Industrial Technology is the ideal subject for any students who wanting to develop practical skills in the workshop. Many students leave this subject with valuable skills to help them get a job in a trade or engineering company.</p>	
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no pre-requisites subjects needed for this course.</p>	
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>This course provides students with the opportunity to achieve the following qualifications and skills:</p> <ul style="list-style-type: none"> <li>» <b>Certificate I in Furnishing (Year 12)</b></li> <li>» Construction Industry White Card</li> <li>» Communication skills</li> <li>» Safety skills</li> <li>» Trade maths skills</li> <li>» Teamwork and planning skills</li> </ul>	
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment is mostly practical and can involve skills such as:</p> <ul style="list-style-type: none"> <li>» Wall Framing</li> <li>» Plastering</li> <li>» Tiling</li> <li>» Joinery</li> <li>» Painting</li> <li>» Demolition</li> <li>» Use and maintenance of hand and power tools</li> <li>» Bricklaying</li> <li>» Welding</li> <li>» Chair Construction</li> <li>» Cabinet Construction</li> <li>» Tool box manufacturing</li> <li>» Students will develop their industrial knowledge throughout the course and will be assessed using online tests.</li> </ul>	
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Carpenter Plumber Electrician Plasterer Tiler Boilermaker</p>	<p>Cabinetmaker Bricklayer Painter Concreter Water proofer Engineer.</p>

# Prevocational Mathematics

<p><b>Subject Overview</b> (short course description)</p>	<p>There are four modules covered during the two years of study. The topics include:</p> <ul style="list-style-type: none"> <li>» Basic Skills</li> <li>» Measurement</li> <li>» Money Matters</li> <li>» Data Collection, Display, and Interpretation</li> </ul> <p>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.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<ul style="list-style-type: none"> <li>» As this is the most basic of all courses offered by the QCAA or this school, no requirements are necessary.</li> <li>» It is certainly our desire that no student who is capable of doing well in Maths A, for instance, will take this course.</li> <li>» It should only be undertaken by those students who may lack confidence and/or ability in Maths generally and would genuinely be unable to cope with the concepts and pace of Maths A.</li> </ul>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<ul style="list-style-type: none"> <li>» It has been developed to provide students with a relevant and practical mathematical basis for life after school.</li> <li>» 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.</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Formative and Summative assessment will be undertaken in a variety of possible ways. These may include:</p> <ul style="list-style-type: none"> <li>» Traditional exam style</li> <li>» Investigations</li> <li>» Group work</li> <li>» Oral tasks</li> <li>» Practical tasks</li> <li>» Folios of work</li> <li>» Three broad criteria will be used in assessment: <ul style="list-style-type: none"> <li>(i) Knowing (using familiar skills)</li> <li>(ii) Explaining (communicating and showing Maths working)</li> <li>(iii) Applying (using familiar skills in unfamiliar ways)</li> </ul> </li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>A pass in this subject is the minimum standard required for the attaining of a QCE.</p> <p>It is only necessary to pass one semester of this course to satisfy the numeracy component of a QCE</p>



# Recreation

<p><b>Subject Overview</b> (short course description)</p>	<p>The Year 11 and 12 Recreation course is designed to educate students about the use of their ever increasing leisure time. 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.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>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.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<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"> <li>» Boat License</li> <li>» Level 1 Coaching Certificate</li> <li>» Remote First Aid Qualification</li> <li>» Bronze Star Lifesaving Certificate</li> </ul> <p>Some of the other activities that students will undertake include:</p> <ul style="list-style-type: none"> <li>» Canoeing &amp; Surfing</li> <li>» Sports Administration</li> <li>» Camp craft</li> <li>» Orienteering &amp; Navigation</li> <li>» Team Sports &amp; Fishing</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>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 reports.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Recreation has a wide range of possible career pathways:</p> <ul style="list-style-type: none"> <li>» Trekking Guide</li> <li>» Sports Coach</li> <li>» Sports Administration</li> <li>» Camp Leader</li> <li>» Paramedic</li> <li>» Emergency Services</li> <li>» Defense Force</li> <li>» Ranger</li> <li>» Lifeguard</li> </ul>

# Vocational Education Courses

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Certificate courses from **Certificate I to Certificate III** are offered to students who have commenced their senior phase of learning.

Each of these courses contributes points towards the Queensland Certificate of Education (QCE) with Certificate III courses

contributing between 5 to 8 points. OP eligible students may elect to study one of the subjects however it will not go towards their OP.

Nevertheless in the case of the Certificate III subjects these students and OP ineligible students will obtain a guaranteed Rank of 68. Hence OP eligible students will obtain an OP plus a Rank.



NATIONALLY RECOGNISED  
TRAINING

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.

# Certificate III Visual Arts

<p><b>Subject Overview</b> (short course description)</p>	<p>Students explore and develop their creativity through completing 12 units of competency over years 11 and 12. This practical subject enables students to develop their inherent creative skills and abilities.</p> <p>COST: \$100.00</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>NIL – However, art studies are recommended in years 9 and 10.</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>Students who successfully complete this subject will achieve a Certificate III in Visual Arts with the added advantage of 8 credit points towards their Queensland Certificate of Education (QCE) and a Tertiary Rank of 68. Those who are unsuccessful may achieve a Statement of Attainment and possible credits towards their QCE</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<ul style="list-style-type: none"> <li>» A series of practical assessment activities</li> <li>» Resolved tasks and artwork per term</li> <li>» Visual Diary</li> </ul>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Some career pathways are:</p> <ul style="list-style-type: none"> <li>» Education</li> <li>» Graphic Design</li> <li>» Media and Film and Television</li> </ul>

# Certificate II in Business

<p><b>Subject Overview</b> (short course description)</p>	<p>The course aims to provide students with practical skills and operational knowledge to enable them to work in a business environment. Students will complete a number of units of competencies to complete a Certificate qualification. These units could include:</p> <ul style="list-style-type: none"> <li>» Word Processing</li> <li>» Spreadsheets</li> <li>» Preparing Electronic presentations</li> <li>» Occupational Health and Safety</li> <li>» Produce Text Documents</li> <li>» Organise and complete daily work activities</li> <li>» Communication in the workplace</li> <li>» Maintaining Financial records</li> <li>» Managing Workplace Information</li> <li>» Organisational skills</li> <li>» Use business technology</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>There are no pre-requisite subjects but it is a distinct advantage for students to have completed Year 10 Foundation BCT</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>The course provides students with the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> <li>» Literacy and numeracy</li> <li>» Communication</li> <li>» Teamwork</li> <li>» Problem-solving</li> <li>» Initiative and enterprise</li> <li>» Planning and organising</li> <li>» Self-management</li> <li>» Use of current technology in a business context</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>Assessment will take the form of a variety of practical business tasks, observations, oral presentations, short written response and group work.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>The VET qualification will lead to entry level employment in business or further VET qualifications in Business</p>

# Certificate III in Christian Ministry and Theology (Kickstart 3D)



<p><b>Subject Overview</b> (short course description)</p>	<p>Kickstart 3D at Mueller College is completed over two years by all students in year 10 &amp; 11. The program covers elements from the Biblical Studies &amp; Personal Development Program (PDP) that has been run in previous years.</p> <p>KickStart 3D is a Christian Leadership and Development Program that will stretch your mind and equip you with real life experience. It has been designed specifically for students with a passion to develop their faith and improve their leadership skills. Students will gain real skills, through practical experiences; you'll have opportunities to be involved in hands on leadership by partnering in projects here in the College, potentially your local church or through social justice and community work.</p>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>NIL</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>KickStart 3D will provide you with plenty of opportunities to apply what you've learned, you will also be encouraged to identify what you believe and question your own ideas, perceptions and prejudices. You can expect to gain a deeper understanding of faith as you are challenged with the message of hope in Christ.</p>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>While the content is delivered in a classroom setting the assessment is completed online through the Kickstart website.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	<p>Successful completion of KickStart 3D provides Mueller College students with the nationally recognised <b>Certificate III in Christian Ministry &amp; Theology (10432NAT)</b> &amp; 8 credit points towards their Certificate of Education.</p>

# Certificate II in Workplace Practices

<p><b>Subject Overview</b> (short course description)</p>	<p>This course aims to provide students with the practical skills and knowledge needed for effective communication in the work place.</p> <p>It is competency based study and students will complete a number of especially designed units which, when complete will form a Certificate 2 in Workplace Practices</p> <p>These units include:</p> <ul style="list-style-type: none"> <li>» Work effectively in a business environment</li> <li>» Undertaking a team enterprise</li> <li>» Managing personal employment options</li> <li>» Managing career planning and further learning</li> <li>» Communicating in the work place</li> <li>» Participating in structured workplace learning</li> </ul>
<p><b>Pre-requisites</b> (subjects that need to be studied to be admitted into course)</p>	<p>NIL</p>
<p><b>Learning Outcomes</b> (Educational outcomes of the course)</p>	<p>This course provides students with the opportunity to develop essential skills in:</p> <ul style="list-style-type: none"> <li>» Work related literacy and numeracy</li> <li>» Effective communication methods</li> <li>» Consolidated team work enterprises</li> <li>» Problem solving techniques for work related problems</li> <li>» Up to date workplace health and safety</li> <li>» Self management of work related learning</li> <li>» To be an enthusiastic participant in work placement</li> <li>» Up to date work related technology</li> <li>» Managing career planning and further learning</li> </ul>
<p><b>Assessment Overview</b> (type of assessment required to achieve success in the course)</p>	<p>All assessment is based on these units and is work related. It comprises of written and spoken tasks. The are evaluated in class time.</p>
<p><b>Career Pathway</b> (what pathways this course can lead on to)</p>	



