



Year 11

2016 Course Information

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Welcome to Year 11

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 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.

“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 10 into 11 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 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 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.

Vocational Education 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.

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.

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

Career Pathway

- » Universities require certain pre-requisite subjects to be completed 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 2017 QTAC Guide. Copies have been distributed to all Year Ten students.
- » Appointments can be made with the Future Pathways Co-Ordinator.

Student's abilities and preferences

- » It is a useful overall plan to select subjects which your child enjoys and has previously demonstrated some ability or aptitude in.
- » It is not recommended that students select subjects purely on the basis of "they will help me get a good OP". There is no guarantee subjects will do this.
- » 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 Ten in order for the student to be successful in the subject in Years Eleven & Twelve. 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
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 Arts

Authority Registered Subjects

Communication English
Fashion
Industrial Technology
Prevocational Maths
Recreation

Vocational Education Courses

Certificate III in Visual Art
Certificate in Business
Work Skills English
Certificate II in Kitchen Operations

Compulsory Subjects

Certificate III in Christian Ministry and Theology or
Christian Studies

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 Senior School

Ben Stiller

Head of Middle School

Elizabeth Scheu

Heads of Department

Spiritual Development

Cain Mann

English and The Arts

Simon Ratcliffe

Humanities

Michael Gilliver

Mathematics

Rod Everitt

Physical Education and Practical Arts

Adrien Bird

Science

Scott Dickfos

Future Pathways Co-ordinator

Leanne Stokes

Chaplains

Alan Kregenbrink

Jessica Fowles

Registered Nurse

Carly McIntyre

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 Arts

Accounting

<p>Subject Overview</p>	<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>
<p>Pre-requisites</p>	<p>There are no pre-requisite subjects but the study of Business Studies at Year Ten 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>Learning Outcomes</p>	<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.
<p>Assessment Overview</p>	<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 multimodal presentations.</p>
<p>Career Pathway</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

Subject Overview	Aerospace Studied 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.
Pre-requisites	Passes in Math and English whilst not essential are desirable.
Learning Outcomes	<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
Assessment Overview	<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
Career Pathway	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.

Ancient History

Subject Overview	<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 our world. This understanding is developed through critical inquiry, research, source analysis, discussion and reflection.</p>
Pre-requisites	<p>Students wishing to study Ancient History should have passed Year Ten English, and preferably have passed and enjoyed Middle School History.</p>
Learning Outcomes	<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.</p> <p>In terms of curriculum Ancient History covers Ancient Rome, Archaeology, Ancient Egypt, Ancient Greece, Ancient Christianity and Mythology.</p>
Assessment Overview	<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>
Career Pathway	<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

Subject Overview	<p>These topics will be explored during the two years:</p> <ul style="list-style-type: none"> » Diversity of Life » Cell Biology » Immunology » Plant Physiology » Genetics » Animal Behaviour and Regulatory Systems » Ecology » Evolution, Design
Pre-requisites	<ul style="list-style-type: none"> » It is strongly recommended that students taking Biology have gained at least a Sound Achievement in Year Ten Foundational Science » 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 » They will need good English comprehension and communication skills.
Learning Outcomes	<p>This course will give students an overview of the various facets of Biology including investigation techniques.</p>
Assessment Overview	<p>Assessment will be based on</p> <ul style="list-style-type: none"> » Extended Experimental Investigations (EEI) » Extended Response Tasks (ERT) » Written Tasks/Multimodal/Exams
Career Pathway	<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>There are no pre-requisite subjects but it is an advantage to have studied a business subject at Year Nine or Ten level. Year Ten Business Information Processing is an advantage.</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 » Multimodal 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>These topics will be studied during the two years:</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>At least a Sound Achievement level in Mathematics and a High Achievement level in Year Ten Foundational Science is recommended. A good comprehension of English is also required.</p>
Learning Outcomes	<ul style="list-style-type: none"> » 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.
Assessment Overview	<p>Assessment will be based on:</p> <ul style="list-style-type: none"> » Exams » Extended Experimental Investigations (EEI) » Extended Response Tasks (ERT) <p>These will be assessed under the performance dimensions of Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding.</p>
Career Pathway	<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

Subject Overview	<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>
Pre-requisites	<p>It is recommended for a student to have a "C" or higher achievement in Year Ten Chinese.</p>
Learning Outcomes	<p>Communicate in Chinese across the topics studied.</p>
Assessment Overview	<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>
Career Pathway	<ul style="list-style-type: none"> » To prepare students to communicate/interact with Chinese people effectively » To equip students with the language skills and the understanding of the cultural differences between Australia and China » To advantage students when applying for the jobs, which involve international business, or teaching and working overseas.

Dance

<p>Subject Overview</p>	<p>Dance is a 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.</p> <p>The students are given the opportunity to explore and develop physically, expressively, emotionally, and most importantly, spiritually. Styles and topics covered include: 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 Up-Modern Jazz.</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.</p> <p>The students will cover a range of topics:</p> <ul style="list-style-type: none"> » Teacher prepared sequences » Evaluative written essay » Short response exam » Individual choreographed sequences/pieces » Stimulus based choreography and performances 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 and Twelve Drama include the following learning experiences:</p> <ul style="list-style-type: none"> » Twentieth Century styles – German Expressionism, Theatre of the Absurd, Epic Theatre, Forum Theatre » Australian Drama » Realism » play analysis » Classic styles - Shakespeare, Ancient Greek » Development and performance of personal project
<p>Pre-requisites</p>	<p>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 judgements 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 service

English

<p>Subject Overview</p>	<p>Year Eleven and Twelve 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>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>	<ul style="list-style-type: none"> » Greater literacy (visual, written and spoken) » Greater understanding and control of literature and other texts » Greater control of language both written and spoken.
<p>Assessment Overview</p>	<p>In Year Eleven & Twelve English there are six tasks;</p> <ul style="list-style-type: none"> » Feature article response to a given theme » Oral task before peers » Multimodal 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

<p>Subject Overview</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>Pre-requisites</p>	<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.
<p>Learning Outcomes</p>	<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.
<p>Assessment Overview</p>	<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
<p>Career Pathway</p>	<p>This course will be beneficial for any future study or workplace for all ESL students.</p>

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>FTVNM requires a passing grade in English</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 <i>mise-en-scene</i>, 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>	<ul style="list-style-type: none"> » Film production roles such as directing, editing, camera operation, foley, sound recording and mixing, colour grading, production design, special effects, screen writing » Photography » Television » New media design » Journalism » Advertising » Writing » Film critique » Teaching » Information Technology

Geography

Subject Overview	<p>Four semester units are studied over the two year course. Each unit is self-contained. Skills acquired in Year Eleven are developed and refined in Year Twelve. The units studied are:</p> <ul style="list-style-type: none"> » Managing the Natural Environment » Resources and Environment » Social Environments » People and Development <p>These are studied at local, regional, national and global scales.</p>
Pre-requisites	<p>A Sound in Year Ten English. Being a competent reader and writer is advantageous.</p>
Learning Outcomes	<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>
Assessment Overview	<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>
Career Pathway	<p>Landscaping, architecture, town planning, environmental management, real estate and travel are some career paths.</p>

Graphics

Subject Overview	Graphics is an exciting 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 and product design skills, including the opportunity to use prototyping and production technology such as 3D printers. Assessment often involves a fun and challenging real-world context – for example, designing and prototyping the new playset for the LEGO space series.
Pre-requisites	Nil
Learning Outcomes	<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.
Assessment Overview	<p>Students are assessed using:</p> <p>Design Folios Exams</p>
Career Pathway	<p>Students who complete Year Eleven Graphics develop skills towards:</p> <ul style="list-style-type: none"> » Engineering (mechanical, civil, electrical, structural, biomedical) » Trades » Interior Design » Architecture » Graphic Design » Computer Aided Manufacturing » Any career involving design and problem solving.

Home Economics

<p>Subject Overview</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>Pre-requisites</p>	<p>Successful study of Year Ten Home Economics is considered essential.</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. As well as the development of skills in relation to food, design and production.</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>	<ul style="list-style-type: none"> » 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>Career Pathway</p>	<ul style="list-style-type: none"> » Child Care Worker » Community Worker » Consumer Scientist » Craftsperson » Dietician » Environmental Health Officer » Fashion Designer » Food Technologist 	<ul style="list-style-type: none"> » Health Promotion Officer » Home Economics Teacher » Home Economist » Interior 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. Units of study include:</p> <ul style="list-style-type: none"> » Graphic Design » Web Design » App Design » Game Design and multimedia
Assessment Overview	<ul style="list-style-type: none"> » Supervised, written, theory examinations » Product design, development and evaluation » Multimodal presentations
Career Pathway	<ul style="list-style-type: none"> » Graphic Designer » Web Designer/Developer » Advertising/Marketing » Game Designer/Developer » App Designer/Developer

Legal Studies

<p>Subject Overview</p>	<p>Legal Studies deals with a wide range of legal topics: Year Eleven:</p> <ul style="list-style-type: none"> » The Legal System » Criminal Law » Civil Obligations » Human Rights <p>Year Twelve:</p> <ul style="list-style-type: none"> » Family Law » Independent Study » International Law » Technology and the Law
<p>Pre-requisites</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>Learning Outcomes</p>	<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 judgements 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
<p>Assessment Overview</p>	<p>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.</p>
<p>Career Pathway</p>	<p>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 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>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 <p>Elective topics: (one of these is chosen by the school) Linear Programming, Networks and Queuing, Introduction to Models from Data.</p>
<p>Pre-requisites</p>	<p>Students should have completed Junior Maths in Year Ten, ideally achieving at least a Sound Achievement in Mainstream Mathematics (ie the Foundation Maths A preparation course) at the end of Year Ten.</p> <p>A graphics calculator approved by the college is needed in this course.</p>
<p>Learning Outcomes</p>	<ul style="list-style-type: none"> » 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. » It is not expected that students taking this subject would go on to study advanced Mathematics 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 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>	<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 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>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 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>Assessment Overview</p>	<p>As well as undertaking pen and paper test, 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

Subject Overview	<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> <p>Linear Programming, Dynamics, Introduction to Number Theory, Advanced Periodic and Exponential Functions, Conics, Introductory Modelling with Probability.</p>
Pre-requisites	<p>It would normally be expected that students will have completed Advanced Mathematics in Year Ten 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>
Learning Outcomes	<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>
Assessment Overview	<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>
Career Pathway	<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 » Multimodal 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

Subject Overview	<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>
Pre-requisites	<p>A High Achievement at Year Ten 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 Year Ten, additional theory classes can be undertaken to bring them to the level of the class.</p>
Learning Outcomes	<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>
Assessment Overview	<p>Assessment methods will include performance tasks, composition tasks, aural skills and formal tests.</p>
Career Pathway	<p>The Career pathway:</p> <ul style="list-style-type: none"> » Performance: solo, 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

Subject Overview	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.
Pre-requisites	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.
Learning Outcomes	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: <ul style="list-style-type: none"> » Volleyball » Rock Climbing » Netball » Sport Aerobics
Assessment Overview	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: <ul style="list-style-type: none"> » Essay » Multimodal Presentation » Research Report
Career Pathway	<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

Subject Overview	<p>These topics will be studied during Years Eleven and Twelve:</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
Pre-requisites	<p>It is strongly recommended that students taking Physics have gained at least a Sound Achievement in Year Ten Advanced Mathematics, and a Sound Achievement in Year Ten Foundational Science.</p> <p>Students will also need sound comprehension skills.</p>
Learning Outcomes	<ul style="list-style-type: none"> » 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"> ❖ cause-effect relationships; and ❖ behaviour of objects in a mathematical framework » 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.
Assessment Overview	<p>Assessment will be based upon:</p> <ul style="list-style-type: none"> » Exams » Extended Experimental Investigations (EEI) » Extended Response Tasks (ERT)
Career Pathway	<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

Subject Overview	<p>Topics 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 <p>Science 21 is a multi-disciplinary contextual approach to Science.</p>
Pre-requisites	<p>A pass (SA or alternatively a C) in Year Ten Science is the only prerequisite for this course. Students will need good English comprehension and communication skills.</p>
Learning Outcomes	<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>
Assessment Overview	<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
Career Pathway	<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

Subject Overview	<p>Technology Studies is a subject that is suitable for students who may wish to work in design, engineering or a trade.</p> <p>This subject focusses 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.</p> <p>Technology Studies allows students to manufacture the projects that they design – including a major project in Year Twelve.</p>
Pre-requisites	A pass in English and Mathematics is preferred.
Learning Outcomes	<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.</p> <p>In the past, students have designed and made:</p> <ul style="list-style-type: none"> » Pool tables » Boats » Electric guitars » Chopper motorcycles » RC hovercraft » Surfboards » Workbenches » Trailers » Aides for people with disabilities.
Assessment Overview	Assessment is predominantly assignment based in the form of design folios and reports.
Career Pathway	<p>Students who complete Technology Studies develop skills towards:</p> <ul style="list-style-type: none"> » Building and service professionals (surveying, engineering, architecture) » Industrial design » Environmental design » Manufacturing design.

Visual Arts

Subject Overview	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.
Pre-requisites	Nil
Learning Outcomes	<ul style="list-style-type: none"> » Develop flexibility, originality and confidence in making art » Constructively analyse and respond to social and natural environments » Contribute creatively to society » Develop problem solving and time management skills » Develop an awareness of God and His creativity
Assessment Overview	<ul style="list-style-type: none"> » Practical work (Idea development, visual research, art media experimentation and resolved work) » Visual Dairy » Short and extended written and oral assignments
Career Pathway	<ul style="list-style-type: none"> » Graphic Designer » Printer » Creative and Performing Arts Industry » Occupational Therapist » Administrator » Business Management » Education

Registered Subjects (Non OP Subjects)

Communication English

Fashion

Industrial Technology

Prevocational Maths

Recreational Studies

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 and music analysis » Marketing and personal writing
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 & 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>
Assessment Overview	<p>Year Eleven and Twelve Communication English has a balance of three dimensions, community, leisure and work. This is reflected in the six pieces of assessment. These will include written and spoken tasks. Many tasks involve keeping a record of response over the length of each unit.</p>
Career Pathway	<p>Com. English permits students to gain entry into TAFE & 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>

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 design 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>Completion of Year Ten Home Economics is recommended</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 adornment construction » Fashion design – the design process.
Assessment Overview	<p>Fashion includes four types of assessment items:</p> <ul style="list-style-type: none"> » Projects – response to a situation/scenario » Investigation – finding and using fashion-related information » Extended response – response to stimulus items » 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

Industrial Technology

Subject Overview	Industrial Technology 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. 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.
Pre-requisites	Nil
Learning Outcomes	<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.
Assessment Overview	Assessment is largely practical.
Career Pathway	<p>Students who complete senior Industrial Technology develop skills towards:</p> <ul style="list-style-type: none"> » 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 Mathematics

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 <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>
Pre-requisites	<ul style="list-style-type: none"> » As this is the most basic of all courses offered by the QCAA or this school, no requirements are necessary » It is certainly our desire that no student who is capable of doing well in Maths A, for instance, will take this course » 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.
Learning Outcomes	<ul style="list-style-type: none"> » It has been developed to provide students with a relevant and practical mathematical basis for life after school » 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.
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: <ol style="list-style-type: none"> (i) Knowing (using familiar skills) (ii) Explaining (communicating and showing Maths working) (iii) Applying (using familiar skills in unfamiliar ways)
Career Pathway	<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

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 » Remote First Aid 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 » Camp craft » Orienteering & Navigation » Team Sports & Fishing
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 reports.
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

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 5 to 8 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.

Certificate III in Visual Art

Certificate II in Business

Work Skills English

Certificate II in Kitchen Operations

Certificate III Visual Art

<p>Subject Overview</p>	<p>Students explore and develop their creativity through completing Twelve units of competency over Years Eleven and Twelve. This practical subject enables students to develop their inherent creative skills and abilities.</p> <p>COST: \$150.00</p>
<p>Pre-requisites</p>	<p>Nil– However, art studies are recommended in Years Nine and Ten.</p>
<p>Learning Outcomes</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>Assessment Overview</p>	<ul style="list-style-type: none"> » A series of practical assessment activities » Resolved tasks and artwork per term » Visual Diary
<p>Career Pathway</p>	<p>Some career pathways are:</p> <ul style="list-style-type: none"> » Education » Graphic Design » Media and Film and Television

Certificate II in Business

<p>Subject Overview</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 will include:</p> <ul style="list-style-type: none"> » Produce simple word processed documents » Create and use spreadsheets » Process financial transactions and extract interim reports » Process and maintain workplace information » Communicate in the workplace » Work effectively with others » Create electronic presentations » Organise and complete daily work activities » Contribute to health and safety of self and others » Participate in environmentally sustainable work practices » Design and produce text documents » Use business technology
<p>Pre-requisites</p>	<p>There are no pre-requisite subjects but it is a distinct advantage for students to have completed Year Ten BIP.</p>
<p>Learning Outcomes</p>	<p>The course provides students with the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> » Literacy and numeracy » Communication » Teamwork » Problem-solving » Initiative and enterprise » Planning and organising » Self-management » Use of current technology in a business context
<p>Assessment Overview</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>Career Pathway</p>	<p>The VET qualification will lead to entry level employment in business or further VET qualifications in Business</p>

Work Skills English

<p>Subject Overview</p>	<p>The Work Skills English course aims to provide the non OP student with a practical work place English course as a basis for other Certificate courses or in preparation for entry into the workplace. Students will complete a number of units of competencies to complete a Certificate qualification.</p> <p>These units will include:</p> <ul style="list-style-type: none"> » Using digital technology for routine workplace tasks » Using strategies to respond to routine workplace problems » Interacting effectively with others » Read & respond to routine workplace information » Write routine workplace texts » Applying basic communication skills » Organizing & completing daily work activities » Following health & safety work procedures
<p>Pre-requisites</p>	<p>Nil</p>
<p>Learning Outcomes</p>	<p>The course provides students with the opportunity to develop the following skills:</p> <ul style="list-style-type: none"> » Literacy and numeracy » Oral Communication » Teamwork & problem solving » Initiative and enterprise » Strategies to deal with workplace issues » Responding to workplace information » Use of current technology in workplace
<p>Assessment Overview</p>	<p>For this subject there are no formal exams but assessment will consist of a series of competencies which must be completed during the term. There are also short written & spoken tasks as well as some group work.</p>
<p>Career Pathway</p>	<p>This course in Work Skills English will lead to other Vocational Training Pathways as well as workplace entry.</p>

Certificate II in Kitchen Operations

Subject Overview	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.
Pre-requisites	Nil
Learning Outcomes	<ul style="list-style-type: none"> » Use food preparation equipment » Prepare sandwiches » Produce dishes using basic methods of cookery » Produce appetisers and salads » Produce stock, sauces and soups » Produce vegetable, fruit, egg and farinaceous dishes » Use cookery skills effectively » Participate in environmentally sustainable work practices » Work effectively with others » Use hygienic practices for food safety » Participate in safe work practices » Clean kitchen premises and equipment » Maintain the quality of perishable items
Assessment Overview	<ul style="list-style-type: none"> » Practical functions -Twelve- services to clients in a variety of real work situations. » Observation checklists by Trainers in college and in work situations » 4 online assignments assignment attached to function » Theory tests online
Career Pathway	<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>Food production – kitchen attendant through to Executive Chef Catering assistant, cook, patissier, Chef de Partie, Sous chef, Chef</p> <p>Food and Beverage – Bus person through to Restaurateur Barista, Restaurant cashier, Host/Hostess, Waiter, Supervisor/Manager in Restaurant/Catering</p> <p>Accommodation Services – Porter through to General Manager Valet or Receptionist, Reservation Sales Agent, Cashier, Guest Services Agent, Front Office Supervisor, Duty Manager or Front Office Manager</p>

Compulsory Subjects

As a distinctly Christian school we value the exploration of the Christian faith highly. Consequently all students are required to engage in a subject for two periods per week. They have two options:

1. Certificate III in Christian Ministry and Theology (Kickstart)

or

2. Christian Studies

Certificate III in Christian Ministry and Theology (Kickstart)

Subject Overview	<p>Kickstart at Mueller College is completed over two years by all students in Year Ten & Eleven. The program covers elements from the Biblical Studies & Personal Development Program (PDP) that has been run in previous years.</p> <p>KickStart 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>
Pre-requisites	<p>Nil</p>
Learning Outcomes	<p>KickStart 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>
Assessment Overview	<p>While the content is delivered in a classroom setting the assessment is completed online through the Kickstart website.</p>
Career Pathway	<p>Successful completion of KickStart provides Mueller College students with the nationally recognised <i>Certificate III in Christian Ministry & Theology (10432NAT)</i> & 8 credit points towards their Certificate of Education.</p>

Christian Studies

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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