



**Brisbane State High School**  
Senior Course Guide  
2010 – 2012

SUBJECT SELECTION

# TABLE OF CONTENTS

Subjects have been organised into Department Areas. Within these areas of study you will find a description of the Year 10 subjects followed by a more in depth description of the Year 11 and 12 subjects within the same department. Specific information for the choice of Year 11 and 12 subjects is contained at the back of the booklet and should be referred to as the year progresses.

INFORMATION FOR YEAR 11 and 12 SUBJECT CHOICES	6	<b>ENGLISH</b>	
ALTERNATIVE PATHWAYS	8	YEAR 10 ENGLISH 1	34
MAKING CAREER DECISIONS	9	YEAR 10 ENGLISH 2	34
BONUS RANK SCHEMES	12	YEAR 10 ENGLISH COMMUNICATION	35
<b>BUILT ENVIRONMENT, AERONAUTICAL SCIENCE AND TECHNOLOGY</b>		YEAR 10 ENGLISH LITERATURE	35
YEAR 10 AEROSPACE STUDIES	15	YEAR 11 and 12 ENGLISH	36
YEAR 10 BUILT ENVIRONMENT AND ENGINEERING 1	15	YEAR 11 and 12 ENGLISH COMMUNICATION	37
YEAR 10 BUILT ENVIRONMENT AND ENGINEERING 2	16	YEAR 12 ENGLISH EXTENSION (LITERATURE)	38
YEAR 10 FURNISHING STUDIES 1	16	<b>HEALTH AND PHYSICAL EDUCATION</b>	
YEAR 10 FURNISHING STUDIES 2	17	YEAR 10 HEALTH EDUCATION	40
YEAR 10 TECHNOLOGY STUDIES 1	17	YEAR 10 PHYSICAL EDUCATION 1	40
YEAR 10 TECHNOLOGY STUDIES 2	17	YEAR 10 PHYSICAL EDUCATION 2	40
YEAR 11 and 12 AEROSKILLS STUDIES	18	YEAR 10 PHYSICAL EDUCATION – GIRLS ONLY	41
YEAR 11 and 12 AEROSPACE STUDIES	19	YEAR 10 PHYSICAL EDUCATION – BOYS ONLY	41
YEAR 11 and 12 BUILDING AND CONSTRUCTION STUDIES	20	YEAR 11 and 12 HEALTH EDUCATION	42
YEAR 11 and 12 FURNISHING STUDIES	21	YEAR 11 and 12 PHYSICAL EDUCATION	43
YEAR 11 and 12 GRAPHICS	22	YEAR 11 and 12 RECREATION STUDIES	44
YEAR 11 and 12 SENIOR ENGINEERING TECHNOLOGY	23	YEAR 11 and 12 RECREATION STUDIES RUGBY UNION	45
YEAR 11 and 12 SENIOR TECHNOLOGY STUDIES	24	<b>HUMANITIES</b>	
<b>BUSINESS</b>		YEAR 10 ANCIENT HISTORY	47
YEAR 10 ACCOUNTING	26	YEAR 10 ECONOMICS	47
YEAR 10 BUSINESS COMMUNICATION AND TECHNOLOGIES	26	YEAR 10 GEOGRAPHY	47
YEAR 10 BUSINESS ORGANISATION AND MANAGEMENT	27	YEAR 10 MODERN HISTORY	48
YEAR 10 CERTIFICATE I IN BUSINESS	27	YEAR 10 POLITICAL STUDIES	48
YEAR 10 LEGAL STUDIES	27	YEAR 10 SOCIAL STUDIES	48
YEAR 11 and 12 ACCOUNTING	28	YEAR 11 and 12 ANCIENT HISTORY	49
YEAR 11 and 12 BUSINESS COMMUNICATION AND TECHNOLOGIES	29	YEAR 11 and 12 ECONOMICS	50
YEAR 11 and 12 BUSINESS ORGANISATION AND MANAGEMENT	30	YEAR 11 and 12 GEOGRAPHY	51
YEAR 11 and 12 CERTIFICATE II IN BUSINESS	31	YEAR 11 and 12 MODERN HISTORY	52
YEAR 11 and 12 LEGAL STUDIES	32	YEAR 11 and 12 POLITICAL STUDIES	53
		YEAR 11 and 12 SOCIAL STUDIES	54

## LANGUAGES

YEAR 10 FRENCH 1	56
YEAR 10 FRENCH 2	56
YEAR 10 BEGINNING FRENCH 1	57
YEAR 10 BEGINNING FRENCH 2	57
YEAR 10 GERMAN 1	58
YEAR 10 GERMAN 2	58
YEAR 10 ITALIAN 1	58
YEAR 10 ITALIAN 2	59
YEAR 10 JAPANESE 1	59
YEAR 10 JAPANESE 2	60
YEAR 10 BEGINNING JAPANESE 1	60
YEAR 10 BEGINNING JAPANESE 2	61
YEAR 10 MODERN GREEK	61
YEAR 11 and 12 FRENCH	62
YEAR 11 and 12 GERMAN	63
YEAR 11 and 12 ITALIAN	64
YEAR 11 and 12 JAPANESE	65
YEAR 11 and 12 MODERN GREEK	66

## MATHEMATICS

INFORMATION ON MATHEMATICS	68
INFORMATION PROCESSING AND TECHNOLOGY	69
YEAR 10 MATHS A 1	69
YEAR 10 MATHS A 2	69
YEAR 10 MATHS B 1	70
YEAR 10 MATHS B 2	70
YEAR 10 MATHS C 1	70
YEAR 10 PHILOSOPHY AND REASON	71
YEAR 10 PREVOCATIONAL MATHEMATICS	71
INFORMATION PROCESSING AND TECHNOLOGY	72
YEAR 11 and 12 MATHEMATICS A	73
YEAR 11 and 12 MATHEMATICS B	74
YEAR 11 and 12 MATHEMATICS C	75
YEAR 12 MATH1051	76
YEAR 11 and 12 PHILOSOPHY AND REASON	77
YEAR 11 and 12 PREVOCATIONAL MATHS	78

## PERFORMING ARTS

YEAR 10 DANCE 1	80
YEAR 10 DANCE 2	80
YEAR 10 DRAMA 1	80
YEAR 10 DRAMA 2	81
YEAR 10 MUSIC 1	81
YEAR 10 MUSIC 2	82
YEAR 11 and 12 CREATIVE ARTS SAS (MUSIC STUDIES)	83
YEAR 11 and 12 CREATIVE ARTS SAS (PERFORMANCE STUDIES)	84
YEAR 11 and 12 DANCE	85
YEAR 11 and 12 DRAMA	86
YEAR 11 and 12 MUSIC	87
YEAR 12 MUSIC EXTENSION	88

## SCIENCE

YEAR 10 BIOLOGY	90
YEAR 10 CHEMISTRY	90
YEAR 10 MULTISTRAND SCIENCE	91
YEAR 10 PHYSICS	91
YEAR 11 and 12 BIOLOGY	92
YEAR 11 and 12 CHEMISTRY	93
YEAR 11 and 12 MULTISTRAND SCIENCE	94
YEAR 11 and 12 PHYSICS	95

## VISUAL ART (ART AND DIGITAL ART & DESIGN)

YEAR 10 FILM TELEVISION AND NEW MEDIA 1	97
YEAR 10 FILM TELEVISION AND NEW MEDIA 2	97
YEAR 10 FINE ART 1	98
YEAR 10 FINE ART 2	98
YEAR 11 and 12 FILM, TELEVISION AND NEW MEDIA	99
YEAR 11 and 12 VISUAL ART	101

## SCHOOL BASED SUBJECT

LANGUAGE FOR ACADEMIC SUCCESS	102
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## YEAR 10 AT BRISBANE STATE HIGH SCHOOL

During Year 10, students will be provided with subject options that are designed to aid in preparing students for specific subject choices in Year 11 and 12. Year 10 provides the unique opportunity of sampling Year 11 and 12 subjects in order to aid in Year 11 and 12 subject choices and completion. The only subjects mandated in Year 10 are English and Mathematics in Semesters 1 and 2. It should be noted that there is no requirement to complete any subject in Year 10 as a prerequisite for Year 11 and 12 studies however it is recommended that students select a preparatory subject in subjects from a variety of disciplines if thinking of studying them in Year 11 and 12. Students are recommended to select a number of semester unit subjects to give them an insight into the path ahead.

## FROM YEAR 10 TO YEAR 11 AND 12 SUBJECT CHOICE

Within this document a number of mechanisms have been included to help you choose the most appropriate subject. These include:

- A flowchart that gives a suggested progression from Year 10 to Year 12. The flowchart is designed to help students examine a suggested pathway from subjects in Year 10 to final Year 11 and 12 subject choice. The flowchart does not show all possible pathways but gives students an outline of the suggested path.
- A brief outline for each subject available for study in Year 10.
- An outline of the Year 11 and 12 subjects available for study at Brisbane State High School. These descriptors contain a much greater depth of information.

Students should examine the subjects they enjoyed in Year 8 and Year 9 within each department. After reading the Year 10 descriptors, students can get an initial indication if this is a subject they would like to explore. If they decide it may be for them they should also read the Year 11 and 12 subject/subjects for which it is designed as a preparatory course.

## HOW MANY SUBJECTS DO I NEED TO SELECT IN YEAR 10

- In Semester 1, students are required to study English 1 and a choice of Mathematics subjects. They are able to choose an additional 4 semester subjects of their choice.
- In Semester 2, students are required to choose English 2 or English Communication. They are able to choose an additional 5 subjects of their choice. Mathematics is not mandated in Semester 2 but is strongly recommended for students choosing to study Mathematics in Year 11 and 12.
- Students who are currently a part of the Maths Fast Track option will remain in these classes in Year 10.
- Note – Some subjects contain individual Semesters of work which can be completed in Semester 1 or 2 whilst others provide an option of study for two semesters.

## YEAR 11 AT BRISBANE STATE HIGH SCHOOL

Subjects can only be offered when numbers are sufficient and suitable staff are available.

Students wishing to study Year 11 at Brisbane State High School must carefully read the relevant sections of this handbook before selecting (in preference order) seven subjects, of which you will study six. We will endeavour to give you your subjects in preference order but cannot make guarantees.

### Classification of Subjects

Senior Subjects are grouped into two categories:

Authority Subjects contribute to your OP. All Authority subjects are weighted equally by the QSA. School work programs in these subjects are based on QSA syllabuses and have been accredited by the QSA. In these subjects work will be classified as formative (in most subjects this will be Year 11 work) or summative assessment. Formative assessment means that this assessment does not contribute to your OP and in most subjects, this occurs in Year 11. Summative assessment means this contributes towards your OP and for most subjects this occurs in Year 12. Students will be informed whether assessment is formative or summative within each subject. Tertiary institutions often set some of these subjects as prerequisites for entry into courses. See the booklet Tertiary Prerequisites (handed out term 3 Year 10) for more details. The Queensland Tertiary Admissions Centre will issue this booklet in July. In the meantime, see a Guidance Officer.

Authority-Registered Subjects do not contribute to the OP. They may include Study Area Specifications (SAS) from the QSA or they may be initiated wholly by the school. Their work programs must still be accredited.

Students are able to take a full set of Authority subjects, a full set of Authority Registered subjects, or any mixture of the two.

## SELECTING YOUR SUBJECTS

Above all, choose subjects that you will do well in and that you enjoy.  
(<http://education.qld.gov.au/students/service/career/handouts.html>)

Research has shown that to get the highest OP of which you are capable, you should study the subjects that you enjoy and at which you do well. It is all very well to keep all your options open by taking specific prerequisite subjects, however, by doing subjects that you find too difficult or that are not suited to you, you may actually reduce your options in terms of your results and consequently the OP you achieve.

Please consider if a university or TAFE course you want to do has a prerequisite subject you find too difficult at school, how will you be able to achieve what is required by that course at the university level?

- At Brisbane State High School, it is compulsory to study either English or English Communication.
- You need to consider how best to meet the numeracy requirements of the QCE.
- You may choose any combination of seven (7) subjects in preference order (including English or English Communication), of which you will eventually study six (6). The school will endeavour to give you your choices in preference order but there is no guarantee.
- You cannot do Mathematics C unless you also do Mathematics B.
- Of course, you CAN take Maths B without Maths C.
- You cannot do Multi-strand Science with more than one of the following – Chemistry, Physics, Biological Science.
- You cannot do Business Communication and Technologies and Certificate II in Business.
- Students' results in Year 10 subjects such as Mathematics and English may be used as indicators of success in other subjects.

## IN SUMMARY

### Choose your subjects according to the following:

1. Subjects you enjoy.
2. Subjects in which you do well, e.g. gain the highest marks.
3. Subjects that you need as tertiary pre-requisites, as listed in the Tertiary Prerequisites booklet. (Given to Year 10 students in Term 3)

### Do not choose your subjects for the following reasons:

1. 'Your friend is taking that subject.' In a school of this size, there are usually several classes in a subject, so even if you are doing the same subjects as your friend, you won't necessarily be in the same class.
2. 'You do/don't like the teacher.' There is no guarantee that you will have any particular teacher in 2008.
3. 'Someone told you that the subject is fun.' It may be enjoyable for someone but not necessarily for you. Make up your own mind.
4. 'Someone told you that the subject is boring.' See point 3.
5. 'Someone told you that you do/don't need that subject for the course you want to take at uni.' Check in Tertiary Prerequisites or see a Guidance Officer.

### Choose very carefully.

At Brisbane State High School 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes therefore are not always possible and in any case are only permitted at certain times.

If you have any enquiries regarding information in this book please contact the relevant Heads of Department and/or Deputy Principals (Names on page 1 of the Student Diary).

**PLEASE NOTE: STUDENTS INTERESTED IN SCHOOL-BASED TRAINEESHIPS OR INTERESTED IN UNDERTAKING TAFE COURSES IN 2009, NEED TO SEE THE VOCATIONAL EDUCATION CO-ORDINATOR (I BLOCK) OR HOD SENIOR SCHOOLING (M BLOCK). IN SPECIAL CASES YEAR 10 STUDENTS CAN UNDERTAKE A SCHOOL-BASED TRAINEESHIP.**

# INFORMATION FOR YEAR 11 and 12

## SUBJECT CHOICES

This Senior Course Guide is for those of you about to complete Year 9 and your parents. You will soon be at a point where you must start making some plans for your future. It is important that you put a lot of thought into considering possible career options and what subjects you would like to study in Year 11 and 12.

You will need to base your present career decisions on a good understanding of yourself, as well as on what you hope to gain from a career.

The subjects you study in Years 11 and 12 will provide one of the bases for your career and study directions after you leave school. Year 10 is designed to give you the opportunity to sample some of the subjects available in Year 11 and 12. It is hoped during this preparation year you can better decide on what subjects you would most like to pursue in your final two years. The information provided in this book will help you in making this decision. Some questions you may ask yourself now and over the next year include:

- What are my short and long term goals in life?
- Do I know what job I would like to have? If not, how can I keep my options open?
- Which Year 11 and 12 subjects will I need as prerequisites for any tertiary courses I am interested in?
- Are my grades in Year 10 good enough for me to be able to cope with the work in my chosen Year 11 and 12 subjects?

### **Education and Training Reforms for the Future (ETRF)**

According to new legislative changes (Youth Participation in Education and Training Act 2003) every young Queenslanders must be registered with the Queensland Studies Authority (QSA) in Year 10 or in the year before they turn 16. Young people must stay at school until they finish Year 10 or turn 16, whichever comes first. They must learn which means stay in education or training for a further 2 years or get a QCE or get at least a Certificate III or turn 17 whichever comes first. If they are not learning then they must be earning i.e. working a minimum of 25 hours/week.

### **Senior Education and Training Plan (SETP)**

As part of this process Education Queensland has mandated that every student will complete a Senior Education and Training Plan (SETP) which is a personal learning plan for each student during their senior phase of learning (Years 11 and 12). The plan can be updated at any time and reviewed to monitor progress. Its purpose is to help young people identify and achieve their learning goals, plan flexible and coordinated pathway options, examine options across education, training and employment and communicate their future options with school and other learning providers. The SET Plan is a hard copy hopefully reflecting a career education process that students at Brisbane State High School will initiate in Term 2 of Year 10. Students will complete a Career Education Booklet, attend seminars from guest speakers, participate in a computer assisted career education programme and complete a SETP in consultation with parents and the school.

# STUDENT EDUCATION PROFILE

The Student Education Profile (SEP) issued by the Queensland Studies Authority, is made up of the Queensland Certificate of Education, the Senior Statement and the Overall Position and Field Positions.

## Queensland Certificate of Education (QCE)

A new senior schooling qualification called a **Queensland Certificate of Education (QCE)** will be awarded to eligible students by the Queensland Studies Authority (QSA) for the first time in 2008. It replaces the old Senior Certificate. The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognizes broad learning options – academic, vocational education, workplace learning and university subjects (see appendix). Different types of learning attract different numbers of credits. Students must:

- have at least **20 credits** to be awarded a QCE
- meet literacy and numeracy requirements and
- reach a set standard in their learning

The set standard is a Sound Achievement (SA), competent, a pass or equivalent. Students must undertake a minimum of 12 points from completed core courses. Additional credits can be taken from a combination of core, preparatory, enrichment and advanced courses of study. Many students at Brisbane State High will complete a minimum of 20 credits from core to retain eligibility for an OP.

## The Senior Statement

The Queensland Studies Authority (QSA) issues the Senior Statement which is an official record of all the learning achievements in a Learning Account if you have stayed until the last day of Year 12. It details what learning was attempted, the standard achieved and where and when the learning took place. At the end of Year 12, the school assigns Levels of Achievement on the basis of your work in the Senior years. The Levels of Achievement (standards achieved) are Very High Achievement (VHA), High Achievement (HA), Sound Achievement (SA), Limited Achievement (LA) and Very Limited Achievement (VLA).

The QSA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

For more information regarding the Queensland Certificate of Education and the Senior Statement:

- visit the QSA website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)
- visit the Career Information Service at [www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au)

## Overall Position (OP)

If you are considering going to university, make sure that you will be eligible for an Overall Position (OP). Most school leavers who enter university do so via their OP. Make sure that you consult Tertiary Prerequisites (Handed out in Term 3 Year 10) to check the subjects specified by universities for entry to particular courses.

Your Levels of Achievement in Authority Subjects contribute to your Overall Position (OP), banded from 1 (highest) to 25 (lowest). Authority-Registered Subjects do not contribute to your OP. Although most students wishing to gain an OP will study six authority subjects, it is possible to study one authority-registered subject with five authority subjects and still be eligible for an OP.

To be eligible for an Overall Position (OP) you must:

- study at least 20 semester units of authority subjects
- study at least three authority subjects for all four semesters of Senior. (12 semesters of Senior)
- sit for the Queensland Core Skills (QCS) Test

## Field Positions (FPs)

Field Positions are banded 1 – 10 and are weighted according to the skills learned in a subject. FPs provide universities with more specific information about the types of subjects you have studied. Check [http://www.qsa.qld.edu.au/te/subject\\_weights/index.html](http://www.qsa.qld.edu.au/te/subject_weights/index.html) for subject weights for determining Field Positions, which will enable you to check the fields for which you will qualify. Your FPs may be used in the final selection for university places in the marginal OP cutoffs for courses, however, the first and major selector is still the OP.

## ALTERNATIVE PATHWAYS (Offered to Year 11 Students)

Because of the Education and Training Reforms and the greater flexibility offered through the new QCE students can now embrace a number of different pathways to education and training while still attending school. For example students can:

- undertake a school based traineeship or apprenticeship
- attend a course at TAFE or with a Private Provider to begin or even complete a Certificate I – IV or Diploma course
- enrol in one or two subjects at university

### The Australian Qualifications Framework

Schools Sector	Vocational Education & Training Sector	Higher Education Sector
		Doctoral Degree
		Masters Degree
		Graduate Diploma
		Graduate Certificate
		Bachelors Degree
	Advanced Diploma	Advanced Diploma
	Diploma	Diploma
Senior Secondary	Certificate IV	
Certificate of Education	Certificate III	
(eg, QCE, Senior Statement, OP)	Certificate II	
	Certificate I	

A student can progress from one qualification to another within or across sectors.

The Queensland Tertiary Admissions Centre (QTAC) recognises this flexibility towards ways of learning by providing QTAC schedules reflecting Tertiary Selection Ranks (comparable to OPs) for different kinds of learning, life experience and skills. OP ineligible students who may want to access tertiary study can do so through the QTAC OP Ineligible Schedule. Ranks on this schedule can be improved by sitting for the Queensland Core Skills Test (QCST).

# MAKING CAREER DECISIONS

## Step 1 Understand the basic concepts

- Career decision-making is not magic.
- No one else can make the decision for you.
- You must be actively involved in the process.
- It is never too late to start.
- There is not one 'ideal' occupation for you. There may be several occupations that will give you the satisfaction you want from work.
- In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not necessarily a lifetime decision.

## Step 2 Look inwards – develop a profile of yourself

What do you want from a job? Think about it. Do you want to:

- Work with other people or by yourself?
- Work outdoors or indoors?
- Sit at a desk or be physically active?
- Work with ideas or apply ideas (hands on) or do both?
- Help people in some way?
- Make a lot of money?
- Be always learning on the job?
- Have lots of variety and activity?
- Have a structured, predictable workday?
- Feel that the job you have is a secure job?
- Work intensely on a project and see it through to the end?
- Feel you are contributing to the community?
- Work with particular things or people e.g. engines, animals, children, the elderly, etc.?

What do you do best? What are your strengths? Are they in:

- Humanities, mathematics, science, etc.?
- Working with ideas, words, things, etc.?
- Working with people?
- Working with your hands?
- Working with computers or machines?

What other things influence your decision? Perhaps:

- The opinions of family and friends?
- The availability of employment?
- Your age?
- Staying in the local area?
- A physical or medical condition?

What occupational ideas have you already thought of? You can add to these ideas by completing a career questionnaire from one of the following websites.

- myfuture – My guide [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Australian Careers – Career quiz
- <http://jobsearch.gov.au/careerquiz/careerquiz.aspx?TextOnly=0>
- Smart Future – Career wizard [www.smartfuture.qld.gov.au/](http://www.smartfuture.qld.gov.au/)

### Step 3 Look outwards – gather information

Read about the jobs in your occupational ideas list. The following resources will help you and explore the Guidance Officer website for more information.

- myfuture – The facts [www.myfuture.edu.au](http://www.myfuture.edu.au)
- jobguide book – all Year 10s will receive a copy
- jobguide website – [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)
- Job Outlook – [www.jobsearch.gov.au/joboutlook](http://www.jobsearch.gov.au/joboutlook)
- Tertiary Prerequisites – all Year 10s in Term 3 receive a copy

Evaluate the information you are reading. Does it fit with the profile you have developed of yourself in Step 2? Your eventual aim is to come up with three or four possible occupations that will give you satisfaction and will use your strengths.

Next you need to talk to people who are already employed in the occupations on your list. Do not be afraid to do this, as most people are prepared to help you with your career research if you are polite, prepared with questions, and do not waste their time. Use your own networks (parents' friends, your friends, parents, neighbours, etc.) and the Yellow Pages to contact people in jobs you are interested in. Develop questions to ask them. Some possible questions are:

- What do you do in a typical work day?
- What do you like about the job?
- What do you dislike about the job?
- What is the recommended training to prepare for the job?
- Are there alternative training pathways?
- Are there people in the same occupation who do different things from you?
- Is there someone else you think I should speak to?
- Where do you go from here in this job?

It is helpful to discuss your findings with a friend or relative who knows you well and you feel comfortable talking with. Other peoples' insights can sometimes help us clarify our thinking. Talk to people – the Guidance Officers, teachers, relatives and friends. Attend University Open Days and the Tertiary Studies Expo. Check the Guidance notice boards in A Block on the upper campus and outside the canteen on the lower campus.

### Step 4 Prioritise the jobs

By this time you should be able to put the jobs you have selected in order of your preference.

### Step 5 Plan a training pathway

Because of your research, you will already know the various pathways to obtaining your occupational goal. Select the pathway that best suits you. This information will now make it easier for you to start completing your Senior Education Training Plan (SETP).

### Step 6 Act on your plan

Seek assistance from your Guidance Officers if you need help with this process.

## To be eligible for the QCE, students must complete 20 credits ...

The required amount of learning

Students must attain between 12 and 20 credits from completed core courses of study

Students may also include up to 8 credits from a combination of core, preparatory, enrichment or advanced courses

Core	Credit	Preparatory	Credit	Enrichment	Credit	Advanced	Credit
Authority or Authority-registered subject	4			a level of a recognised certificate or award in areas such as music, dance, drama, sport and community development	1	a one-semester university subject undertaken while at school	2
A Senior External Examination	4	Certificate I vocational qualification — maximum of 2 can count	2				
VET Certificate II	4						
VET Certificate III—IV*	8						
School-based apprenticeships and traineeships	6	Employment skills development program — only 1 can count	2	a negotiated community or self-directed project	1	a two-semester university subject undertaken while at school	4
Tailored training program	4	a re-engagement program — only 1 can count		160 hours (20 days) of structured workplace learning that an employer endorses	1	competencies in a diploma or advanced diploma over at least a semester (or its equivalent)	2
International learning program	4						

## Achieve the required standard ...

## and include literacy and numeracy

Course of study	Set standard	Literacy	Numeracy
Authority subjects and Authority- registered subjects	at least a Sound Level of Achievement	at least a Sound Level of Achievement in a semester of an Authority or Authority- registered English subject; or	at least a Sound Level of Achievement in a semester of an Authority or Authority- registered mathematics subject; or
Vocational education and training	competence	competence in VET modules LIT 204 or LIT 205 or	competence in VET modules NUM 204 or NUM 205; or
University courses/subjects/units undertaken while still at school	at least a pass as defined by the course	a pass in a literacy course recognised by the QSA (NRS Level 3 or above ); or	a pass in a numeracy course recognised by the (QSA (NRS Level 3 or above); or
International learning course of study	at least a pass as defined by the course	at least a Sound Level of Achievement in the Literacy strand of Authority- registered Literacy and Numeracy; or	at least a Sound Level of Achievement in the Numeracy strand of Authority- registered Literacy and Numeracy; or
Recognised awards and certificates	awarded	at least a C on the Queensland Core Skills Test	at least a C on the Queensland Core Skills Test
Workplace, community and self-directed	at least a pass as defined by the project		

\* Some Certificates III and VI are exempt and will attract less than 8 credits

+ Students studying a program consisting of only Authority-registered subjects must achieve at least a sound in 18 of the required 20 credits. Up to 2 from part-complete subjects may be Limited Achievement. (Semester 1 or 2 only)

# BONUS RANK SCHEMES

## UNIVERSITY OF QUEENSLAND

The University of Queensland's new bonus Rank Scheme offers all students who complete Year 12 in Australia in 2008, including those studying the International Baccalaureate, a chance to improve their rank to gain entry to their preferred program.

### How it Works

Students applying through QTAC to UQ will be awarded bonus points\* towards their entry rank on the following basis:

- 2 points for passing an approved language other than English (LOTE)
- 2 points for passing Mathematics C
- 1 point for successful completion of a university level course at any Australian University (enhanced studies or enrichment program)

The maximum bonus for any one student is 5 points and the maximum LOTE bonus per student is 2 points, irrespective of how many languages are studied.

### \*Important notes:

- Bonus points are not OP's they are ranks. For example, if your OP is equivalent to a rank of 90 and you are eligible for 5 bonus points, you will get a rank of 95. In 2007, an OP 6 was equivalent to a rank of 90 and rank of 95 was equivalent to an op 4.
- Bonus ranks will NOT apply for purposes of determining academic rank for scholarships. Therefore, students who gain admission to a program on the basis of bonus ranks may not be as competitive for academic scholarships for that program.

### To Apply

There is no extra application process. However, when students seeking a bonus for enrichment studies apply through QTAC, they must provide details of any tertiary study (university level) and provide transcripts as required.

For further information please contact the UQ Admissions Team  
on (07) 3365 2203 or email [admissionsenquiries@admin.uq.edu.au](mailto:admissionsenquiries@admin.uq.edu.au)  
or download the brochure from <http://www.uq.edu.au/guidance/docs/bonus-points.pdf>

## GRIFFITH UNIVERSITY

Griffith University recognises that there are some subjects and studies undertaken by high school students that require a high level of skill and knowledge and that better prepare students for the rigour and diversity of tertiary study.

OP eligible students (or equivalent interstate students) successfully completing nominated subjects or studies will automatically be granted bonus admission ranks when applying to study at Griffith University. The bonus admission scheme applies to the following subjects or study:

Subject or study area – Core QCE	Rank bonus
Maths C (or equivalent)	2 ranks*
Languages other than English (LOTE)	2 ranks*
Advanced Study – QCE	
Griffith University Early Start to Tertiary Study program (GUESTS)#	1 rank*
Recognised GUESTS equivalent from other Tertiary Institutions. (eg START QUT, UQ ESP program).	1 rank*

\* a maximum of 5 bonus admission ranks will be applied

# Griffith University runs a number of programs off campus or in high schools which are deemed the equivalent of GUESTS, these include but are restricted to GriffChem, GriffPhys, Whites Hill State College Marketing Course, Runcorn State high School Japanese Program.

### Frequently Asked Questions

#### What is a rank?

To allow QTAC and Universities to fairly compare one applicant to another, regardless of whether they are a school leaver with OP, school leaver without OP, mature age, interstate or international applicant, they are assigned a rank based on their previous study, education and experience. For OP eligible students, there is a rank equivalent.

For example in 2007 an OP 5 was equivalent to a Rank 92. With a bonus of 4 ranks, this would have been a rank 96 which was equivalent to an OP 3.

Ranks and OP equivalents are available on the QTAC website.

#### How do I apply?

Apply as normal through QTAC. There is no need for you to do anything different or special for the bonus admission ranks to be applied.

#### When will I know?

As you are applying through the normal QTAC process, you will be advised of the outcome of your application in the same way as all other applicants.

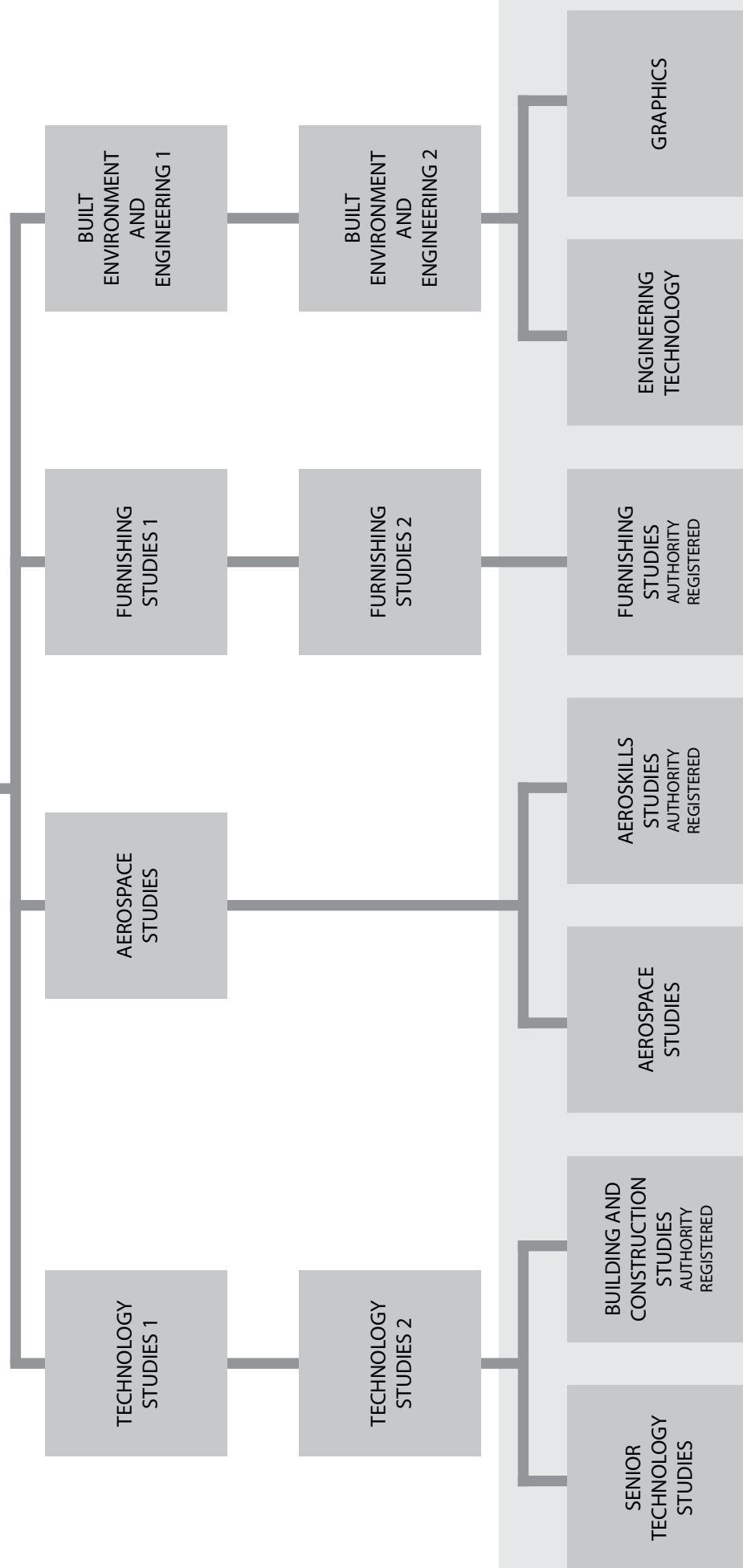
#### Do I still have to meet other prerequisites?

Yes, even with bonus admission ranks applied, you will still need to meet any normal prerequisites, including subject prerequisites, interview, portfolio or audition requirements that apply to the program/s you are preferencing.

#### Who can I talk to?

For more information or assistance contact Griffith University Student Administration on 1800 677 728

# BUILT ENVIRONMENT, AERONAUTICAL SCIENCE AND TECHNOLOGY



Year 10 Sem 1 and 2

Year 11 & 12

# AEROSPACE STUDIES

## Year 10 Preparatory Studies: CODE – AST101

### Purpose of the Course

Students will gain a basic understanding of Aeronautical principles through researching designing, building, testing and evaluating model gliders as an introduction to the Senior subjects Aeroskills and Aerospace Studies.

### Course Outline

Research and investigate existing aeronautic designs. Produce a full size drawing and construct a Hand Launch Glider. Test and evaluate the design.

### Assessment

Design assignment and completed model.

# BUILT ENVIRONMENT AND ENGINEERING 1

## Year 10 Preparatory Studies: CODE – BEE101

### Purpose of the Course

This subject will primarily be focused on architectural design. Students will utilise industry standard AutoCAD, Revit Architecture and Catia (used by Boeing, Toyota and McDonald Douglass) to design both two and three dimensional drawings of structures and engineering components.

### Course Outline

- Architectural drawing
- Perspective drawing
- 3D modelling and rendering
- Engineering design analysis via software

### Assessment

Contextual based folio.

**NOTE:** It is strongly recommended for students to have a knowledge of AutoCAD, Revit Architecture and/or Catia, (undertaken in Years 8 and 9 Built Environment), to give students the knowledge to succeed at a higher level. Students with limited experience in the above mentioned programs should be motivated to spend some of their own time to ensure they become familiar the software. Teacher guidance will be available to these students.

# BUILT ENVIRONMENT AND ENGINEERING 2

## Year 10 Preparatory Studies: CODE – BEE102

### Prerequisite

Built Environment and Engineering 1

### Purpose of the Course

In this subject, students will focus mainly on product design in engineering. Using Catia 3D engineering/design software (used by Boeing, Toyota and McDonald Douglass), students will design and create a working C02 powered formula 1 car. The prototype models will be raced both at school and entered in both national and international competitions.

### Course Outline

- Product design
- Engineering drawing
- 3D animated drawing
- 3D modelling and rendering
- Rapid prototyping (Computer manufacture of F1 body)

### Assessment

Contextual based folio.

NOTE: It is strongly recommended for students to have a knowledge of AutoCAD, Revit Architecture and/or Catia, (undertaken in Years 8 and 9 Built Environment), to give students the knowledge to succeed at a higher level. Students with limited experience in the above mentioned programs should be motivated to spend some of their own time to ensure they become familiar the software. Teacher guidance will be available to these students.

# FURNISHING STUDIES 1

## Year 10 Preparatory Studies: CODE – FUR101

### Purpose of the Course

This is an introductory unit for students wishing to undertake Furnishing Studies in Year 11. It covers the skills and knowledge required for students to construct, assemble and finish a basic timber furnishing product to industry standards.

### Course Outline

Drawing, reading and interpreting project plans, using hand and power tools, operating basic woodworking machinery, applying product finishing techniques and materials, applying quality requirements and applying related workplace health and safety requirements.

### Assessment

One minor project and one major project along with a design folio.

# FURNISHING STUDIES 2

## Year 10 Preparatory Studies: CODE – FUR102

### **Purpose of the Course**

This is an advanced unit for students wishing to undertake Furnishing Studies in Year 11. It covers the skills and knowledge required for students to construct, assemble and finish a difficult timber furnishing product to industry standards.

### **Course Outline**

Drawing, reading and interpreting project plans, using hand and power tools, operating industry woodworking machinery, applying product finishing techniques and materials, applying quality requirements and applying related workplace health and safety requirements.

### **Assessment**

One minor project and one major project along with a design folio.

# TECHNOLOGY STUDIES 1

## Year 10 Preparatory Studies: CODE – TES101

### **Purpose of the Course**

Introductory unit for students wishing to continue with Technology Studies or Construction in senior. Its major purpose is to use the design process to assist students in designing and making artefacts in order to solve a problem or meet a need (human, social or environmental).

### **Course Outline**

Design process, researching, building designed artefacts, hand skills (using a variety of skills and materials).

### **Assessment**

One minor project and one major project along with a design folio.

# TECHNOLOGY STUDIES 2

## Year 10 Preparatory Studies: CODE – TES102

### **Purpose of this Course**

Advanced unit for students wishing to continue with Technology Studies or Construction in senior and who are looking for employment in the construction industry. Construction aims to offer students an alternative pathway to tertiary studies. Students gain exclusive skills that are unique to this subject area which can be transferred to a practical setting outside of the school environment. Students are encouraged to identify the real-world implications of their study and apply these skills within the building industry.

### **Course Outline**

Design process, researching, building designed artefacts, hand skills (using a variety of skills and materials), advanced joining, researching, advanced woodwork, introduction to tiling, use of PowerPoint.

### **Assessment**

One minor project and one major project along with a student journal.

# YEAR 11 and 12 AEROSKILLS STUDIES

## Authority Registered Subject: CODE – AER

### Purpose of the Course

Queensland provides unprecedented growth in the Aviation industry in Australia with numerous job opportunities particularly in aircraft maintenance (Mechanical, Structures and Avionics).

The Aeroskills course develops practical skills and knowledge particularly targeting employment in aircraft maintenance. The course provides a pathway to the Certificate IV-trade qualification offered by both ATAE and Aviation Australia. It is a common occurrence that students who have undertaken the Aeroskills course are now working in the Aviation industry or studying at ATAE, Aviation Australia or QUT. Aeroskills exposes students to new experiences both in and outside the classroom that tap into a range of cross-curricular learning experiences, current technology and new age materials.

### Student Profile

The most successful students will be those who:

- are responsible and safety conscious
- enjoy developing practical skills
- can perform tasks involving meticulous detail
- are considering an apprenticeship in aircraft maintenance or associated industries

### Course Outline

- developing an interest in aerospace technologies and careers
- investigating aeronautical principles
- working with a range of materials and adhesives
- applying and testing new age materials, eg carbon fibre and kevlar
- researching, designing, constructing and learning to fly a control line model aircraft
- developing the ability to work in a team to research, design and construct a radio controlled air-sled
- establishing links to tertiary institutions and commercial enterprises
- investigating and maintaining model engines (2 and 4 stroke as well as diesel.)
- investigating career options through excursions (ATAE, QUT, RAAF Amberley, Brisbane Airport, Aviation Australia)

### Special Features of the Course

Students enjoy the challenge of designing and building a working prototype while developing useful skills for employment. Most students choosing this course would be considering employment in the aviation industry either directly or via an apprenticeship on completion of Year 12. Aeroskills is heavily biased towards developing practical skills applicable to the workplace with a limited amount of supporting theory. A number of students in previous years have chosen to take both Aerospace Studies and Aeroskills studies.

### Assessment

Progressive evaluation is based on:

- construction and design competency
- log-book entries

Assignment evaluation is based on:

- technical knowledge
- research
- data analysis

# YEAR 11 and 12 AEROSPACE STUDIES

## Authority Subject: CODE – AST

### Purpose of the Course

This course of study caters for students who wish to pursue further study and employment opportunities in the rapidly growing Aerospace industry. Australia has a developing industry in UAV's supported by QUT's Avionics Department while UQ has made significant achievements into scram rocket development. Queensland is experiencing major growth in the aviation and related industries with forecasts of 220,000 new jobs being created over the next 20 years and a boost of 19.3 billion dollars to the Queensland economy. Aerospace Studies is also designed to facilitate the entry of students into the aviation and aerospace industries upon completion of Year 12 by providing a firm foundation of knowledge to an array of career pathways and further education and training. Progression is possible in careers as diverse as aerospace and aircraft engineering, aviation business management, human resource management, customer services, aircraft pilot, cabin crew and air traffic control.

### Student Profile

The most successful students will be those who:

- can think critically and develop sound problem solving skills
- are responsible and safety conscious
- enjoy developing worthwhile skills
- can perform tasks involving meticulous detail
- are keen to investigate a wide range of employment opportunities

### Course Outline

<p><b>Aeronautics and Astronautics</b></p> <p>Major topics: Basic aeronautical knowledge, aircraft systems (Student projects – model aircraft /air-sled)</p> <p>Minor topics: Meteorology, history of aviation and flight, developments in aerospace and aeronautics</p>	<p><b>Safety Management Systems</b></p> <p>Major topics: Safety awareness, quality concepts</p> <p>Minor topics: Risk management, regulations, legislation, policies, procedures, language and terminology</p>
<p><b>Business of Aviation and Aerospace</b></p> <p>Major topics: Structures of aviation and aerospace industries, human resource management</p> <p>Minor topics: Management principles of aviation and aerospace industries, history and language</p>	<p><b>Aviation Operations</b></p> <p>Major topics: Airport and airline operations, air traffic management</p> <p>Minor topics: Environmental factors, human factors, language and terminology</p>

### Special Features of the Course

High achieving students undertaking Aerospace have the opportunity to apply for **direct entry** to the University of Queensland (UQ), Griffith University and Queensland University of Technology (QUT).

One third of the course will be devoted to student projects and testing while the remainder of the course will involve theory and four industry excursions including Amberley Air force base, Archerfield Airport, the Brisbane Airport (airside and landside) and QUT. Students are able to access week long work experience opportunities provided by a number of aerospace companies as well as financial awards for excelling in the subject.

### Assessment

Assessment in Aerospace Studies is designed to enable students to demonstrate a broad range of achievement in Knowledge and Understanding, Critical Thinking and Communication. There are six assessment items per year.

# YEAR 11 and 12 BUILDING AND CONSTRUCTION STUDIES

## Authority-Registered Subject: CODE – CON

Construction Technology aims to offer students an alternative pathway to tertiary studies by providing a holistic approach to the building industry. The study of construction prepares students for a full time apprenticeship, with fully qualified trades people potentially earning over \$100 000 per year, with just four years of paid training. This course also attempts to alleviate the shortfall of professionals in the building industry whilst ensuring that essential trade skills are not forgotten.

Most significantly, students gain exclusive skills that are unique to this subject area which can be transferred to a practical setting outside of the school environment. Students are encouraged to identify the real-world implications of their study and apply these skills within the building industry.

Students suited to Construction Technology are those who:

- are considering a career within the building industry
- have a practical mind
- are able to comprehend and apply given instructions
- display qualities of punctuality, attention to detail and a willingness to learn

### Course Overview

	Topics
<b>Semester 1</b>	Introduction to the building industry, focusing on providing the basic skills with both power and hand tools. Students construct practical artifacts that are used by trade people within the construction industry, including a saw stool and carry all.
<b>Semester 2</b>	Discover different trades within the building industry. Theoretical and practical knowledge on trades such as Carpentry, Tiling, Plastering, Painting, Plumbing and Bricklaying.
<b>Semester 3</b>	Major Building Project
<b>Semester 4</b>	Students construct a 'Dog House' or undertake a building project within the school (e.g. pergola, shaded areas etc)

### Assessment

There is both practical and theoretical assessment. The practical assessment focuses on hand skills, safety and the ability to interpret instructions. The theoretical assessment encourages students to gather data to form a progressive journal that can be used to assist in gaining employment within the building industry.

# YEAR 11 and 12 FURNISHING STUDIES

## Authority – Registered Subject: CODE – FUR

### Rationale

This course provides students with credit towards their Queensland Certificate of Education and enables them to gain a sound knowledge in Furnishing. Students undertake essential activities required to satisfy safe working practices within the furnishing industry. They develop the skills and knowledge required to communicate in a furnishing industry workplace by receiving, gathering and conveying information. They learn to accurately complete measurements and calculations of materials relevant to work requirements. The practical competencies are covered by constructing, assembling and finishing a basic timber furnishing product through the use of woodworking machining processes.

### Student Profile

Students suited to Furnishing are those who:

- are considering a career within the furnishing industry
- should be committed to developing productive work habits
- are able to comprehend and interpret drawings and instructions
- display qualities of punctuality, attention to detail and a willingness to learn

### Course Outline

A range of medium to large furnishing projects will be undertaken in Senior Furnishing. The following topics will be covered:

- follow safe working policies and practices
- communicate in the workplace
- carry out measurements and calculations
- work effectively with others
- constructing timber furnishing product
- operate woodworking machines

### Assessment

The majority of the course will be delivered through simulated work activities via class-based projects with specific projects being developed for the school as required. Evidence contributing towards competency will be collected through out the course forming the basis to assess competency. This evidence will be collected using the following assessment items:

Folio of Work (Drawings), Scenarios (Problem Solving), Written Tests, Case Study, Teacher Questioning, Observations with Checklists, Diary / Journal, Practical Projects.

### Readiness for Senior

Students should complete "Introduction to Furnishing" in Year 10. Technology units JTS801, JTS 902 are also highly recommended as preparation for this course.

# YEAR 11 and 12 GRAPHICS

## Authority Subject: CODE – GPH

### Purpose of the Course

Graphics is a course of study that provides an opportunity for students to gain an understanding of graphical communication across a broad spectrum of applications. The course draws upon the elements and principles of graphical communication and elements of presentation. Students learn the skills, methods and processes that form the knowledge of communicating through graphical imagery.

Graphics contributes to the development of technological literacy and develops the communication and problem-solving skills required for a large number of educational and vocational aspirations. Through the structured medium of visual imagery, students learn the ability to communicate and express information with clarity and precision.

### Student Profile

Students are encouraged to be imaginative and creative through problem solving and designing. They develop real-life skills for visualising, investigating, analysing, synthesising and evaluating technical problems. They also utilise leading industry software and drafting equipment effectively as a vehicle for conveying the outcomes of their research in a visually appealing form.

It provides a solid foundation to careers in industrial design, graphic design, architecture, landscape architecture, engineering, aerospace, drafting and web design. The study has developed from technical drawing through art and animation into 3D modelling and video, which are vital components in many professions and vocations.

### Course Details

Students are exposed to a variety of intellectual challenges involving visual stimuli, analysis and problem solving while developing a range of practical communication and presentation skills. Students explore graphical communication through studies in real-life contexts developed across the contextual areas of Production graphics, Business graphics and the Built environment. Some learning experiences that students may undertake include:

- student-based research assignments – context based folios
- hypothesising graphical solutions for solving graphical problems
- collecting, analysing, organising and interpreting graphical representations and data
- translating descriptive data into graphical form and from one graphical form to another
- freehand sketching, shading and rendering
- selecting methods of graphical presentation for particular purposes and audiences
- preparing presentational drawings with the use of leading industry software such as AutoCad, Catia (used by Boeing, McDonnell Douglas, Toyota), Prodesktop, Bryce and Corel Draw
- planning, refining and evaluating solutions to graphical problems
- utilising state of the art virtual analysis software to test their designs (Virtual Wind Tunnel)

### Assessment

Assessment in Graphics is designed to enable students to demonstrate a broad range of achievement in data research, drawing, reasoning, communication and presentation. There are four assessment items per year.

### Readiness for Senior

Students who have successfully studied the mandated units in Year 8 and 9, or have undertaken Built Environment and Engineering in Year 10 would have the necessary skills to study Senior Graphics. Undertaking these subjects would be a definite advantage and will provide students with a greater understanding of the fundamental elements of Graphics and a broader depth of skills in the above mentioned programs. Students who are interested in enrolling in Senior Graphics, with no prior knowledge, should contact the Head of Department for instructional material to assist in the transition into the subject.

# YEAR 11 and 12 SENIOR ENGINEERING TECHNOLOGY

## Authority Subject: CODE – SET

### Purpose of the Course

Engineering Technology is a course that provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense. It incorporates concepts related to the study of materials, engineering mechanics and its applications, control systems, industry and society. In Engineering Technology, students partake in a variety of authentic Engineering experiences such as testing of materials, formulation of problems, analysis of engineering solutions, modelling solutions and prototyping.

The majority of the teaching and learning takes place in a classroom. However, there are practical activities that require access to a variety of learning settings such as science and technology laboratories, computer rooms and resource centres.

Students suited to Senior Engineering Technology are those who:

- are considering an Engineering course at University
- are able to clearly formulate and analyse the nature of engineering technology problems and their impact on the environment and society
- sketch graphical solutions for engineering problems – Bridge, Sign Gantry and CO2 Powered Vehicle
- work with individuals and in groups to solve technological problems relating engineering problems.
- use computer technology for spreadsheets, CAD and word processing

### Course Overview

	Topics		
1	<b>Mechanics</b> – statics and dynamics, force analysis, scalar and vector quantities, concurrent forces, force polygon (graphical and analytical), resultant and equilibrium forces, moments, couples, non-concurrent forces	<b>Materials</b> – classification of engineering materials, structure of the solid state – e.g. atomic, molecular, crystalline, properties of engineering materials, mechanical and deformation	<b>Practical</b> – design, construction, test and analyse sign gantry Control Systems
2	<b>Mechanics</b> – frictional forces, linear motion, forces and motion, impulse and momentum	<b>Materials</b> – casting and as cast structures/deformation in crystalline materials, forming and working metals	<b>Practical</b> – design, construction, test and analyse CO2 powered vehicle
3	<b>Mechanics</b> – frames and structures / frictional forces / non-concurrent forces / construction technology	<b>Materials</b> – single phase and multi phase materials / non-ferrous metals and alloys / the metallurgy and iron and steel / heat treatment of steel	<b>Practical</b> – design, construction, test and analyse bridge <b>CAD Freehand Sketching</b>
4	<b>Mechanics</b> – work and energy / power / principles of machines / intro to manufacturing technology	<b>Materials</b> – polymers / ceramics / corrosion / the modification of materials	<b>Practical</b> – control systems – programmable logic computers (PLCs)

### Assessment

There are seven major pieces of assessment in Year 11 and eight in Year 12. Three of the assessment items directly relate to the ideation, production, testing and analysing of the Bridge, Sign Gantry, Mouse Design and CO2 Powered Vehicle Design. There is also one test and one examination per semester in Engineering Materials, Mechanics and Control systems.

**NOTE:** It is strongly recommended for students have a knowledge of Catia, undertaken in Built Environment and Engineering, to give students the knowledge to succeed at a higher level.

# YEAR 11 and 12 SENIOR TECHNOLOGY STUDIES

## Authority Subject: CODE – STS

### Purpose of the Course

Technology Studies involves students in designing, engineering and producing innovative and creative products. These products encompass artefacts, processes, systems and environments. It is a course that encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. The subject helps students understand and use past, present and future industrial technologies to meet the demands and needs of the 21st century, and to be responsive to current and emerging economic, industrial, social and technological changes.

Technology Studies offers a variety of perspectives and depth of study oriented towards work, training and university pathways. 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.

### Course Overview

In Technology Studies students are given design tasks that focus on real-life purposes. They then apply the design process model to solve complex design problems, individually and in groups. During the course, students will investigate, develop ideas, produce products, prototypes or models and evaluate the results. They will be exposed to learning experiences that allow them to make logical decisions on the most appropriate materials, tools, processes and systems to use when solving design problems.

Throughout the product design sequence students consider optional and available resources, respond to choices, communicate ideas, determine possible solutions, justify decision making and ultimately make and appraise the product. All aspects of their product design sequence are documented in a design folio. Safety is an integral part of all practical class activities.

Over two years, three areas of study are to be covered:

- **Foundations of Technology** requires students to understand the impact of technology, industry, society and sustainability on product design. Students learn about the interrelationships of technology, industry and society; principles and elements of design, the product design sequence, and sustainability.
- **Safety** is incorporated into all activities associated with the design and development of a product and students are encouraged to transfer the need for safety into real-life situations. Students learn about current compliance standards, safe workshop practices, personal safety, and safety standards.
- **Manufacturing Resources** requires students to understand and apply the expanding development of resources used in manufacturing and industry. Students learn about materials, tools, processes and systems.

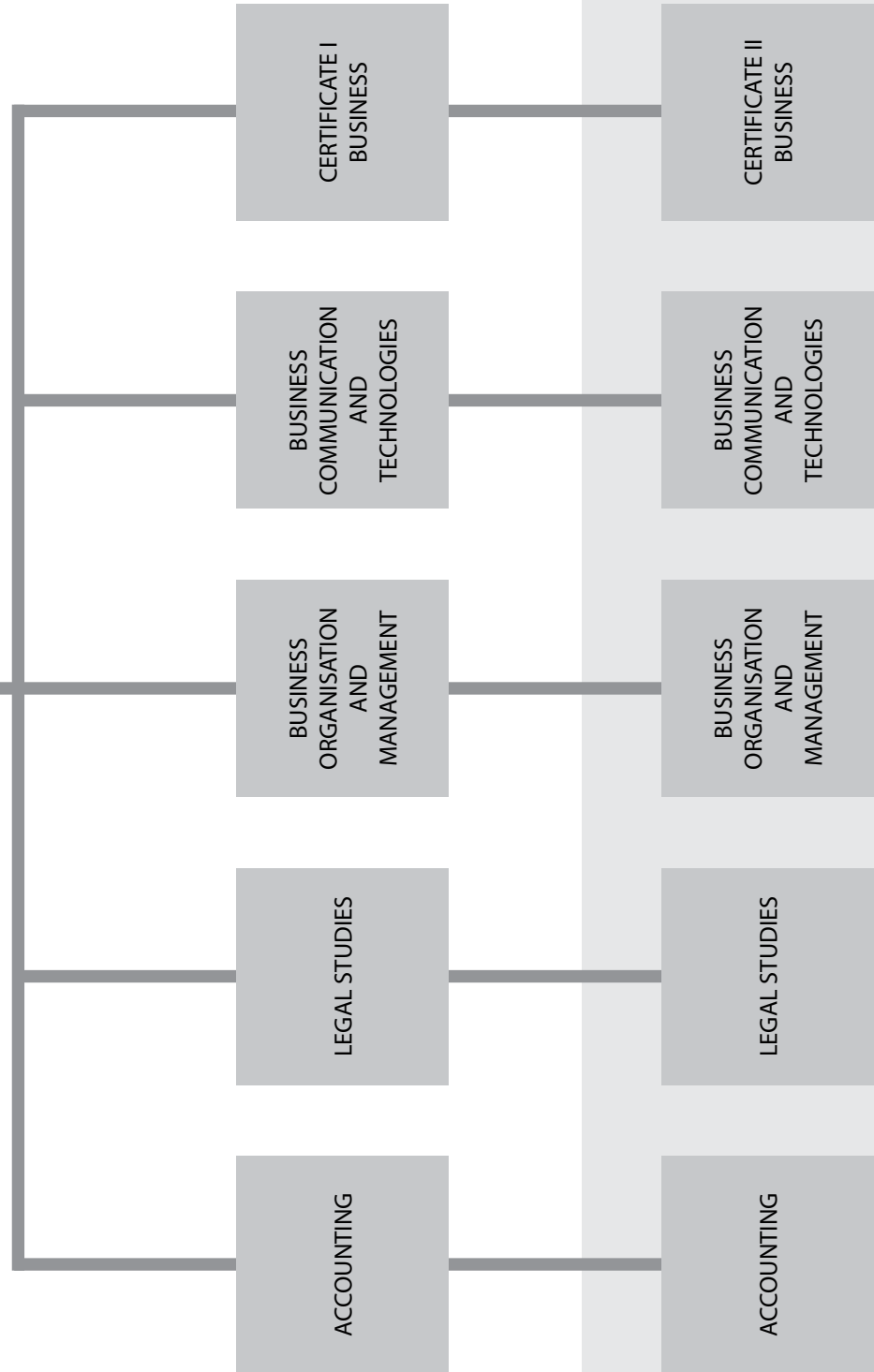
### Assessment

Year 11 is a developmental year in which students are involved in a variety of diverse situations relating to design and production. Students complete a minimum of three design tasks, each focused on a different context; for example, community, leisure and recreation, engineering, environment, health and welfare. Year 12 extends and refines the student's involvement in the planning, development and production of products and the preparation and presentation of the supporting documentation. Students complete at least two design tasks, each of which includes a design folio, design realisation (the actual production of the product) and a project appraisal. A written investigative analysis on an area related to the contexts is also required.

### Readiness for Senior

Students who have successfully studied the mandated Junior Technology Studies (JTS) units would have the necessary skills to undertake Senior Technology Studies. Students considering STS in Year 11 and 12 should understand that the assessment is heavily weighted on a student's ability to present a written and graphical design folio, to more depth than those embarked on in JTS.

# BUSINESS



# ACCOUNTING

## Year 10 Preparatory Studies: CODE – ACC101

### Purpose of the Course

This subject will introduce students to the practical application of business financial records. The subject focuses on preparation and interpretation of financial reports, business documents and bookkeeping principles.

### Course Outline

- Accounting Fundamentals and Transaction Analysis
- The Accounting Process and Double Entry System
- Financial Reports
- Specialised Journals

### Assessment

In-class assignment, class test and folio of work.

# ACCOUNTING

## Year 10 Preparatory Studies: CODE – ACC102 (Offered Semester 2 only)

### Purpose of the Course

This subject further develops students understanding and application of accounting concepts and principles previously undertaken in Accounting 101. Students will undertake computerised accounting as well as developing their skills in evaluating financial reports

### Course Outline

- Computerised Accounting Package
- Spreadsheets and Accounting
- Interpretation and Evaluation of Financial Reports

### Assessment

In-class computerised assignment, class test.

# BUSINESS COMMUNICATION AND TECHNOLOGIES

## Year 10 Preparatory Studies: CODE – BCT101

### Purpose of the Course

This subject provides students with the necessary computer skills to operate effectively in the increasingly technological world. Students will learn to communicate and manage business and personal information.

### Course Outline

- Microsoft Access and Publisher
- Protecting and presenting business information
- Business documents

### Assessment

Test and project work.

# BUSINESS ORGANISATION AND MANAGEMENT

## Year 10 Preparatory Studies: CODE – BOM101

### Purpose of the course

This subject gives students the opportunity to investigate the four main business functions of marketing, operations, finance and human resources. They will be encouraged to be reflective thinkers within a business environment. Students will be provided with the opportunity of developing and operating a school based business venture.

### Course Outline

Marketing Management, Financial Management, Operations Management, Human Resource Management.

### Assessment

Test and assignment.

# CERTIFICATE I IN BUSINESS

## Year 10 Preparatory Studies: CODE – BST101



### Purpose of the course

Students will work towards attaining a nationally recognised Certificate I in Business (BSB10107). This subject would suite those students who are intending to study at TAFE, traineeship or employment.

### Course Outline

Nine competencies are covered in this course. These may include; communication skills, security of records, access and retrieve computer data.

### Assessment

Observation, in class tests, projects.

# LEGAL STUDIES

## Year 10 Preparatory Studies: CODE – LEG101

### Purpose of the course

This subject provides students with an introduction to the Australian Legal System. The course aims to encourage students to evaluate the significance of legal rights and responsibilities in everyday life. Students will examine how laws change to reflect society's values and peoples' rights in society. They will explore areas of law that are currently affecting their lives and future lives.

### Course Outline

Law and Justice, Focus on Crime, Young People and the Law, Drugs and the Law.

### Assessment

Test and assignment.

# YEAR 11 and 12 ACCOUNTING

## Authority Subject: CODE – ACC

### Purpose of the Course

Accounting is an information system which involves the recording, reporting, analysing, and interpreting of financial and other information used for making and evaluating decisions about the allocation of resources. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations. People use accounting information to help evaluate performance, to facilitate decision making and control, and to report on the operation of an organisation from both internal and external perspectives.

Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment and also on a personal level. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

### Course Outline

- Foundation Studies
- Recording and controls of accounting information
- Reporting and decision making
- Accounting packages
- Elective studies

### Special Features of the Course

- Students may participate in the Queensland Accounting Competition
- Opportunity is given to students in year 12 to complete a first year Accounting subject (BSB110 Accounting) through QUT
- Most business degrees at university require students to study at least one Accounting subject. Having studied Senior Accounting, students are at a decided advantage

### Assessment

The criteria of Routine Practical Procedures, Challenging Practical Application, and Knowledge, Interpretation and Evaluation are assessed by: objective/short-response items, extended response items, practical application items, response to stimulus, assignments and projects, research assignments and non-written presentations.

Semester 1 is Formative. Semesters 2, 3 and 4 are Summative.

### Where might Accounting lead after Year 12?

- Further study opportunities, eg, University degrees, TAFE Certificates and Diplomas.
- Specialist areas, eg, auditing, external reporting, finance, insolvency, management accounting, financial planning, etc
- Employment opportunities, eg, Public Accounting, Private Practice, Industry and Commerce (retail, hospital, manufacturing, etc), State and Federal Government Departments, Education

# YEAR 11 and 12 BUSINESS COMMUNICATION AND TECHNOLOGIES



Authority Subject: CODE – BCT

## Purpose of the Course

Business Communication & Technologies is designed to equip students with the ability to communicate effectively and to interact confidently within a business environment. Business Communication and Technologies enables students to analyse the increasingly global and changing contexts within which businesses operate. This course exposes students to a variety of business related situations from an administrative perspective using a range of business technologies to business information practices.

## Why study BCT?

In the ever-changing world in which businesses operate, it is important that students entering the workplace acquire the knowledge, reasoning processes, skills and attitudes necessary for efficient and effective functioning in a variety of business contexts, both local and global. In BCT, students develop computer software skills with a business focus.

## Course Outline

• Practical Computer Operations	• Business Meetings	• Industrial Relations
• Business Communications	• Managing Workplace Information	• Business Environments
• Organisational Skills	• Work-team Communication	• Workplace Safety
• Financial Records	• International Business Communication	

## Special Features of the Course

Students taking Business Communication and Technologies have the opportunity to gain Certificate II in Business (BSB20107) under the Australian Qualifications Framework (AQF).

Code	Modules	Code	Modules
BSBOHS201A	Participate in OHS processes	FNSICGEN305A	Maintain daily financial/business records
BSBWOR202A	Organise and complete daily work activities	BSBITU201A	Produce simple word processed documents
BSBCMM201A	Communicate in the workplace	BSBITU202A	Create and use spreadsheets
BSBWOR203A	Work effectively with others	BSBSUS201A	Participate in environmentally sustainable work practices
BSBWOR204A	Use business technology	BSBITU303A	Design and produce text documents
BSBINM201A	Process and maintain workplace information	BSBITU302A	Create electronic presentations

A student's Senior Statement will indicate national competencies successfully completed.

## Assessment

Students are assessed on the following criteria:

- knowledge and understanding
- reasoning processes
- skills and procedures

## Where can the subject lead after Year 12?

- Further studies eg University Degrees, TAFE Certificates and Diplomas
- Employment pathways in both private and government sectors

**Please note:** Students can study either Business Communication and Technologies or Certificate II in Business. They can not study both subjects.

# YEAR 11 and 12 BUSINESS ORGANISATION AND MANAGEMENT

## Authority Subject: CODE – BOM

### Purpose of the Course

Through this subject, young people have the opportunity to develop an appreciation of issues challenging business organisations and managers locally, nationally and globally. Business practices include innovation, entrepreneurial creativity, strategic planning, management, marketing and information and communication technologies.

### Why study BOM?

In an increasingly dynamic and global society, it is important for young people to make informed and rational decisions about business organisation and management. The context of business provides a realistic setting where students' understanding of organisation and management can be developed as it applies not only to the business organisation but also to the student's personal life.

Business Organisation and Management contributes to the development of an enterprising culture in Australia and identifies the contribution that such a culture could make to improving economic and community wellbeing.

### Course Outline

• Nature of business	• Operations management
• Organisation and management	• Human resource management
• Entrepreneurship and small business	• Financial management
• Marketing management	• Business plan
• International business	

### Assessment

Students are assessed on the criteria of:

- knowledge and understanding
- reflection processes
- action skills

A variety of assessment instruments are used, eg. objective/short answer responses, response to stimulus, essays, project/practical work, reflective learning and self-evaluation logs, and the development of a Business Plan.

### Where can the subject lead after Year 12?

- Further study, eg. University Degrees, TAFE Certificates and Diplomas
- Specialist areas, eg. Business management, marketing, human resource management, sales management, export development, international business, entrepreneurship, and business development
- Employment opportunities, eg. management, small business owner, marketing research, government business development, foreign trade and investment, education

# CERTIFICATE II IN BUSINESS

## Authority-Registered Subject: CODE – BST



### Purpose of the Course

This course enables students to work towards gaining a nationally recognised certificate by completing relevant competencies. The Certificate provides students with a range of personal and interpersonal skills with general application to personal and work life. Specific knowledge and skills related to employment within the business services area is the focus of the course.

### Why Study Certificate II in Business

This course provides student with credit towards their Senior Certificate of Education as well as an opportunity to receive a nationally recognised certificate. Students will also develop skills that enable them to work independently and responsibly.

### Course Outline

Certificate II in Business is based on the following units of competency selected from the Business Services training package (BSB01).

BSBOH201A	Participate in OHS processes	BSBWOR202A	Organise and complete daily work activities
BSBCMM201A	Communicate in the workplace	BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology	BSBINM201A	Process and maintain workplace information
FNSICGEN305A	Maintain daily financial/business records	BSBITU201A	Produce simple work processed documents
BSBITU202A	Create and use spreadsheets	BSBSUS201A	Participate in environmentally sustainable work practices
BSBITU303A	Design and produce text documents	BSBITU302A	Create electronic presentations

A student's senior statement will indicate national competencies successfully completed. If all of the above competencies have been achieved Certificate II in Business will also appear.

### Special Features of the Course

- if a student gains entry to TAFE or a traineeship that uses these competencies, they will not have to complete them again, thus saving time and money
- employment skills thus providing meaningful pathways in both private and government sectors
- Certificate II in Business (BSB20107) is part of the Australian Qualifications Framework (AQF)

### Where can the subject lead to after Year 12?

- employment opportunities in the Clerical-Administration field
- computer and life skills that will assist with further stud.
- study at TAFE to higher Certificate and Diploma levels

Please note: Students can study either Certificate II in Business or Business Communication and Technologies. They can not study both subjects.

# YEAR 11 and 12 LEGAL STUDIES

## Authority Subject: CODE – LEG

### Purpose of the Course

Legal Studies focuses on enhancing students' ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand legal frameworks that regulate and shape society.

Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions that can benefit themselves and the community.

### Course Outline

• The Legal System	• The Family
• Crime and Society	• Independent Study
• Civil Wrongs (Torts)	• Law in our Society
• Agreements	• Elective Unit e.g. sport and the law

### Special Features of the Course

- excursions, eg, QUT Law Faculty
- guest speakers
- an opportunity to participate in the Bond University Mooting Competition and Youth Parliament
- opportunity to select an area of interest to research for the independent study topic

### Assessment

Students are assessed on the criteria of:

- knowledge and understanding
- investigation
- evaluation
- communication and research skills

Semester 1 is formative.

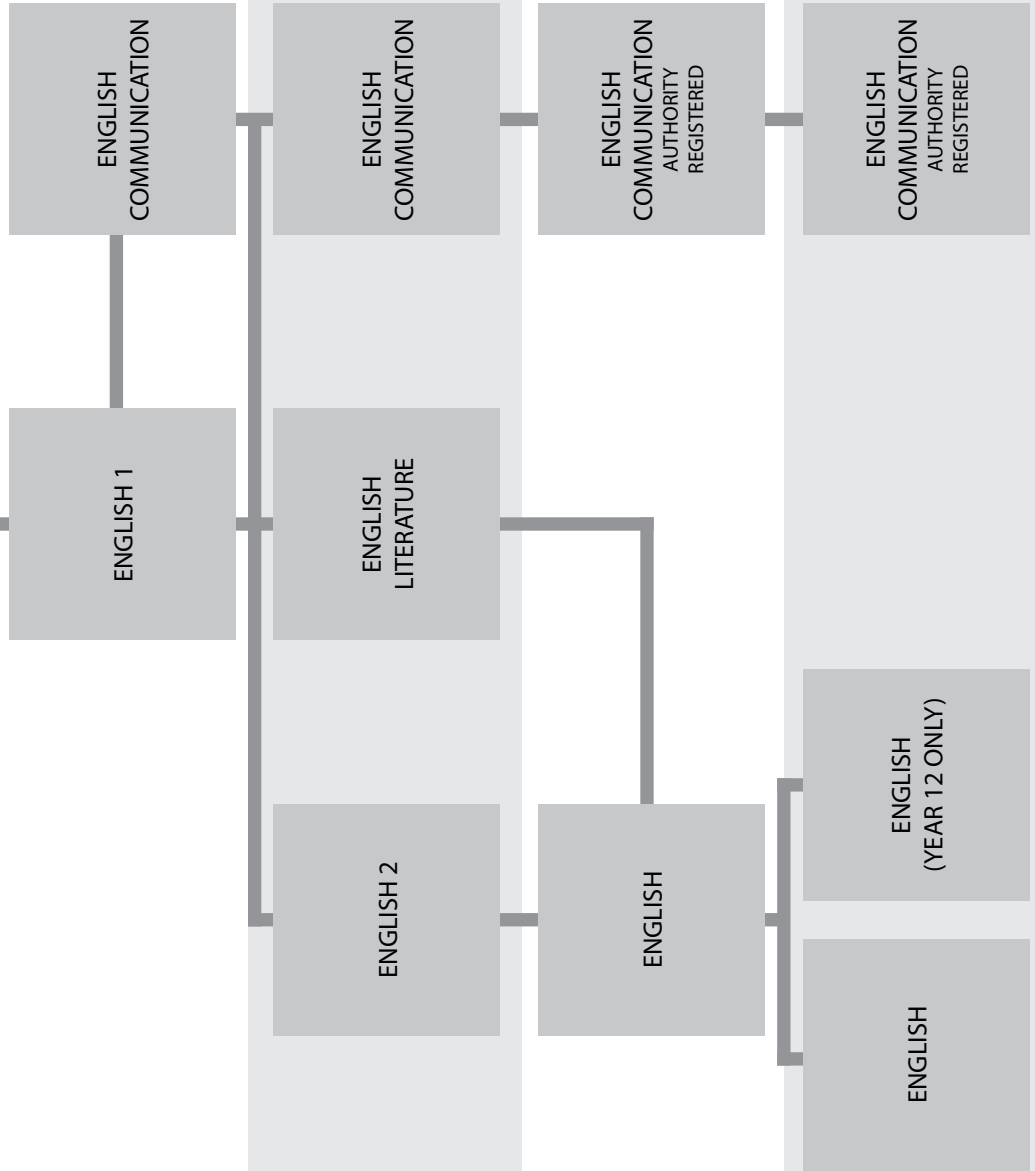
Semesters 2, 3, and 4 are summative.

A variety of assessment instruments are used, eg, objective/short tests, extended response tasks, project/practical work, non-written presentation, response to stimulus, inquiry tasks and independent study.

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

- acquiring knowledge of the relationship between law and society
- acquiring knowledge of citizens' rights and responsibilities
- understanding the historical development of Australia's legal system
- developing skills in using legal information
- communicating with others about legal matters
- responsible community membership

# ENGLISH



Year 10 Sem 1

Year 10 Sem 2

Year 11

Year 12

# ENGLISH 1

## Year 10 Preparatory Studies: CODE – ENG101

### **Purpose of the Course**

The focus of this unit provides opportunities for students to examine major issues of relevance to today's world, such as science, technology, social responsibility and belonging. Rapid advances in technology and the 'flattening' of the earth give scope for reflecting on the nature of humanity and the type of world we are creating.

### **Course Outline**

Prose fiction writers often invite or make comment about the nature of humanity and the future in short stories and novels. In this unit, students will read and interpret the work of significant contributors to this discourse, such as Harper Lee in 'To Kill A Mockingbird', and respond to them creatively as well as critically. Students will also undertake a study of the sci fi film genre to discover how this medium conveys futuristic themes and the implications of issues within this genre.

### **Assessment**

One spoken and two written assessment items. Assignment and exam conditions.

# ENGLISH 2

## Year 10 Preparatory Studies: CODE – ENG102

### **Purpose of the Course**

This subject is designed to prepare students for the Authority Senior English course in Years 11 and 12. Students will explore how authors of the past and present have addressed the age-old dilemma of making decisions when faced with choices. What happens if we choose this path instead of that one? Do we make our own opportunities or are these predetermined by fate or destiny?

### **Course Outline**

Students will encounter a range of literary and everyday text types, including Shakespeare's Romeo and Juliet, poetry, short stories, and advertisements to examine the role of the individual in determining identity of self, time and place. Students will experiment with representations of well-known literary characters and social groups in advertisements to evaluate the techniques text creators use to construct meanings.

### **Assessment**

One spoken and two written assessment items. Assignment and exam conditions.

# ENGLISH COMMUNICATION

## Year 10 Preparatory Studies: CODE – ENC101 and ENC102

### **Purpose of the Course**

This subject is designed to prepare you for English Communication offered in Year 11 and 12. If you are contemplating your working future this unit will help improve the literacy skills you need to communicate effectively in the workplace and the wider community.

### **Course Outline**

In this unit you will further develop your use of appropriate and accurate written, spoken and visual language to entertain, inform and persuade. You will use these skills to read, view and create a variety of texts types using the conventions appropriate to audience and purpose.

### **Assessment**

Various written and spoken assessment items.

# ENGLISH LITERATURE

## Year 10 Preparatory Studies: CODE – ENG103

### **Prerequisites:**

English 1 and a result of B or higher in all previous English units. A selection process will be conducted by the English faculty.

### **Purpose of the Course**

Why do we read fiction? Why is it that certain texts are highly regarded by each generation and enter the canon of great literature? What makes for “quality” in texts? Who chooses what makes it into the canon and what are their criteria? If you are interested in such issues and you are considering choosing English Extension offered in Year 12 then this unit will introduce you to the range of literary theories used to analyse texts.

### **Course Outline**

In this unit students will read and view a range of “classic” poems, speeches, films and novels and examine the criteria used by critics to establish what makes texts successful and valuable in our society. Students will develop an understanding that texts can be mirrors which reflect particular times and places in history or they can challenge the dominant views of the world reflected in the text.

### **Assessment**

One spoken and two written assessment items. Assignment and exam conditions.

# YEAR 11 and 12 ENGLISH

## Authority Subject: CODE – ENG

### Why study English?

English is Australia's national language and a language of international significance. In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. Senior English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users who know how texts convey and transform personal and cultural perspectives.

### What do students learn?

- To communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- To enjoy and appreciate a range of texts, including Australian texts by Indigenous and non Indigenous writers
- To study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods
- To interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- To make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- To control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.

The texts that students read, listen to and view will include literature (classic and contemporary novels, short stories, and poetry); scripted drama and drama performed as theatre; reflective texts (biographies, autobiographies and journals); popular culture; media and multimodal; the emergent technologies of hypermedia; and spoken and written everyday texts of work, family and community life.

### Course Outline

Semester 1 –Australian culture reflected and shaped by poetry and song is the focus of the first unit of work in Year 11. Students move from familiar texts with themes, characters and issues close to their own lives, to more unconventional and challenging texts dealing with global issues of strong cultural import. Markus Zusak's *The Book Thief* provides the context for examining how literary representations of historical contexts can affect readers' understandings.

Semester 2 –The purpose of this semester is to show how various texts invite the reader to view events, people and ideas in particular ways, and how they can achieve this themselves as authors of short stories. Deconstructing media texts such as current affairs programs, news articles and historical fiction gives students an understanding of the notion of multiple truths – that the line between 'black' and 'white' is often difficult to discern. A study of Arthur Miller's *The Crucible* will extend this notion by exploring how individuals can and do resist dominant ideas in society.

Semester 3 –The challenges of being human have been the subject of literature since the first author put pen to paper. In this semester, students will explore how significant poets, play writers and novelists have addressed this subject, and how their own personal and socio-cultural contexts may have influenced their work. Shakespeare's *Macbeth* is the major work studied this semester.

Semester 4 –In their final semester, students draw upon their previous experiences and understandings to reflect on the attitudes, values and beliefs of traditional and contemporary texts and societies. They do this first by studying a novel widely regarded as 'classic literature', examining it in terms of its inclusion in the Western Literary Canon and its compatibility with contemporary society. A study of the connection between texts and power is developed within this context. Finally, students will create a multimodal text of their own which challenges audiences to consider a different or deeper perspective on a significant issue explored within their Senior English studies.

### How is student work assessed?

Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are: Understanding and responding to contexts, Understanding and controlling textual features and Making and evaluating meaning. Assessment is both written and spoken.

# YEAR 11 and 12 ENGLISH COMMUNICATION

## Authority-Registered Subject: CODE – ENC

### Purpose of the Study Area

Effective communication is integral to our rapidly changing society. New technologies, the influences of globalisation, and the restructured workplace require students to focus on diverse ways of communicating in preparation for lifelong learning. This study area specification aims to assist students from various cultural, social, linguistic and economic backgrounds to use language to comprehend and compose a wide range of print, spoken, visual and multimedia texts in a range of contexts. It encourages students to focus on the understanding and uses of the process of communication. Students develop the communication skills that enable them to function effectively in the contexts of work, community and leisure.

### Who should study this subject?

This subject is useful for students who may not necessarily be pursuing university studies, but who still want a recognised standard of English. It is especially appropriate for students who have found difficulty in achieving a Sound Achievement in Years 8 to 10 English.

### Course Outline

Semester 1 – Students develop local and global community awareness by identifying with the experiences of young people both in Australia and around the world. The concept of the hero is explored to identify what it is that makes these people worthy of praise in the eyes of others. Students develop skills in being an effective leader and a supportive team member.

Semester 2 – The world of work and workplace practice is investigated to explore common dilemmas faced by youth in choosing a working future and pathways that are open to them. With this knowledge, students will hopefully be better equipped to prevent or resolve problems and conflicts.

Semester 3 – In this unit, students will re-focus on the world of work to identify the future that they are likely to face when they leave Year 12. They investigate the changing nature of the workplace and they develop skills to be flexible, multi-skilled contributors to society. The value assigned to work in our society is explored in order to highlight other aspects of life, such as family, friends and leisure time, which are equally important to living a fully satisfying life.

Semester 4 – Students look beyond their own futures to look at the futures of those who may be less fortunate than themselves. They research contemporary social issues that affect people in their local community in order to develop empathy for others. Students then reflect on their own experiences and evaluate who they are after having studied the course.

### Nature of Assessment

The objectives of the study area are grouped under three headings, Recognition and Interpretation of Contexts and Texts; Planning and Production of Texts; and Control of Textual Features.

Assessment of a student's exit Level of Achievement is criterion-based. Students will be expected to show that they have been able to: learn and understand relevant information and procedures from spoken, written and visual text and other sources; plan and produce spoken, written and visual texts over a range of contexts and purposes; communicate ideas and information; work individually and as a member of a team

### Readiness for Senior

Students who have not been motivated by literature studies during their Junior English course or students who are not maintaining a Sound Achievement in English should consider studying English Communication. This subject enables students to meet their QCE literacy requirement without the explicit study of literature.

# ENGLISH EXTENSION (LITERATURE)

Authority Subject: CODE – EXL (Year 12 subject only)

## Why study English Extension (Literature)?

English Extension (Literature) offers Year 12 students an exciting and challenging two-semester extension of the Senior Syllabus in English (2002). The extension syllabus offers different approaches to reading texts and explores the literary theories that underpin them. Students then apply these reading practices to a range of texts (such as novels, films, or hypermedia texts). In doing so, students broaden and deepen their understanding of what literature is and how texts may be considered literary. By using different approaches to reading texts, students come to understand that whatever literature is, it is dependent on how, when, where, by whom and for what purposes it is read.

## Who may study English Extension (Literature)?

English Extension (Literature) can only be studied by students in Year 12 who have already studied two semesters of Year 11 senior English or the equivalent. It must be studied concurrently with the Senior English (2002) syllabus.

The challenge of the subject includes increased cognitive demands and assessment task requirements, as well as expectations of accelerated independence in learning, therefore, acceptance into the course will be subject to an interview with the Head of Department and a review of the student's results in English.

There is an expectation that the student achieves a VHA in both semesters of Year 11 English. Having studied ENG103 (Semester 2, Year 10 elective) is a definite advantage as students will have been introduced to the reading strategies used in English Extension (Literature). This course is ideal for any student who has fast-tracked through courses in other fields of study.

## What do students learn?

The English Extension (Literature) syllabus is built around a framework which draws on contemporary and historical approaches to reading and constitutes them as: author-centred, text-centred, reader-centred and world-context centred.

In broad terms, each of these approaches is underpinned by a range of literary theories. Students learn that each approach places greater or less emphasis on the interactions that occur among author, text, reader and world context. Each approach is described in historical and contemporary interpretations, but students base their work primarily on contemporary understandings.

The texts students select may range across contemporary and historical literary fiction and non-fiction, film, television, hypertext, and other contemporary and emerging literary genres.

## How do students learn?

English Extension (Literature) provides opportunities for creative and flexible student work.

Students in the course of their studies might work in small groups, individually, in conference with the teacher or with other students, on or off campus, for example with students from other schools via email.

Due to the demanding nature of the course class sizes will be kept small to facilitate one-on-one teacher conferencing. However, there must be between 15 and 20 successful applicants for the course to run.

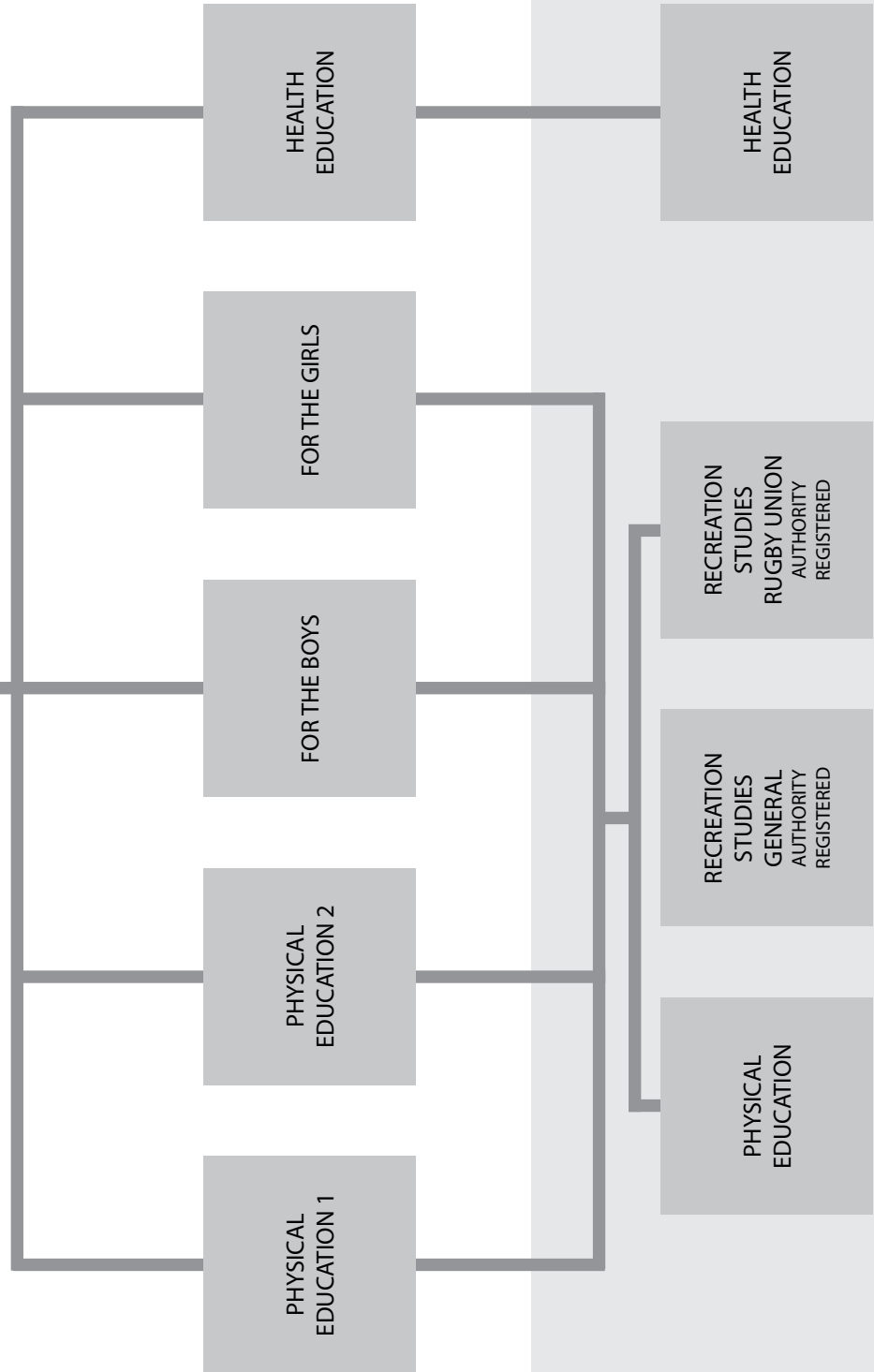
The learning experiences will ask students to apply their understanding of reading practices and the theories that underpin them by producing 'readings' of particular texts, and 'defending' their readings by analysing how the readings are related to specific approaches and reading practices. Students will produce complex transformations of texts by intervening in a text or part of a text, and rewriting it to reposition themselves or other readers. By the end of the course, students will be engaging in sharply focused and critically defensible ways of reading and evaluating texts and how they may be seen as literary.

## How is student work assessed?

Assessment in English Extension (Literature) is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are: Knowledge and understanding of texts and approaches to reading texts, Application of knowledge and understanding of reading practices, and Control of language choices according to cultural contexts and social situations.

Assessment is both written and spoken/signed. Students complete three major tasks, one of which has two aspects. Task one is a written task, Task two is spoken/ signed, and Task three has a spoken/signed proposal, and a written analytical exposition. Students are encouraged to present their assessment responses in any combination of print, hypertext/hypermedia or multimodal formats.

# HEALTH AND PHYSICAL EDUCATION



# HEALTH EDUCATION

## Year 10 Preparatory Studies: CODE – HED101

### **Purpose of the Course**

An introduction to concepts taught in Senior Health Education. Students analyse and evaluate topical health issues through the framework of social justice. They evaluate the impact of factors which contribute to health issues and propose recommendations which seek to improve quality of health for those affected. Students should be aware that an introduction to Health Education involves the development of effective research skills. There is no physical practical component in this subject.

### **Course Outline**

Topical health such as; climate change, youth homelessness, cosmetic surgery, road safety and poverty.

### **Assessment**

Exam, integrated task, research assignment.

# PHYSICAL EDUCATION 1

## Year 10 Preparatory Studies: CODE – PED101

### **Purpose of the Course**

An introduction to concepts covered in Senior Physical Education. Students experience an array of exciting and challenging practical activities. They are introduced to theoretical topics which examine strategies specifically designed to enhance successful skill performance.

### **Course Outline**

Exercise Physiology, Sports Nutrition, Sociology of Sport, four practical units selected from Martial Arts, Tennis, Rowing, Weights, Team Handball and Advanced Aquatics (bronze medallion).

### **Assessment**

Exams, orals, research assignments, criteria based assessment of practical performance.

# PHYSICAL EDUCATION 2

## Year 10 Preparatory Studies CODE – PED102

### **Purpose of the Course**

A further introduction to concepts covered in Senior Physical Education. Students experience an extended array of exciting and challenging practical activities. They are introduced to theoretical topics which examine the principles of movement and propose techniques for improving the performance of physical skills.

### **Course Outline**

Anatomy / Physiology, Biomechanics, Sport Psychology, four practical units chosen from Archery, Rock Climbing, Dance, Squash, Hockey, Table Tennis.

### **Assessment**

Exams, orals, research assignments, criteria based assessment of practical performance.

# PHYSICAL EDUCATION – GIRLS ONLY

## Year 10 Preparatory Studies: CODE – PED103

### **Purpose of the Course**

A subject exclusively for the girls. Girls will analyse and evaluate health issues common amongst females. They will also experience a range of physical activities which are suited to female interests.

### **Course Content**

Female health issues, nutrition, community health resources for women; practical activities such as self defence, a variety of fitness classes, dance and a range of female sports.

### **Assessment**

Exams, orals, research assignments, criteria based assessment of practical performance.

# PHYSICAL EDUCATION – BOYS ONLY

## Year 10 Preparatory Studies: CODE – PED104

### **Purpose of the course**

A subject exclusively for the boys. Boys will analyse and evaluate health issues common amongst males. They will also experience a range of physical activities which are suited to male interests.

### **Course Outline**

Nutrition, male health issues; practical activities such as weight training, Martial Arts and a range of male sports.

### **Assessment**

Exams, orals, research assignments, criteria based assessment of practical performance.

# YEAR 11 and 12 HEALTH EDUCATION

## Authority Subject: CODE – HED

### Rationale

Through the study of Health Education, students should develop a belief that through their own personal actions they can achieve better health outcomes for themselves and for others.

Health Education assists students to solve problems and make decisions about changes needed for their own health and for the health of their community. It offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes and assists them to reach their health potential.

It includes studies of the health impacts resulting from interactions between individuals and their social and physical environments.

### Links to Career Paths

Health education provides an excellent foundation for future careers in health areas such as nursing, nutrition and dietetics, health promotion, public health administration, occupational health and safety, environmental health and other allied health professions.

### Course Outline

- the social view of health
- personal health issues (eg. eating disorders, risk-taking behaviour, dealing with stress, AIDS)
- peer and family health (eg. the nuclear family, sexual abuse, alcoholism, violence)
- community and environmental health (teachers and students will identify relevant issues)
- health of specific populations (eg. disabled, elderly, children, Aborigines)

### Special Features of the Course

The course is based upon the active promotion of health by teaching students to:

- use research methods to inquire into health issues
- bring about personal and social changes through the development of knowledge and skills
- develop mediating skills through active involvement in group discussions and debates which feature a range of diverse issues and values
- comment upon and advocate change on specific health related issues

The course places an emphasis on students accessing health information and resources in their local area.

Community resources such as health agencies, health personnel and other community groups are encouraged to contribute to the students' understanding and appreciation of health.

### Assessment

All summative information is gathered in Year 12.

Year 11 assessment provides formative information. It should be viewed as a learning year. Assessment items include oral presentations, essays under exam conditions, research assignments and research reports.

# YEAR 11 and 12 PHYSICAL EDUCATION

## Authority Subject: CODE – PED

### Rationale

Physical Education in the senior school context involves the study of physical activity. It engages students as intelligent performers, learning in, about and through physical activity.

Purpose of the Course: Students will be able to

- demonstrate performance in physical activities which reflect both an ability to implement tactical principles and also a range of skills within the demands of activity
- demonstrate the ability to reflect critically upon physical activity in a social, historical and cultural context
- demonstrate the ability to select and use information in order to evaluate and enhance learning in, about and through physical activity
- experience the enjoyment, challenge, self-expression and social interaction that are possible through engagement and informed performance in physical activity

### Course Outline

The following focus areas are all learnt through participation in four physical activities.

#### Focus areas

##### Focus Area A: Learning physical skills

- How are skills learned, implemented, maintained and enhanced?
- How does an understanding of motor learning assist in and improve team and individual performance in physical activities?
- How can understanding and applying psychology theory influence participation, learning of and performance in physical activities?
- How do biomechanical understandings influence the learning of and performance in physical activities?

##### Focus Area B: Processes and effects of training exercises

- How can an understanding of physiology, training and program development improve team and individual performance?

##### Focus Area C: Sport, physical activity and exercise in the context of Australian society

- How do socio-cultural understandings of sport, physical activity and exercise influence personal, team and community participation, appreciation and values, within Australian society?

Students will participate in four (4) physical activities. Golf is mandated, while in other terms students may have the choice. The table below indicates the current sports that are being offered in the BSHS program.

<ul style="list-style-type: none"> <li>• Volleyball, or</li> <li>• Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Golf</li> </ul>	<ul style="list-style-type: none"> <li>• Touch, or</li> <li>• Badminton</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball,</li> <li>• Netball or</li> <li>• Waterpolo</li> </ul>
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### Special Features of the Course

The course is based upon physical activity. All theory is learnt through participation in four physical activities. Standards depend upon the ability to apply the theoretical work to the physical situation.

### Assessment

All summative information is gathered in Year 12. In Year 11, assessment provides formative information. It should be viewed as a learning year. Assessment items include formal written exams, written homework tasks, physical skill tests, research reports and research assignments.

# YEAR 11 and 12 RECREATION STUDIES

## Authority-Registered Subject: CODE – RCS

### Focus of Study Area

This course aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through recreation activities, thereby enhancing their prospects of employment.

The theoretical study – area core is designed to allow students to recognise the benefits of recreation activities. The study-area core is a body of knowledge, concepts and skills that provides part of the framework for exploring relationships between learning in, about and through recreation activities.

### Overview of Course

The study-area core will include:

- recreation, you and the community – management and administration within the recreation industry
- physical activity and healthy lifestyle – examining the health benefits of activity to individuals and the community
- safety, risk awareness and health concerns – safety issues and risk assessment relevant to recreational activities, First aid
- interpersonal and group dynamics – teamwork, leadership, goal setting and communication skills as relevant to the work place

Students will also complete a Level 1 Principles of Coaching Certificate.

### Practical

These theoretical components will be explored in, about and through a selection of practical units, such as:

- Touch
- Aerobics
- Squash
- Flag Football
- Table Tennis
- Rock climbing
- Capaoera
- Martial arts
- Lawn bowls
- Golf
- Fitness training

[NB. Costs will be associated with the use of several outside facilities and service providers].

### Assessment

Assessment techniques may include:

- integrated tasks – coaching demonstrations, folio presentations, planning, preparation and organisation of sports carnivals or fitness programs, interviews
- teacher observation – physical skills in closed and open performance environments, relevant physical skills, tactics and strategies in a recreation activity, role-playing of group or team situations, operating equipment, working on team tasks
- short response tests
- extended written responses
- response to stimulus material – case studies, audio or video tapes, photographs

# YEAR 11 and 12 RECREATION STUDIES

## RUGBY UNION

Authority-registered Subject: CODE – RCR

### Focus of study area

This course aims to allow students to acquire knowledge, skills, abilities, attitudes and values in, about and through Rugby Union and its place within the recreation and professional sporting industries.

The theoretical study-area core is designed to allow students to recognise the benefits of the recreation industry and the place of Rugby Union within the domains of recreational and professional sport.

### Overview of Course

#### Theoretical

The study-area core will include:

- Recreation, you and the community – management and administration within the recreation industry
- Physical activity and healthy lifestyle – examining principles of training and nutrition as relevant to Rugby Union
- Safety, risk awareness and health concerns – Safety issues and risk assessment relevant to Rugby Union and the recreational industry. This may include studies of the principles of first aid
- Interpersonal and group dynamics – Teamwork, leadership, goal setting and motivational skills as relevant to Rugby Union

#### Practical

These theoretical components will be explored in, about and through the sport of Rugby Union.

#### Assessment

Assessment techniques may include:

- Integrated tasks – coaching demonstrations, folio presentations, planning, preparation and organisation of sports carnivals or fitness programs, interviews
- Teacher observation – physical skills in closed and open performance environments, relevant physical skills, tactics and strategies in a recreation activity, role-playing of group or team situations, operating equipment, working on team tasks
- Short response tests
- Extended written responses
- Responses to stimulus material – case studies, audio or video tapes, photographs

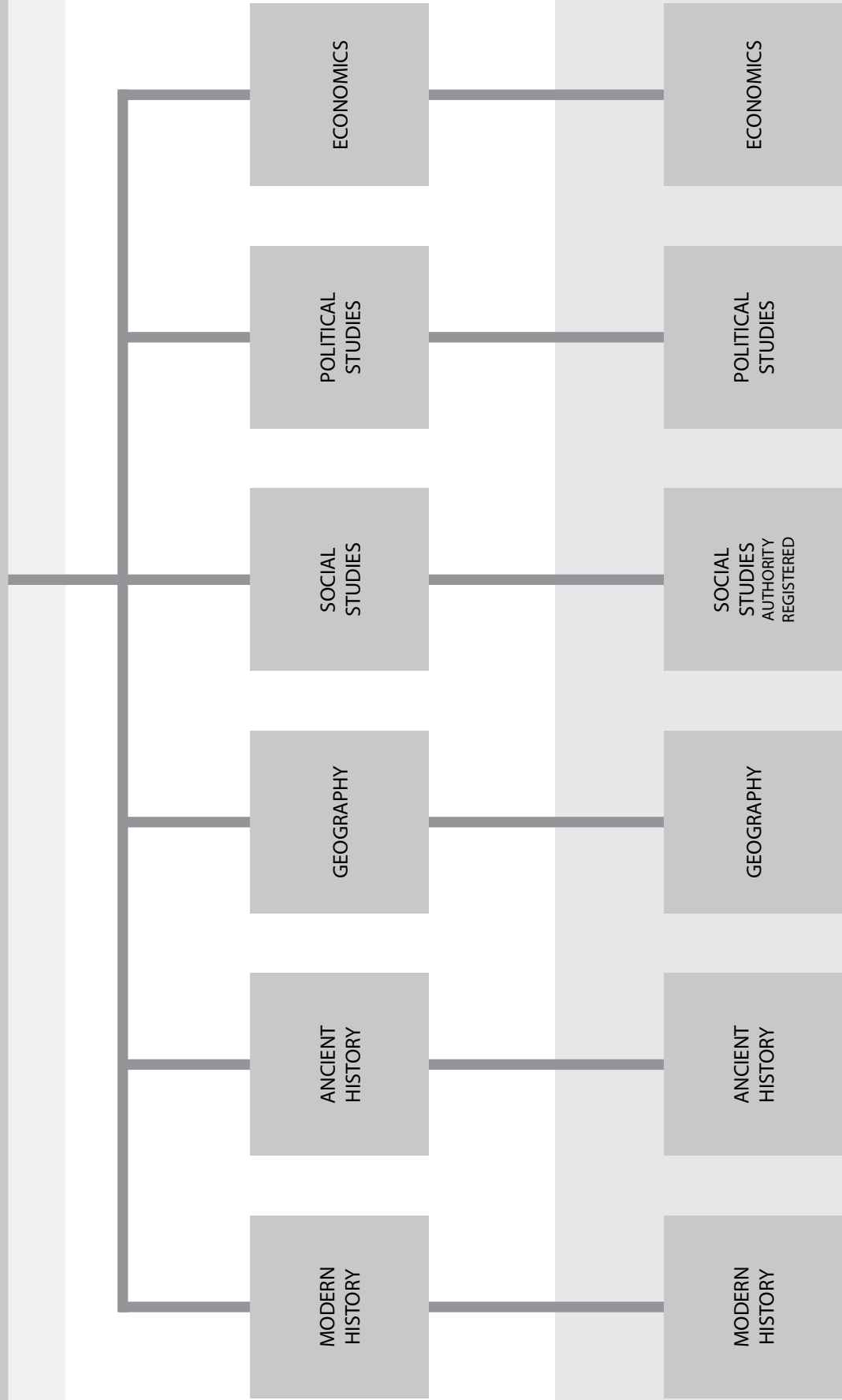
#### Course Enrolment

Acceptance into the subject will be considered on a case by case basis. Students may be asked to sit an interview to attain approval to enrol in Recreation Studies – Rugby Union as part of their studies within the Senior Phase of Learning.

**It is not a requirement for selection into the School's First Rugby team that students select this course of study**

# HUMANITIES

Please note, students interested in joining the Extension International Affairs Program (IAP) in Year 11 and 12 should choose Modern History and Economics/Politics in Year 10. It is also an advantage to study a language in Year 10. Geography in Year 10 should also be considered by these students.



Year 10 Sem 1 and 2

Year 11 & 12

# ANCIENT HISTORY

## Year 10 Preparatory Studies: CODE – AHS101

### **Purpose of the Course**

This is a foundation study for Senior Ancient History. Ancient History begins with pre-history and ends after the fall of the Roman Empire around 400AD. This unit focuses on Ancient Chinese and South American civilisations.

### **Course Outline**

Xia, Shang, Zhou, Han dynasties, Chinese religion and spirituality, family life, Mayan, Aztec and Incan societies, including the colonisation by Spanish and Portuguese empires.

### **Assessment**

Knowledge/short answer test, document study, written research task.

# ECONOMICS

## Year 10 Preparatory Studies: CODE – ECN101

### **Purpose of the Course**

This is a foundation study for Senior Economics. Economics is the study of how wealth is distributed in our society by governments, households and firms. This subject aims to introduce students to the basic economic problem, including the way in which forces of supply and demand shape price for goods and services that we all consume.

### **Course Outline**

Share market economics, the role of government in managing the economy, personal economics (including decision making matrix).

### **Assessment**

Short answer test, response to stimulus test, research assignment.

# GEOGRAPHY

## Year 10 Preparatory Studies: CODE – GEG101

### **Purpose of the Course**

This is a foundation study for Senior Geography. It includes climate change and its implications for our future. Access to fresh water and its controversial management will be examined. Students will investigate the issue of human rights and its significance to us as global citizens.

### **Course Outline**

Climate change, global warming, sustainability, human rights, abuses, child labour, child trafficking, water resources, water management.

### **Assessment**

Response to stimulus essay, report, short answer test.

# MODERN HISTORY

## Year 10 Preparatory Studies: CODE – MHS101

### **Purpose of the Course**

This is the foundation study for Senior Modern History. Modern History is focussed on the world after the Age of Revolutions to the present day. This is a course in Modern World History.

### **Course Outline**

Imperialism and neo-imperialism, decolonisation, Cold War between US and USSR, communism, liberalism, diplomacy and economics of super powers, rise of China and India.

### **Assessment**

Document study, written research task, debate.

# POLITICAL STUDIES

## Year 10 Preparatory Studies: CODE – POL101

### **Purpose of the Course**

Politics is the study of power, particularly relating to how we are governed. This course will introduce basic concepts relating to both political ideologies and political systems. It will investigate social issues as they pertain to the political process in Australia and in International Relations.

### **Course Outline**

Left and right ideologies, Marxism, socialism, liberalism, capitalism, egalitarianism, utilitarianism, separation of powers, levels of government, Constitution, Federalism, and structure, form and purpose of NGOS and the United Nations.

### **Assessment**

Short answer test, response to stimulus test, research assignment.

# SOCIAL STUDIES

## Year 10 Preparatory Studies: CODE – SOC101

### **Purpose of the Course**

This is a foundation study for Senior Social Studies.

### **Course Outline**

Topics will include an analysis of current events, global problems of an economic, social, environmental, political or legal nature. This may include a discussion of group identity and group behaviour, the role of government in the lives of individuals, rights and responsibilities of citizens.

### **Assessment**

Case study and questions, test, seminar presentation.

# YEAR 11 and 12 ANCIENT HISTORY

## Authority Subject: CODE – AHS

Ancient History aims to profile the rich tapestry of human endeavour, achievement and disaster from pre-history to the high Middle Ages (early 1500s). The history of human-kind from the earliest times is part of everyone's heritage and the study of Ancient History ensures that this heritage is not lost.

More importantly, Ancient History gives the student skills that transcend subject disciplines: skills of critical inquiry, decision-making, hypothesis testing and synthesis, which are valuable in almost every tertiary degree or career. Students with a background in history are sought-after in a multitude of careers in finance, health sciences and the public service, just to name a few.

Students suited to Ancient History are those who:

- are considering a research-based course at university (History, Anthropology, Social Work, Law, Psychology)
- have an inquiring mind and are interested in world events and/or pursuing studies in traditional Humanities disciplines at university
- are able to read and comprehend written material
- enjoy or are good at Humanities in the junior school

### Course Outline

	Units covered
<b>Semester 1</b>	Archaeology, focusing on research and dating methods, excavation and using artefacts Western Asia and Egypt
<b>Semester 2</b>	Ancient Greece, focusing on political systems in Athens and Sparta and the nature of Greek expansion
<b>Semester 3</b>	Ancient Rome, connecting formation of Rome with breakdown of Roman Empire and beginning of Middle Ages
<b>Semester 4</b>	Europe and Asia in the Middle Ages, with an emphasis on "A World in Transition" Funerary Practices, with a study of Egypt, and one other case study derived from Minoans, Aztecs, Australian Aborigines

### Assessment

There are four major pieces of assessment in both Year 11 and 12. There is one research assignment, one short answer test, one stimulus response test and one multimodal/multimedia presentation.

Year 11 is a formative year and Year 12 is a summative year for assessment.

### Readiness for Senior

Year 10 Ancient History is a definite advantage and provides deeper historical context for future studies in this discipline.

# ECONOMICS

## Authority Subject: CODE – ECN

Economics is a broad-ranging subject. By the time you finish the course, you will have a better understanding of some of the nation's most pressing problems and learnt some approaches to solving these problems. Much of what you learn will be of use to you as a citizen, consumer, employer or employee. Economics is a subject that maintains its relevance because it addresses contemporary issues.

### What is Economics?

Economics is the study of the interaction between households, businesses and the government. It helps you to understand the actions of all of these entities in shaping the distribution of income and wealth in your house, your country and the world.

Knowledge about decisions regarding employment and unemployment, taxation, inflation, wages and salaries, saving and interest rates will come as a result of studying Economics.

Most importantly, Economics provides a balance and offers flexibility in the choice of tertiary pathways you may undertake, particularly for those interested in journalism, psychology, engineering, medicine or other health sciences.

### Students suited to Economics are those who:

have an inquiring mind and are interested in money, wealth, government and small business

will potentially study business, engineering, earth science or town planning at university

are able to read and comprehend written material

enjoy or are good at humanities or maths/science subjects in the junior school

consider themselves capable of working both independently and as a group, in developing a line of inquiry and devoting time to research

### Course Outline

Year 11	Year 12
<b>Semester 1</b> Circular Flow of Income and Price System Personal Economics	<b>Semester 1</b> Contemporary Economic Management Distribution of Income and Wealth
<b>Semester 2</b> Labour Economics Industry Competition	<b>Semester 2</b> International Economics and Trade Development Economics

### Assessment

Each semester, students will complete three pieces of assessment. At least two-thirds of all student work is completed in test conditions. There are two major research assignments – one oral and one written – each year.

# YEAR 11 and 12 GEOGRAPHY

## Authority Subject: CODE – GEG

### Purpose of the Course

Geography is the study of people and their relationship to the environment. It is a dynamic subject which focuses on current and future issues, and how these affect and influence our lives. It enables students to understand the human and physical components of the environment. It also identifies how different environmental, social, economic or political processes operate to produce different spatial patterns throughout the world.

### Student Profile

The most successful students will be those who:

- have an inquiring mind and are interested in natural and built environments
- will potentially study business, engineering, earth science or town planning at university
- are able to read and comprehend written material
- are interested in spending time out of the classroom doing field work

### Course Outline

<b>Semester 1</b> MANAGING THE NATURAL ENVIRONMENT	Managing catchments Responding to natural hazards
<b>Semester 2</b> SOCIAL ENVIRONMENTS	Sustaining communities Connecting People and Places
<b>Semester 3</b> RESOURCES AND ENVIRONMENT	Managing coastal environments Living with climate change
<b>Semester 4</b> PEOPLE AND DEVELOPMENT	What is development? Feeding the world's people

### Assessment

At least 75% of all student work is completed in test conditions. There are two major assignments – one oral and one written – each year. There is a short response knowledge test after each unit of study.

Year 11 is a formative year and Year 12 is a summative year for assessment.

### Readiness for Senior

Year 10 Geography is a definite advantage and provides a broader set of skills for prospective Geography students.

# YEAR 11 and 12 MODERN HISTORY

## Authority Subject: CODE – MHS

The study of Modern History gives students the skills and knowledge to interpret the problems of contemporary society. Seeing the triumphs and mistakes of the past is essential in order to solve the problems of the present. Students who experience success in Modern History cite their improved understanding of human beings and human nature, through time, as the greatest single thing they learnt during this subject.

Modern History is focused on the twentieth century, although background studies reaching back as far as the European Enlightenment are included.

Students suited to Modern History are those who:

- are considering a research-based course at university (Medicine, Law, Psychology, Journalism, Political Science)
- have an inquiring mind and are interested in world events, conflicts and politics
- are able to read and comprehend written material
- have learnt the basics of research in the junior school and would like to expand their skills
- consider themselves capable of working independently in developing a line of inquiry and devoting time to research

### Overview of Course of Study

	Units covered
<b>Semester 1</b>	Splinter, Splinter, Little State – the rise of independence, nationalist and separatist movements around the world, including the American Revolution Evolution of Modern China – the communist revolution and the emergence of Mao
<b>Semester 2</b>	My Friend, the Dictator – the rise of dictatorships and totalitarian regimes in the 20th century Europe: from Rome to Brussels – the evolution of power in Europe from imperialism to nationalism to regionalism.
<b>Semester 3</b>	Perceptions of Threat – Australia’s relations with the world in the 20th century Israel, Palestine, Both? – the nature of conflict in the Middle East (Historiographical analysis)
<b>Semester 4</b>	A Force More Powerful – the use of non-violent means to achieve social and political change in the 20th century History of Good Deeds – contributions by organizations and individuals in modern history with an altruistic basis

### Assessment

There are five-six major pieces of assessment in both Year 11 and 12. There is one research assignment, one – two short answer tests, one document study test and one multimodal/multimedia presentation.

Year 11 is a formative year and Year 12 is a summative year for assessment.

### Readiness for Senior

Students who complete Year 10 Modern or Ancient History would have the necessary skills to study Modern History in Year 11 and 12.

# POLITICAL STUDIES

## Authority Subject: CODE – POL

Political Studies gives Humanities students the skills and knowledge to interpret many contemporary issues or issues of national and international significance involving politics and politicians. Political Studies provides a broad overview of the impact that public policy can have on the lives of individuals and society. It also examines the political systems that underpin society.

It is important to note that Political Studies is not a pre-requisite subject for studying law or political science at University, although many Law students do choose a political science major in their combined Arts/Law degrees at university and would therefore find this subject worthwhile.

Students suited to Political Studies are those who:

- are considering a research-based course in Sciences or Humanities at university (Journalism, Social Work, Medicine, Law, Psychology and Political Science)
- are considering sitting for the GAMSAT (Medicine/Dentistry entrance exam)
- have an inquiring mind and are interested in social policy and politics
- are able to read and comprehend written material at a very high level
- consider themselves capable of working both independently and as a group, in developing a line of inquiry and devoting time to research
- are complementing their study of other Humanities disciplines (History, Economics, Geography) with Political Science
- are pursuing a predominantly Maths/Science course and looking for a 6th subject to provide balance

Students who select both Modern History and Political Studies are eligible to be part of the International Affairs Program (IAP). University study in Semester 1, Year 12 is a feature of this Program.

### Overview of Course of Study

	Units covered
<b>Semester 1</b> Nature of Politics	<ul style="list-style-type: none"> <li>• Political leaders – born to greatness or thrust upon them? (studies of Winston Churchill, Mao Tse-Tung, John F Kennedy, RG Menzies, EG Whitlam)</li> <li>• Political socialization and political values – taught or caught?</li> <li>• Parliament, the Judiciary and Executive Government in Australia</li> </ul>
<b>Semester 2</b> Australian Politics	<ul style="list-style-type: none"> <li>• Political Parties in Australia</li> <li>• Modern Campaigning and Elections</li> </ul>
<b>Semester 3</b> Australian Politics	<ul style="list-style-type: none"> <li>• Political ethics and corruption – Watergate, Fitzgerald and the Dismissal</li> <li>• Public Policy development in Australia</li> </ul>
<b>Semester 4</b> International Politics	<ul style="list-style-type: none"> <li>• International diplomacy</li> <li>• Superpower diplomacy (the USA, EU, China and India)</li> <li>• Influences on international relations</li> <li>• Women and Politics</li> </ul>

### Assessment

There are six major pieces of assessment in both Year 11 and 12. There are two research assignments (both written), two response to stimulus tests and two short answer tests.

# YEAR 11 and 12 SOCIAL STUDIES

## Authority-registered Subject: CODE – SOC

### Purpose of the Course

Social Studies provides a real-life snapshot of the world and equips students with the knowledge and skills to confidently approach their daily lives as an adult.

It is intended to provide “real world” knowledge and skills that students would use in their various life roles as:

- consumers who bank, buy, rent, sell and trade in the economy
- citizens who vote and participate in society and its institutions (including the law and government)
- employees who train, earn and travel

The subject is broken into four semesters, each with a particular focus:

### Course Outline

<b>Semester 1:</b> Finance and Economics	<ul style="list-style-type: none"> <li>• Personal economics (banking, taxation, budgeting)</li> <li>• Becoming a discerning consumer</li> <li>• World of work</li> </ul>
<b>Semester 2:</b> Tourism and Environments	<ul style="list-style-type: none"> <li>• Overseas sector – travel and tourism</li> </ul>
<b>Semester 3:</b> Sociology, Religion and Ethics	<ul style="list-style-type: none"> <li>• Analysing social groups and group behaviour</li> <li>• Religion, ethics and morality</li> </ul>
<b>Semester 4:</b> Government and the Law	<ul style="list-style-type: none"> <li>• Legal system, including criminal justice system</li> <li>• The process of changing laws in political system (lobbying and activism)</li> </ul>

The course is suited to the following types of students:

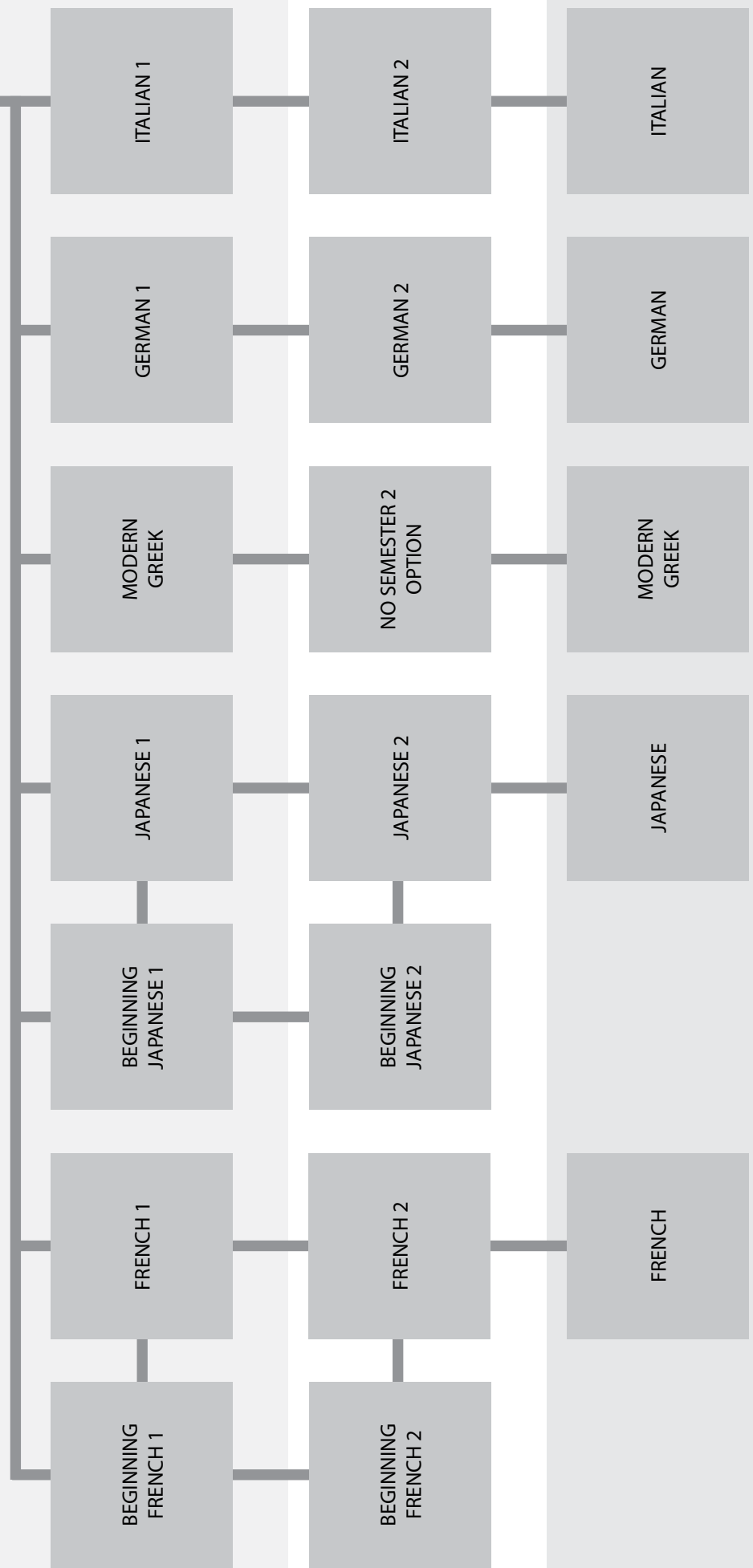
1. Those new to the country who wish to learn something about citizenship and participation in Australian society.
2. Those pursuing a vocational pathway who want to understanding something about the society they will be living and earning in.
3. Those with an academic pathway in business, science, humanities or technology who wish to understand the social sciences and civics.
4. Those who enjoyed Humanities in 8-10, but lack confidence with extended writing and the complexity of subject matter in Authority Humanities subjects.

### Assessment

Assessment will be based around short projects, debates and practical activities that allow for multiple intelligences to be demonstrated (four major assessment pieces per year).

# LANGUAGES

Please Note for students interested in joining the Extension International Affairs Program (IAP) in Year 11 and 12, it would be and advantage to study a language in Year 10.  
For those choosing a language in Year 11 and 12 please refer to the University Bonus rank scheme located in the last two pages of this book.



Year 10 Sem 1

Year 10 Sem 2

Year 11 & 12

# FRENCH 1

## Year 10 Preparatory Studies: CODE – FRE101

### **Purpose of the course**

An optional unit for students interested in France.

Students wishing to study French at Senior level should study French 1. Study of both French 1 and French 2 units would be most advantageous.

### **Course Outline**

Students learn:

- about regions in France and aspects of contemporary French culture
- to talk about health and leisure activities
- to express opinions on environmental issues
- to talk about teenage issues and relationships

Students research famous French sites, regions and products using the Internet and give power point presentations.

### **Assessment**

In-class tests of composing and comprehending.

# FRENCH 2

## Year 10 Preparatory Studies: CODE – FRE102

### **Prerequisite**

French 1

### **Purpose of the course**

An optional unit for students interested in the changing world of French culture and society, and exploring other parts of the world where French is spoken. Students wishing to study French at Senior level would benefit from studying this unit.

### **Course Outline**

Students learn:

- to talk about the major sporting and cultural events
- to express opinions about food and adolescent issues
- to talk about changes affecting young people
- about other places in the world where French is spoken

Students research social and cultural events using the Internet and give power point presentations.

### **Assessment**

In-class tests of composing and comprehending.

# BEGINNING FRENCH 1

## Year 10 Preparatory Studies: Code FRB103

### **Purpose of the Course**

An optional subject for students who want to study French from the beginning and who have little or no knowledge of the French language.

Although this course is primarily designed to prepare students for undertaking French in Years 11 and 12, it would be of benefit to any students interested in learning another language.

### **Course Outline**

Students will learn:

- how to introduce self and others
- how to describe people, places and things
- express likes and dislikes
- about home, school and family life
- to compare Australian and French family life.

### **Assessment:**

In-class tests of composing and comprehending.

# BEGINNING FRENCH 2

## Year 10 Preparatory Studies: Code FRB104

### **Prerequisites**

Beginning French 1

### **Purpose of the Course**

An optional subject for students who commenced studying French in Year 10 Semester 1.

Although this course is primarily designed to prepare students for undertaking French in Years 11 and 12, it would be of benefit to any students interested in learning another language.

### **Course Outline**

Students learn:

- how to make arrangements and give directions
- to express daily and leisure activities
- about shopping, visiting restaurants and ordering
- to express opinions about adolescent and environmental issues
- about regions in France and aspects of contemporary French culture.

### **Assessment:**

In-class tests of composing and comprehending.

# GERMAN 1

## Year 10 Preparatory Studies: CODE – GER101

### **Purpose of the Course**

An optional subject where students focus on student exchanges. Students wishing to study German at Senior level should study German 1. Study of both German 1 and German 2 subjects would be most advantageous.

### **Course Outline**

Students will learn how to make plans to go camping and go shopping for presents. They will talk about pocket money and part time jobs. Finally they will talk about a student exchange.

### **Assessment**

In-class tests of composing and comprehending.

# GERMAN 2

## Year 10 Preparatory Studies: CODE – GER102

### **Prerequisites**

German 1

### **Purpose of the Course**

An optional subject focussing on famous tourist destinations in Australia and in Germany.

Students wishing to study German at Senior level would benefit from studying this subject.

### **Course Outline**

Students will learn how to plan a holiday or excursion, how to book accommodation and about tourist destinations in Germany. Students will also be exposed to German customs and manners.

### **Assessment**

In-class tests of composing and comprehending.

# ITALIAN 1

## Year 10 Preparatory Studies: CODE – ITL101

### **Purpose of the Course**

An optional subject expanding students' knowledge of Italian and many aspects of life in Italy.

Students wishing to study Italian at Senior level should study Italian 1. Study of both Italian 1 and Italian 2 units would be most advantageous.

### **Course Outline**

Through the eyes to teenagers, students will learn about daily routines, shopping at markets, buying clothes and jewellery, and about Italian fashion designers. They will also learn about musical instruments, Italian music both past and contemporary and Italian cinema. Further, they will learn about sporting and cultural activities during summer in Italy as they learn to socialise in Italian and be able to offer opinions and make, accept and decline invitations

### **Assessment**

In-class tests of composing and comprehending.

# ITALIAN 2

## Year 10 Preparatory Studies: CODE – ITL102

### Prerequisite

Italian 1

### Purpose of the Course

An optional subject focusing on the changing world of Italy – the mixture of traditional and modern culture, of the Internet, television, radio, ancient buildings and the most modern of designs. Students wishing to study Italian at Senior level would benefit from studying this unit.

### Course Outline

This subject will extend students appreciation of the Italian language and culture. Students learn how to:

- tell people what to do
- describe personal characteristics
- reminisce about the past
- make suggestions and organise an outing
- complain about a faulty product

They will investigate healthy eating and lifestyle in Italy, contemporary Italian music and television as well as Italian design, crafts and manufacture. Finally, students will discover the Italian cities of Bologna, Milan and Florence through the eyes of teenagers.

Students will learn through the use of Italian Web pages, magazines, advertisements, TV guides, songs and video clips. They will be asked to research the Internet and give a Powerpoint presentation about Italian culture in the world.

### Assessment

In-class tests of composing and comprehending.

# JAPANESE 1

## Year 10 Preparatory Studies: CODE – JAP101

### Purpose of the Course

An optional subject further preparing students for a trip to Japan. Students wishing to study Japanese at Senior level should study Japanese 1. Study of both Japanese 1 and Japanese 2 subjects would be most advantageous.

### Course Outline

Students will engage in the topics of:

- making arrangements
- how to read and create timetables
- giving and receiving directions
- discussing issues about health
- students will have more extensive exposure to Chinese characters (kanji)

Students will be asked to research the internet and give power point presentations about famous Japanese places/events.

### Assessment

In-class tests of composing and comprehending.

# JAPANESE 2

## Year 10 Preparatory Studies: CODE – JAP102

### Prerequisite

Japanese 1

### Purpose of the Course

An optional subject focusing on famous tourist destinations in Japan and how to get there.

Students wishing to study Japanese at Senior level would benefit from studying this subject.

### Course Outline

Students will engage in the topics of:

- Japanese and Australian fashions
- tourist destinations in Japan and Australia
- Japanese arts and etiquette
- earthquakes and typhoons
- families and pets

Students will have more extensive exposure to Chinese characters (kanji). Students will be asked to research the internet and give power point presentations about famous Japanese places/events/arts/etiquette.

### Assessment

In-class tests of composing and comprehending.

# BEGINNING JAPANESE 1

## Year 10 Preparatory Studies: Code JAB103

### Purpose of the Course

An optional subject for students who want to study Japanese from the beginning and who have little or no knowledge of the Japanese language.

Although this course is primarily designed to prepare students for undertaking Japanese in Years 11 and 12, it would be of benefit to any students interested in learning another language.

### Course Outline

Students learn:

- how to read and write using hiragana and katakana
- to read and write some kanji
- how to introduce self and others
- how to describe people, places and things
- about home, school and family life
- how to describe life in Australia to a Japanese visitor.

### Assessment:

In-class tests of composing and comprehending.

# BEGINNING JAPANESE 2

## Year 10 Preparatory Studies: Code JAB104

### **Prerequisite**

Beginning Japanese 1

### **Purpose of the Course**

An optional subject for students who commenced studying Japanese in Year 10 Semester 1.

Although this course is primarily designed to prepare students for undertaking Japanese in Years 11 and 12, it would be of benefit to any students interested in learning another language.

### **Course Outline**

Students learn:

- to read and write a more extensive range of kanji
- how to make arrangements and give directions
- about shopping, visiting restaurants and ordering
- about famous places in Japan
- preparing for a homestay in Japan.

### **Assessment:**

In-class tests of composing and comprehending.

# MODERN GREEK

## Year 10 Preparatory Studies: CODE – MGK101

### **Purpose of the Course**

An optional subject which expands students' knowledge of Modern Greek in the context of adolescence. Students wishing to study Modern Greek at Senior level should study Modern Greek in Year 10.

### **Course Outline**

Students will engage in the topics of:

- teenage issues
- describing self and past achievements
- concepts of self image
- fashion and clothing
- shopping and leisure activities

### **Assessment**

In-class tests of composing and comprehending.

# YEAR 11 and 12 FRENCH

## Authority Subject: CODE – FRE

### Purpose of the Course

The Senior French course is designed to develop each student's ability to communicate in French through the skills of listening, speaking, reading and writing. Through learning French, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student's use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world.

### Student Profile

The most successful students of Senior French will be those who

- have obtained a pass in Year 10 French at a level of "C" or better
- have a commitment to improving their communication skills
- have a genuine interest in those career opportunities provided by the study of a foreign language
- are self-motivated and capable of independent study
- have a strong interest in the people and customs of other countries and in fostering greater tolerance of other cultures

### Course Outline

The Senior French course offers advanced studies in French language and culture emphasising language in use. Students participate in communicative activities including class discussions, viewing videos, reading brochures, magazines and newspaper articles, role playing and communicating with other learners through writing. Students will have opportunities to interact with native speakers of the language where possible, and emphasis is placed on understanding both the traditional and modern culture of France. A wide range of communicative topics is studied within the four major themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues.

### Assessment

Assessment will focus on each student's ability to comprehend and convey meaning in French in realistic situations. Listening, speaking, reading and writing will have equal weighting. Only Year 12 work is summative and there are no assignments or projects.

### Special Features of the Course

Students will be given the opportunity to participate in the following activities:

- a student exchange between Queensland and Switzerland
- the Poetry and Culture Competition run by the Alliance Française
- food and pastry days, organised by the French teachers of the school
- LOTE competitions

Finally, for students of French, career opportunities are possible in the following areas – engineering, law, diplomacy and foreign relations, trade and commerce, tourism and hospitality, and teaching.

# YEAR 11 and 12 GERMAN

## Authority Subject: CODE – GER

### Purpose of the Course

The Senior German course is designed to develop each student's ability to communicate in German through the skills of listening, speaking, reading and writing. Through learning German, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student's use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world.

### Student Profile

The most successful students of Senior German will be those who

- have obtained a pass in Year 10 German at a level of "C" or better
- have a commitment to improving their communication skills
- have a genuine interest in those career opportunities provided by the study of a foreign language
- are self-motivated and capable of independent study
- have a strong interest in the people and customs of other countries and in fostering greater tolerance of other cultures

### Course Outline

The Senior German course offers advanced studies in German language and culture emphasising language in use. Students participate in communicative activities including class discussions, viewing videos, and reading brochures, magazines and newspaper articles, role playing and communicating with other learners through writing. Students will have opportunities to interact with native speakers of the language where possible, and emphasis is placed on understanding both the traditional and modern culture of Germany. A wide range of communicative topics is studied within the four major themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues.

### Assessment

Assessment will focus on each student's ability to comprehend and convey meaning in German in realistic situations. Listening, speaking, reading and writing will have equal weighting. Only Year 12 work is summative and there are no assignments or projects.

### Special Features of the Course

Students will be given the opportunity to participate in the following activities:

- a student scholarship to Germany, organised by SAGSE (Society of Australian-German Student Exchange)
- a visit to the Oktoberfest to be held in mid October
- LOTE competitions

Finally, for students of German, career opportunities are possible in the following areas – engineering, law, diplomacy and foreign relations, trade and commerce, tourism and hospitality, and teaching.

# YEAR 11 and 12 ITALIAN

## Authority Subject: CODE – ITL

### Purpose of the Course

The Senior Italian course is designed to develop each student's ability to communicate in Italian through the skills of listening, speaking, reading and writing. Through learning Italian, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student's use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world.

### Student Profile

The most successful students of Senior Italian will be those who

- have obtained a pass in Year 10 Italian at a level of "C" or better
- have a commitment to improving their communication skills
- have a genuine interest in those career opportunities provided by the study of a foreign language
- are self-motivated and capable of independent study
- have a strong interest in the people and customs of other countries and in fostering greater tolerance of other cultures

### Course Outline

The Senior Italian course offers advanced studies in Italian language and culture emphasising language in use. Students participate in communicative activities including class discussions, viewing videos, reading brochures, magazines and newspaper articles, role playing and communicating with other learners through writing. Students will have opportunities to interact with native speakers of the language where possible and emphasis is placed on understanding both the traditional and modern culture of Italy.

A wide range of communicative topics is studied within the four major themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues.

### Assessment

Assessment will focus on each student's ability to comprehend and convey meaning in Italian in realistic situations. Listening, speaking, reading and writing will have equal weighting. Only Year 12 work is summative and there are no assignments or projects.

### Special Features of the Course

Students will be given the opportunity to participate in the following activities:

- the annual Play and Poetry Competition (Giornata della Dante)
- annual visit to the opera
- visits to restaurants and film screenings
- pastry and gelati days at school
- LOTE competitions

Finally, for students of Italian, career opportunities are possible in the following areas – engineering, law, diplomacy and foreign relations, trade and commerce, tourism and hospitality and teaching.

# YEAR 11 and 12 JAPANESE

## Authority Subject: CODE – JAP

### Purpose of the Course

The Senior Japanese course is designed to develop each student's ability to communicate in Japanese through the skills of listening, speaking, reading and writing. Through learning Japanese, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student's use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world.

### Student Profile

The most successful students of Senior Japanese will be those who:

- have obtained a pass in Year 10 Japanese at a level of "C" or better
- have a commitment to improving their communication skills
- have a genuine interest in those career opportunities provided by the study of a foreign language
- are self-motivated and capable of independent study
- have a strong interest in the people and customs of other countries and in fostering greater tolerance of other cultures.

### Course Outline

The Senior Japanese course offers advanced studies in Japanese language and culture, emphasising language in use. Students participate in communicative activities including class discussions, viewing videos, reading brochures, magazines and newspaper articles, role playing and communicating with other learners through writing. Students will have opportunities to interact with native speakers of the language where possible and emphasis is placed on understanding both the traditional and modern culture of Japan. A wide range of communicative topics is studied within the four major themes: family and community; leisure, recreation and human creativity; school and post-school options; and social issues.

### Assessment

Assessment will focus on each student's ability to comprehend and convey meaning in Japanese in realistic situations. Listening, speaking, reading and writing will have equal weighting. Only Year 12 work is summative and there are no assignments or projects.

### Special Features of the Course

Students will be given the opportunity to participate in the following activities:

- hosting a Japanese student for a period of one to two weeks (usually during July/August)
- undertaking a homestay in Japan
- attending Japanese restaurants to experience Japanese cuisine
- participating in the Speech competition run by the Japanese Consulate
- LOTE competitions

Finally, for students of Japanese, career opportunities are possible in the following areas – engineering, law, diplomacy and foreign relations, trade and commerce, tourism and hospitality and teaching.

# YEAR 11 and 12 MODERN GREEK

## Authority Subject: CODE – MGK

### Purpose of the Course

The Senior Modern Greek course is designed to develop each student's ability to communicate in Modern Greek through the skills of listening, speaking, reading and writing. Through learning Modern Greek, students develop a greater awareness of the nature and purpose of language in general, which can enhance the student's use of English. Language learning promotes clear thinking, clarity of expression and problem solving, as well as fostering cross-cultural understanding. It develops in students a respect for people of other languages and cultures and equips students to participate more effectively in a rapidly changing world.

### Student Profile

The most successful students of Senior Modern Greek will be those who:

- have a background in Modern Greek language
- have a commitment to improving their communication skills
- have a genuine interest in those career opportunities provided by the study of a foreign language
- are self-motivated and capable of independent study
- have a strong interest in the people and customs of other countries and in fostering greater tolerance of other cultures

### Course Outline

The Senior Modern Greek course offers advanced studies in Modern Greek language and culture emphasising language in use. Students participate in communicative activities including class discussions, viewing videos, reading brochures, magazines and newspaper articles, role playing and communicating with other learners through writing. Students will have opportunities to interact with native speakers of the language where possible and emphasis is placed on understanding both the traditional and modern culture of Greece.

A wide range of communicative topics is studied within the four major themes: family and community; leisure, recreation and human creativity; school and post-school options; social issues.

### Assessment

Assessment will focus on each student's ability to comprehend and convey meaning in Modern Greek in realistic situations. Listening, speaking, reading and writing will have equal weighting. Only Year 12 work is summative and there are no assignments or projects.

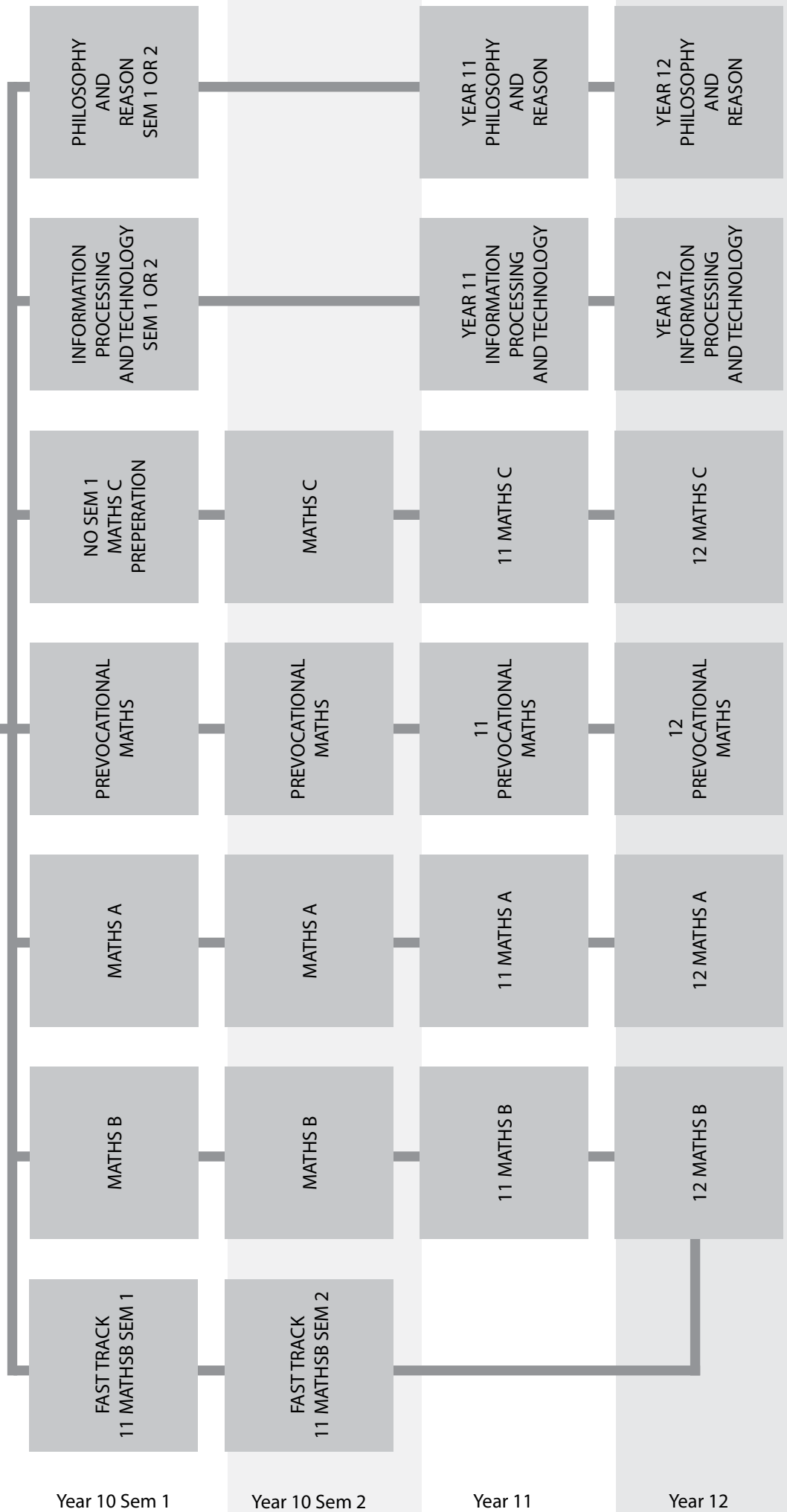
### Special Features of the Course

Students will be given the opportunity to participate in the following activities:

- trips to restaurants or cafes to complement the course
- food and pastry days, organised by the Modern Greek teachers of the school
- LOTE competitions

Finally, for students of Modern Greek, career opportunities are possible in the following areas: law, diplomacy and foreign relations, trade and commerce, tourism and hospitality, and teaching.

# MATHEMATICS



Year 10 Sem 1

Year 10 Sem 2

Year 11

Year 12

# INFORMATION ON MATHEMATICS

## Pathways Leading Directly to an OP and University

Students enrolling in Year 11 Mathematics A, B and C in 2009 will be working under the umbrella of the new 2009 Senior Syllabuses. Senior Mathematics extends the concepts of Mathematics developed in the junior school and focuses on applying these knowledges and skills to everyday situations. These subjects will be beneficial for students who enrol in any university courses. Math 1051 – Calculus and Linear Algebra – is an Enhanced Study Program offered by the University of Queensland and taught at Brisbane State High School. It offers selected students the opportunity to study university mathematics whilst at school. A number of major universities in Brisbane also offer a university bonus rank scheme. Please refer to the back two pages of this book. The scheme provides students with a two point bonus for the study of Mathematics C and a one point bonus for Enhanced Study (Math 1051).

## Mathematics for Alternative Pathways

Students who would like to choose mathematics but may not intend to solely pursue a university pathway can choose PreVocational Maths. The mathematics studied in this subject is designed to prepare students for Work, TAFE and Apprenticeship pathways and some University courses. This subject is an Authority Registered Subject and as such does not contribute towards the attainment of an OP. However, students who do non-OP subjects are eligible for a 'QTAC Selection Rank.' A Rank can be equated to an OP if a student does wish to gain entry to a university.

## Year 10 Subjects

If you are interested in studying Mathematics A, you should have completed at least one of the Year 10 Preparatory Maths A or Maths B courses. The content of Year 11 and 12 Maths A is similar to what is taught in the Year 10 Maths A 2 course.

If you wish to study Mathematics B it is strongly recommended that you should have successfully completed both of the Year 10 Maths B Preparatory courses (and be competent in the advanced algebra ideas they contain).

If you intend to study Mathematics C (as well as Maths B) it is strongly recommended that you have successfully completed both of the Year 10 Maths B Preparatory courses and the Year 10 Maths C Preparatory course.

To study Prevocational Maths we would suggest that you need to have an interest in mathematics and see its value for your future.

## Selecting no Mathematics in Year 11

This is a possibility if you have found Mathematics does not suit your interests and is not necessary for your future career aspirations. However, if you do not choose a mathematics subject in Years 11 or 12, then to be eligible for the QCE you will need to achieve at least a C for your overall QCS score or pass the Numeracy Short Course.

## Seeking advice

For how you are achieving in Mathematics, you should speak to your Year 10 Mathematics teacher and/or to the Head of the Mathematics Department. These people will be able to assist you in determining your ability to pursue the various mathematics courses on offer.

# INFORMATION PROCESSING AND TECHNOLOGY

## Year 10 Preparatory Studies: CODE – IPT101

### Prerequisite

Nil – however students must own a computer.

### Purpose of the Course

The course will introduce students to the fundamental principles of software development, database design and Single Page Web application.

### Course Outline

Robo Ant (Java script programming), Basic DHTML, Databases using Access, Microsoft Visual Web developer.

### Assessment

Practical exercises and project.

# MATHS A 1

## Year 10 Preparatory Studies: CODE – MAA101

### Purpose of the Course

This unit will revisit ideas from all four previous mandated maths units. It aims to reinforce each student's competency at essential junior maths topics. The approach to assessment applied in this unit and the minimisation of pure algebra will reflect the approach applied in the Senior Maths A course.

### Course Outline

Angle relationships, Congruent and similar figures, Surface Area and Volume, Application of the Tangent ratio, Earning Money, Percentage calculations, Interest and loans, Ratio and Proportion, Data display and data summaries, Probabilities and odds.

### Assessment

Three in class exams and one assignment.

# MATHS A 2

## Year 10 Preparatory Studies: CODE – MAA102

### Purpose of the Course

Introductory unit to the Senior Maths A course. Students will be exposed to various areas of mathematics, which would be of benefit to anyone wishing to study Maths A in Years 11 and 12. It is recommended that students have completed Maths A1 or Maths B1

### Course Outline

Navigation on the Earth, Network theory, Financial Maths and Taxation, Trigonometry and its application, Applied statistics, Measurement, Familiar and unfamiliar formulas.

### Assessment

Three in class exams and one assignment.

# MATHS B 1

## Year 10 Preparatory Studies: CODE – MAB101

### Purpose of the Course

This unit will revise and further develop, at a much more sophisticated level, concepts introduced in Years 8 and 9. As well as consolidating students' competency at essential junior maths topics it will extend their exposure to the algebraic rigour and assessment approach applied in Senior Maths B.

### Course Outline

Linear equations and graphs, Simultaneous solutions, Further applications of Trigonometry, The algebra of power expressions, quadratic expressions and rational expressions, Sketching parabolas, Angles in circles.

### Assessment

Three in class exams and one assignment.

# MATHS B 2

## Year 10 Preparatory Studies: CODE – MAB102

### Purpose of the Course

Introductory unit to the Senior Maths B course. Students will be exposed to various areas of mathematics, which would be of benefit to anyone wishing to study Maths B in Years 11 and 12. It is recommended that students have completed Maths B1 or Maths A1

### Course Outline

Algebra extension ( Rational expressions , factorisation and solving equations), Investigating Functions ( terms, notation, appearance and transformation), Modelling with functions, Surds, Logarithms and exponentials, Radians, The use of Graphic Calculators.

### Assessment

Three in class exams and one assignment.

# MATHS C 1

## Year 10 Preparatory Studies: CODE – MAC101

### Purpose of the Course

Introductory unit to the Senior Maths C course. Students will be exposed to various areas of mathematics, which would be of benefit to anyone wishing to study Maths C in Years 11 and 12. It is recommended that students should have also studies Maths B2

### Course outline

Introduction to matrices and vectors, basic dynamics and forces, division of polynomials (including factor and remainder theorems), introduction to complex numbers (concept of  $i$ ), basic laws related to groups, number work in different bases, number patterns (Pascal's Triangle and Fibonacci Sequence), deductive geometry proofs and circle geometry.

### Assessment

Three in class exams and one assignment.

# PHILOSOPHY AND REASON

## Year 10 Preparatory Studies: CODE – PHR101

### Purpose of Course

Although this course is primarily designed to be an introduction to the Senior subject, Philosophy and Reason, it would be of benefit to any student who wishes to improve their thinking skills and would be a useful precursor to any combination of Senior subjects.

### Course Outline

The course will cover the three strands of the Senior subject – Deductive Logic, Critical Reasoning and Philosophy.

Units include:

- Deductive Logic – Logic Puzzles
- Critical Reasoning – Effective Argument
- Philosophy – Introduction to Moral Philosophy

### Assessment

One classroom test, one oral, one written response to visual stimulus.

### Credit for OP Calculation

This course has been accredited by the Queensland Studies Authority as part of the Senior Philosophy and Reason Course. Students who complete this course along with Year 11 Philosophy and Reason, and then leave the subject to study (for example) Music Extension or English Extension, may have their result in this course included as a semester in Philosophy and Reasoning for the purposes of OP calculation.

# PREVOCATIONAL MATHEMATICS

## Year 10 Preparatory Studies: CODE – PVM101 (semester 1) and PVM102 (semester 2)

### Purpose of the Course

This unit will consolidate students' ability in general mathematics and engender confidence with topics in everyday mathematics.

### Course Outline

The course offers the following learning experiences: - Calculator activities; practical assignments; investigations; probability experiments; use of graphics calculators; traditional methods of exposition, reinforcement and discussion.

### Assessment

A combination of some of the following evaluation mediums of checklists, observation, assignments, oral work, practical work, formal tests and possibly other forms, will be used to measure outcomes. Pre-testing and post-testing (diagnostic) will be used at different times as required.

# YEAR 11 and 12 INFORMATION PROCESSING AND TECHNOLOGY

Authority Subject: CODE – IPT

## Purpose of the Course

IPT is a course of study that provides students with knowledge, skills, processes and understanding of information technology. It emphasises problem identification and solution as well as the use of applications.

## Student Profile

The most successful students tend to be those who have obtained at least a C in Junior Mathematics and English, have a positive attitude towards learning and who are willing to take a structured approach to problem solving following a design, develop and evaluate cycle.

## Topics studied (percentage of course)

Software and System Engineering (43%): – This topic involves the study of operating systems and environments, computer system architecture, software design and programming involving the complete software development process from determination of user requirements through analysis, design and implementation to evaluation.

Information and Intelligent Systems (37%): – This topic introduces a formal model to describe the architecture of information systems (databases), presents methods for developing these systems, and allows students to implement these to produce working information. They will also learn about SQL, Expert Systems and Artificial Intelligence.

Social and Ethical Issues (10%): – The aim of this topic is to help students develop an appreciation and understanding of the impact that developments in information technology have on themselves and communities worldwide. Topics include: Privacy and security, legal issues, equity and accessibility and the internet.

Human-Computer Interaction (10%):– The aim of this topic is to help students develop an appreciation of how an interface (screen design) presented to us in a program can greatly affect how well we can interact and use the program.

## Assessment

- formal examinations at the end of each semester
- writing tasks: one in Year 11 and one in Year 12
- minor project on creating an expert system
- major projects on creating an information system in year 11, and developing and writing a program in Year 12

# YEAR 11 and 12 MATHEMATICS A

## Authority Subject CODE – MAA

### Purpose of the Course

This course provides continued mathematical education in those areas of Mathematics which tend to affect the daily lives of students. The course contains much less algebraic work than is presented in Mathematics B or C. It provides a study of mathematics education, which enables students to seek admission into many tertiary courses, but not into tertiary courses which require substantial theoretical mathematics, e.g. science courses and engineering.

### Student Profile

The most successful students are those who have obtained an overall performance of at least a “C” in Mathematics A 1 and 2, have a positive attitude to learning, and can adhere to a regular study plan. They must also be able to communicate their mathematical learning effectively. Students intending to choose Mathematics A should have completed at least one of the Year 10 Mathematics courses designed to prepare them properly for this subject.

### Course Outline

Topics studied include: managing money, elementary applied geometry, data exploration and analysis, linking two and three dimensions, maps and compasses, inferential statistics, and networks. There is a focus on using Information and Communication Technologies in the learning of Mathematics A.

### Assessment

Each semester there are generally three assessment tasks, one of which must be an ‘alternative task’ assessment as prescribed by the syllabus.

These instruments assess students’ performances in one or more of three distinct syllabus criteria:

1. Communication and Justification
1. Mathematical Knowledge and Procedures
2. Modelling and Problem Solving

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each Criterion.

### Notes:

1. More detailed course outlines, assessment schedules and information on the criteria used in assessment are issued at the beginning of the course.
2. Please check Tertiary Prerequisites carefully for prerequisites for various courses.

**NOTE: You cannot choose both Mathematics A and B to study in Year 11 or Year 12 at this school.**

# YEAR 11 and 12 MATHEMATICS B

## Authority Subject CODE – MAB

### Purpose of the Course

This course is often a prerequisite for tertiary courses that require substantial background knowledge of both theoretical and practical mathematical concepts. It is also suitable for those people who are capable in and enjoy mathematics, even if tertiary plans do not include a mathematical career path.

### Student Profile

The most successful students will be those who have obtained an overall minimum of 'C' in the Year 10 Preparatory Maths B courses. Students should also have a positive attitude to learning and the ability to communicate their mathematical learning effectively. It is strongly recommended that students intending to choose Mathematics B should have completed both of the Year 10 Mathematics courses designed to prepare them properly for this subject.

### Course Outline

Topics studied include: applied geometry; study of functions and differential calculus ideas; periodic functions and their applications; exponential and logarithmic functions and their applications; financial mathematics; applied statistical analysis; optimisation using derivatives and linear programming; integration. There is a focus on using Information and Communication Technologies in the learning of Mathematics B.

### Assessment

Each semester, there are generally three assessment tasks, one of which must be an 'alternative assessment task', as prescribed by the syllabus.

These instruments assess students' performances in one or more of three distinct Criteria:

1. Communication and Justification
1. Mathematical Knowledge and Procedures
2. Modelling and Problem Solving

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each Criterion.

### Notes:

1. More detailed course outlines, assessment schedules and information on the criteria used in assessment are issued at the beginning of the course each year.
2. Please check Tertiary Prerequisites carefully. Many courses require the study of four semesters of Mathematics B with only a Sound Achievement at Exit.

**NOTE: You cannot choose both Mathematics A and B to study in Year 11 or Year 12 at this school.**

# YEAR 11 and 12 MATHEMATICS C

## Authority Subject: CODE – MAC

### Purpose of the Course

This course explores some Mathematics B topics in further detail, as well as exploring additional topics in mathematics. If Mathematics C is chosen as a subject, Mathematics B must also be studied. Mathematics C is suitable for students who are good at Mathematics and enjoy learning it, irrespective of whether they intend to pursue a mathematical or non-mathematical tertiary course. Successful study of Mathematics B and C provides students with a very solid mathematical grounding. Successful completion of the Mathematics C course will give student's two bonus points toward the universities Bonus Rank Schemes (please refer to the last two pages of this book).

### Student Profile

The most successful students will be those who have obtained a "B" in their Year 8 and 9 Mathematics as well as in the Year 10 Preparatory Maths B or Maths C courses. Students should also have a positive attitude to learning, be able to adhere to a regular study plan, and communicate their mathematical learning effectively. Students intending to choose Mathematics C must also select Mathematics B.

### Course Outline

Topics studied include: algebraic groups; real and complex number systems; matrices and vectors and their applications; further calculus; structures and patterns in Mathematics, dynamics; and plane geometry. There is a focus on using Information and Communication Technologies in the learning of Mathematics C.

### Assessment

Each semester, there are generally three assessment tasks, one of which must be an 'alternative assessment task' as prescribed by the syllabus.

These instruments assess students' performances in one or more of three distinct Criteria:

1. Communication and Justification
1. Mathematical Knowledge and Procedures
2. Modelling and Problem Solving

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each Criterion.

### Notes:

1. More detailed information will be issued at the beginning of the course.
2. Please check Tertiary Prerequisites regarding which tertiary courses prefer Mathematics C as a studied subject.

**If you choose Mathematics C, you must also study Mathematics B.**

# YEAR 12 MATH1051

## 1st Year University of Queensland Subject

### Purpose of the Course

Math1051 is studied as a part of the University of Queensland's Enhanced Studies Program (ESL) and is delivered to students and Brisbane State High School by Mathematics Teacher at Brisbane State High School. Successful completion of the course will provide student's with credit when studying at the University of Queensland and give student's a bonus point toward universities Bonus Rank Schemes. (Please refer to the last two pages of this book).

### Student Profile

Students are selected as a part of the Mathematics Fast Track Program who complete Year 12 Mathematics B in Year 11.

### Course Outline

MATH1051 provides an important foundation in calculus and linear algebra that will prove useful for further studies in pure and applied sciences, engineering, finance or further mathematics pursuits. Linear Algebra is the study of vectors and matrices and is extensively used to model systems of interacting elements. For example, matrix methods are common in structural engineering and matrix algebra is necessary for computer graphics.

This course covers vectors, linear independence and scalar product which are tools to manipulate vectors. The course continues with matrices, simultaneous equations and determinants. An important component of the study concerns eigenvalues and eigenvectors which model resonant frequencies in dynamical systems.

The calculus component extends high school concepts. We investigate the equation of straight lines and planes and even hyperplanes. Optimisation techniques demand the use of the extreme value theorem to uncover maxima and minima.

An important tool in analysis is the study of sequences and series (infinite sums). This is extended to the Taylor series which is an incredibly powerful and important tool used throughout the sciences. For example, it allows vast improvements in computational speeds for modelling.

The calculus continues with limits and L'Hopital's rules. We uncover standard techniques of integration and volumes of revolution. Numerical integration techniques will be developed and you will implement them in MATLAB in the computer labs.

A further component of MATH1051 comprises an introduction to the computational mathematics package MATLAB, which is useful for many real-life applications and is compulsory for further studies in engineering and scientific computation.

### Assessment

Eight tutorial assignments	20%	Four Matlab assignments	10 %
One mid-semester exam	20%	Final Exam	50%

### Notes:

1. More detailed information is available at <http://www.maths.uq.edu.au/courses/MATH1051>.

# YEAR 11 and 12 PHILOSOPHY AND REASON

## Authority Subject: CODE – PHR

Philosophy & Reason is concerned with developing the ability to reason and the role of reasoning in developing coherent world views. The benefits to students of the study of Philosophy and Reason lies in their attainment of knowledge, skills and processes of rational thought. These directly affect the students' quality of life, not only in determining the rational nature of their own decisions but also their responses to the views of others. The skills of analysis, argument presentation and rational justification are extremely useful for all areas of tertiary study and have been consistently identified by business and community leaders as necessary for modern working life.

Philosophy and Reason is not about learning content in a particular subject area, but rather it is about acquiring skills and processes that may be utilised in any subject area. Students are not taught what to think, they are taught how to think

### About the Course

Philosophy & Reason consists of three strands each offering a range of units and topics for study.

**Strand 1: Critical Reasoning:** In the Critical Reasoning strand, students analyse and evaluate argument from everyday sources; identify issues, argument type, and the significance of viewpoint; assess the strength of arguments and identify any fallacies therein and present argument and debate.

**Strand 2: Deductive Logic:** Deductive Logic introduces students to modern symbolic languages as an effective system for the analysis and evaluation of propositions and arguments. The focus on deductive testing and proof strategies has immediate application to formal reasoning. Students are introduced to the methods of problem analysis, solution proposal and strategy choice. The course includes experience with computer programming languages.

**Strand 3: Philosophy:** In the Philosophy strand, the student acquires knowledge of the major philosophies; applies critical techniques to these philosophies; presents analysis and viewpoint justification; and identifies the philosophies behind modern issues. Students recognise the relevance of various philosophies to different social, ethical and religious positions, and realise that decisions in these areas are the result of an acceptance of both a certain body of beliefs and of a specific mode of reasoning. Study in this strand allows students to apply the reasoning skills developed in the previous two strands.

Students learn in this course by constant participation in classroom activities. They apply reasoning techniques of varying complexity to subject matter defined in each unit of work. Students learn to solve problems and puzzles. They practise presenting oral and written viewpoints and justifications as individual or team exercises. Resources used by students are drawn heavily from real life.

### Assessment

Assessment techniques used include exams, essays, assignments and one pre-prepared oral presentation.

### Will I do well in Philosophy and Reason?

Yes, as long as you are willing to work well and pay attention in class. Almost all learning in this subject takes place in the classroom. In fact there is very little homework. It is virtually impossible to do well if you are in the habit of reserving all of your effort until the week (or night) before the exam.

# YEAR 11 and 12 PREVOCATIONAL MATHS

## Authority Registered Subject CODE – PVM

### **Purpose of the Course**

This course explores some junior topics in further detail, as well as exploring other topics in Mathematics. This course will be useful for students in many areas of their life. Numeracy is the 'effective use of mathematics to meet the general demands of life at home, in paid work, and for participation in community and civic life'. Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to assist students to overcome any past difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

### **Student Profile**

The most successful students will be those who have a positive attitude to learning, can adhere to a regular study plan, and can communicate their mathematical learning effectively.

### **Course Outline**

Topics studied include: Finance, Location and Time, Measurement and Data. These topics will be studied with a focus on improving personal organisation, improving the students understanding of society and practical purposes encountered in everyday life.

### **Assessment**

The concept of assessment in prevocational mathematics is one of continuous assessment. This means that all the work that students do is part of a profile that contributes towards the students' overall grade. Each semester, there are generally three formal assessment tasks, one of which must be an 'alternative assessment task' as prescribed by the study area specification

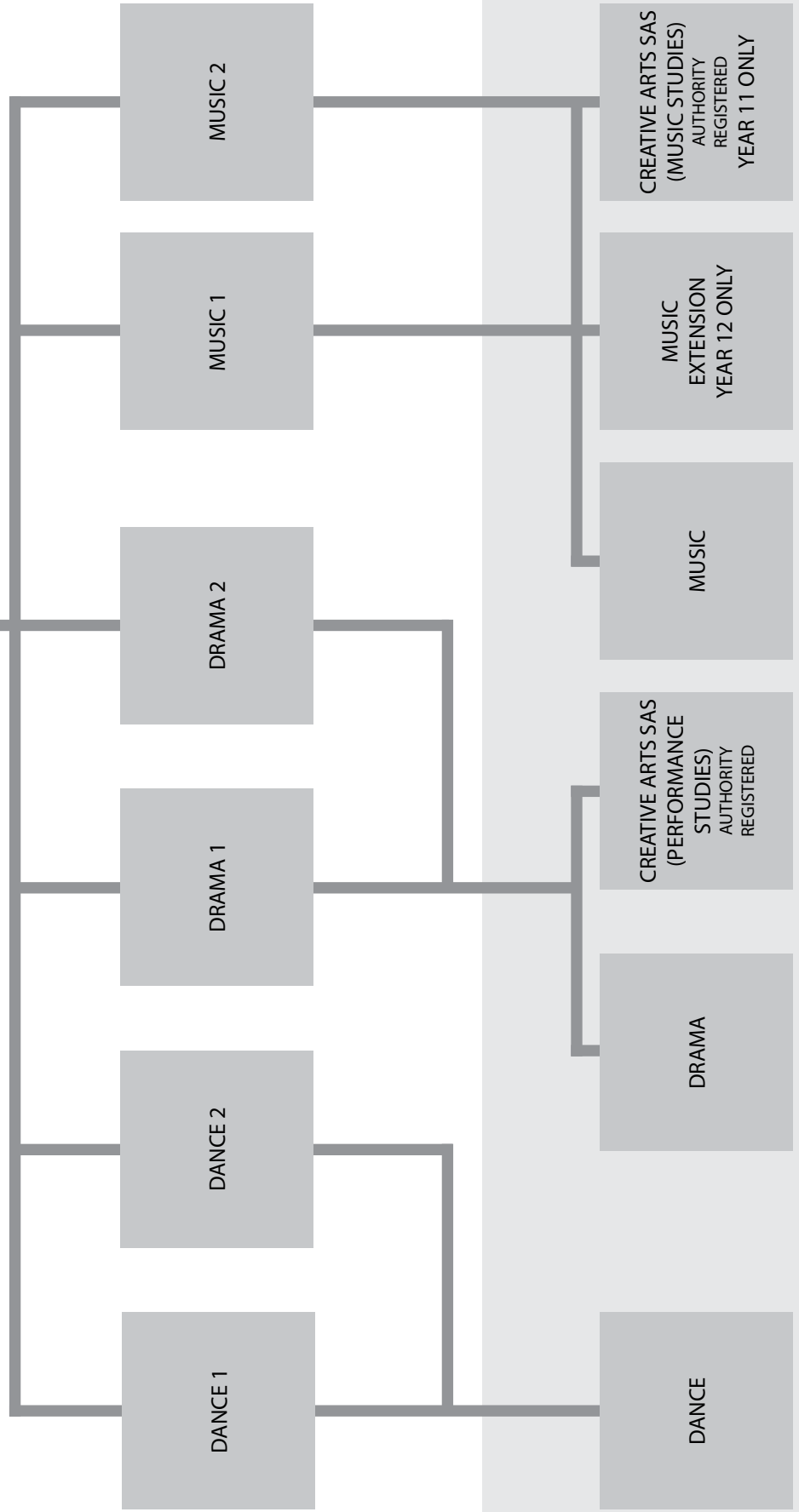
These instruments assess students' performances in one or more of three distinct Criteria:

1. Knowing
2. Applying
3. Explaining

The Level of Achievement awarded to the student upon completion of the course depends on the standard of performance in each Criterion.

**Prevocational Maths DOES NOT contribute towards an OP**

# PERFORMING ARTS



# DANCE 1

## Year 10 Preparatory Subject: CODE – DNC101

### Purpose of the Course

This unit is an introduction to storytelling through ballet, modern ballet and contemporary dance. This unit builds on skills developed in Year 8 and 9.

### Course Outline

Students will gain a deeper understanding of the choreography, performance and appreciation of dance works through the study of ballet, modern ballet and contemporary dance.

### Assessment

Choreography task – Modern ballet and contemporary – for a public performance piece.

Performance task – Modern ballet and contemporary.

Appreciation task – Written analysis exam – modern ballet.

# DANCE 2

## Year 10 Preparatory Subject: CODE – DNC102

### Purpose of the Course

This subject is an introduction to communicating themes through contemporary dance and dance theatre. This subject builds on skills developed in Year 8 and 9.

### Course Outline

Students will gain a deeper understanding of the choreography, performance and appreciation of dance works through the study of contemporary dance and dance theatre.

### Assessment

Choreography task – Contemporary dance and dance theatre – for a public performance piece.

Performance task – Contemporary dance and dance theatre.

Appreciation task – Analytical assignment on a contemporary dance piece.

# DRAMA 1

## Year 10 Preparatory Subject: CODE – DRA101

### Purpose of the Course

Students will explore a range of dramatic styles and learn how to select style/s to make a clear personal dramatic statement. Then students will work in small groups and use play scripts to extend themes and create new pieces for performance.

### Course Outline

A selection of styles which may include didacticism, absurdism, alienation, non-realism, realism, symbolism, flashback/flashforward, satire, melodrama, commedia, expressionism, juxtapositioning, slapstick, farce, narration, linking techniques, movement pieces, elements of drama and performance skills.

### Assessment

Individual and group improvisations and scripts (Forming), Individual and group performance (Presenting), extended analytical essay (Responding).

## DRAMA 2

### Year 10 Preparatory Subject: CODE – DRA102

#### **Purpose of the Course**

The bard's world will come to life when students explore Shakespeare's work through a thematic study which culminates in a class production.

#### **Course Outline**

Historical background of Shakespeare, the language of Shakespeare, conventions of Shakespearean drama, use of space and the elements of drama, 'contemporisation' of Shakespeare.

#### **Assessment**

Individual and group improvisations and scripts (Forming), individual and group performance (Presenting), extended analytical essay (Responding).

## MUSIC 1

### Year 10 Preparatory Subject: CODE – MUS101

#### **Purpose of the Course**

This unit focuses on the development of Rock Music from the 1950's onwards. Students learn how musical elements are combined to create this style of music and further develop skills in performing, composing and analysing music.

#### **Course Outline**

Students will participate in activities designed to enable them to:

- perform related repertoire as soloists and in ensembles
- compose music related to the study of repertoire
- aurally and visually analyse related repertoire

#### **Assessment**

Evidence will be gathered from:

- oral presentation of research into a specific rock style and/or group
- solo performance vocal and/or instrumental of related repertoire
- composition and recorded presentation of music using rock genre

#### **Equipment**

It is essential for students to have a music book, pencil and eraser. It is recommended that students bring their own stereo headphones for use with keyboards and computers.

# MUSIC 2

## Year 10 Preparatory Subject: CODE – MUS102

### **Purpose of the Course**

This unit focuses on how musical elements are used to enhance and create music in film. Students further develop skills in performing, composing and analysing music.

### **Course Outline**

Students will participate in activities designed to enable them to:

- perform related repertoire as soloists and in ensembles
- compose music related to the study of repertoire
- aurally and visually analyse related repertoire

### **Assessment**

Evidence will be gathered from:

- multi-media presentation of research into Film Music citing a specific film and the composer of its music
- solo performance vocal and/or instrumental of related repertoire
- composition and recorded presentation of music for a film

### **Equipment**

It is essential for students to have a music book, pencil and eraser. It is recommended that students bring their own stereo headphones for use with keyboards and computers.

# YEAR 11 and 12 CREATIVE ARTS SAS (MUSIC STUDIES)

## Authority-Registered Subject: CODE – CAM

Creative Art Music may only be taken in conjunction with the subject Music.

This subject is Year 11 preparation for Year 12 Music extension.

### Focus of Study Area

The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Artist practitioners fulfil many roles in the community, such as maker, performer/presenter, technician and manager. This is a performing arts performance-based course which focuses on the practitioners' roles as performer/presenter. Students are exposed to authentic arts industry practices in rehearsing and practising music, selecting and deconstructing repertoire, evaluating musical performance, discussing music and performance genres and researching performance practices.

This program of study comprises a Performance project in each of the four semesters. All units have a vocational orientation with development of knowledge and skills of the arts practitioner as well as consideration of relevant Workplace Health and Safety issues.

The course is designed for students who are interested in musical performance.

### Classwork

In this course of study students will learn about and begin to practise the role of the arts practitioner as Performer/Presenter.

All class activities will provide students with the opportunities to develop the key competencies: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7 using technology.

### Assessment

Assessment will be continuous, selectively updated and will use the fullest and latest information. The emphasis in the assessment is on the practical demonstration of the skills covered in class. Students will be assessed in the three dimensions of : Exploring ( researching performance techniques, styles and genres); Knowing (showing an understanding of musical analysis as it relates to performance); Expressing (performing music for a real or virtual audience).

# YEAR 11 and 12 CREATIVE ARTS SAS (PERFORMANCE STUDIES)

## Authority-registered Subject: CODE – CAS

### Focus of Study Area

This course does not require any previous experience or particular skills. It is practical in nature and students are able to use and develop their own strengths and interests. The Arts are the common threads of life in all communities and are mirrors of society's aspirations. Artist practitioners fulfil many roles in the community, such as maker, performer/presenter, technician and manager. This is a performing arts performance-based course which incorporates units in the visual arts related to production and performance. By taking on the practitioners' roles (e.g. performer and designer), students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of presenting arts works.

This program of study comprises a study area core and a selection of units. All units have a vocational orientation with development of knowledge and skills of the arts practitioner. The core is integrated within the electives.

This course is being offered using the Vocational Learning Approach. This means that, at the moment, students will not receive any competencies.

This course is designed for students who are interested in performance work. Students may specialise in backstage work from unit four but will still be required to participate in performance activities. Students may act, sing, dance, play an instrument (this should be negotiated with the Head of Department).

### Overview of the Course – Units of Work:

1. **What a Character!** This unit of work introduces students to the actor's craft with a focus on developing character in order that students begin to understand the elements of theatrical work on stage.
2. **Show off!** In this unit students will focus on the performer's craft (actor, dancer or musician) in order to develop performance skills, confidence and stage etiquette. Performance work will be in groups or pairs.
3. **Arty Party!** This unit will introduce students to the principles of design, particularly, but not exclusively, for costumes (including make-up) sets and properties.
4. **On you mark!** Get set! In this unit students will examine and take on roles which directly relate to actual performance events and complete preparation, research etc. in that role (e.g. manager, publicity, designer, producer, choreographer etc.)
5. **And go!** Following on from the previous unit, students will actively participate in the preparation and delivery of an actual production. Students may take on both on-stage and backstage roles, depending on the demands of the individual tasks.
6. **Audition!** This unit provides students with the opportunities to develop skills to prepare for an audition or interview.

### Classwork

In this course of study students will learn about and begin to practise the roles of the arts practitioner, which are: Maker; Performer / Presenter; Technician; Manager. These roles are however not necessarily separate or mutually exclusive.

All class activities will provide students with the opportunities to develop the key competencies: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7 using technology.

### Assessment

Assessment in the Creative Arts Studies is designed to enable students to demonstrate achievement of the objectives of the SAS which are: Exploring; Knowing; Expressing in Arts Making. Assessment will be continuous, selectively updated and will use the fullest and latest information. Lengthy written assessment and examinations will be kept to a minimum. The emphasis in the assessment is on the practical demonstration of the skills covered in class.

A subject levy will apply and where artists, specialists, tutors, excursions or other additional activities are required an additional charge may apply.

# YEAR 11 and 12 DANCE

## Authority Subject: CODE – DNC

### **Purpose of the Course**

Dance is a human activity of ancient tradition. It has accompanied the evolution of humanity and is thus fundamental to the human condition. As an aesthetic means of ordering movement into an expressive code, it involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication.

Dance fulfils various functions in society. The same dance may exist for more than one purpose. Most dances can be characterised functionally as ritualistic, social or artistic. In this syllabus the major focus is on dance as art, although it is also desirable to have some understanding of the social and ritual functions of dance.

This course in Senior Dance aims to

- assist all students to achieve their unique potential through the arts
- facilitate the development and expression of the individual physically, intellectually, socially and emotionally
- enable students to value the human body as an instrument of communication through awareness and control of physical movement
- foster through dance experiences an awareness of Australia's cultural and multicultural heritage
- develop critically informed and aesthetically appreciative audiences of dance in all its contexts
- encourage involvement in dance and related arts
- explore and develop abilities and skills appropriate to a range of work options and other life paths

### **Student Profile**

The most successful students will be those who have a commitment to working individually in both theoretical and practical situations, who are prepared to give the time required to achieve their maximum capabilities, who show initiative and who communicate effectively, who are willing to work with a variety of people, who are willing to experiment and appreciate a variety of dance styles and who are willing to accept constructive criticism.

### **Course Outline and Assessment**

For purposes of this course, the organisers are defined as follows:

- choreography is shaping and controlling the elements of movement using a variety of choreographic devices
- performing is demonstrating the physical and expressive skills of dance
- appreciating is understanding dance using the Analysis Model and relating dance to its contexts

The study of Choreography, Performing and Appreciating is developmental over the two year period to demonstrate increased complexity with extension of expressive and higher order skills and will be assessed in a variety of practical and written methods carried out in class and at home.

# YEAR 11 and 12 DRAMA

## Authority Subject: CODE – DRA

### Purpose of the Course

Drama is the making and communicating of meaning involving performers and audiences, engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Presenting, and Responding. Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players.

Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media. Students study dramatic languages (elements of drama, skills of performance, styles and their conventions, contexts and texts) and dramatic perspectives (heritage – before 1980, and contemporary – after 1980).

### Course Outline

The course of study developed in this school's work program aims to promote students' development and appreciation of drama by:

- collaborating in groups to manage tasks
- working as artists in the making of creative work (Forming) – examples are improvisation, roleplay, devising, dramaturgy (shaping of text for performance), playbuilding, playwriting, script writing, directing, designing
- rehearsing, polishing and performing dramatic action (Presenting) – examples are dialogue, dramatic monologues, student-devised drama work, collage drama, documentary drama, physical theatre, visual theatre, a complete short scene, a one-act play, a one-person show, a recognised playtext
- communicating from a position outside or after the drama (Responding) – examples: seminar, evaluation/ reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing

### Assessment

Assessment tasks may include:

- dramatic exploration (improvisation, workshop, practical demonstration)
- creative writing (scriptwriting, dramatic treatment)
- design (design concept)
- performance of scripted drama or student-devised drama
- oral (seminar)
- extended writing (critical essay, text analysis)

Achievement in Drama is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are Forming, Presenting and Responding.

### Student Profile

The most successful students will be those who have the willingness to exercise their unique imagination, who have an interest in the performing and visual arts, who have a commitment towards developing their self-confidence and discipline, who have the capacity to work closely with others in a supportive and creative manner, and who have the willingness to explore and expand their personal communication skills. Students who take the course should have a good attendance record, the willingness to work with a variety of people, the ability to accept constructive criticism and the willingness to participate in excursions and attend theatrical performances in their own time. Students need not be 'gifted' actors, but need to be willing to try a variety of dramatic styles, activities and improvisations. Although there is relatively less written work than there may be in other subjects, students need to take great care in the preparation and proof-reading of assignments as all three components of the course are weighted equally.

# YEAR 11 and 12 MUSIC

## Authority Subject: CODE – MUS

### Purpose of the Course

Studying music fosters students' expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas. As music is a unique means of expression it makes a profound contribution to personal, social and cultural identities. Students become adaptable and innovative problem-solvers, making informed decisions and developing their ability to deconstruct and critically evaluate music. The discipline and commitment of music-making builds students' self-esteem, personal motivation and independence.

The course of study provides opportunities for students to:

- enjoy and value music
- engage confidently in music-making whether at home or in the wider community
- communicate and express ideas about music
- develop higher-order thinking skills
- apply audiation through an exploration of the musical elements to analyse repertoire,
- compose and perform
- understand sociocultural influences and critically evaluate music across a variety of contexts, genres and styles

### Student Profile

The most successful students will be those who:

- show initiative and a commitment to music
- participate in all aspects of the course
- have experience playing an instrument or singing
- have at least basic knowledge of theory
- develop those fine attributes of musicians – the ability to concentrate and the aim to succeed

### Course Outline

The course explores the musical elements through a variety of contexts, genres and styles to enable students to achieve in three dimensions:

1. ANALYSING REPERTOIRE requires students to use visual and/or aural analysis skills to determine musical relationships. This process leads to an understanding not only of how pieces are constructed, but also how works are unified. When students communicate their evaluations, they substantiate their judgments.
2. COMPOSING involves combining musical elements and using compositional devices to create music that is within a context and/or genre, and which expresses style.
3. PERFORMING requires students to play or sing or conduct music for an audience (real or virtual). While performing music, students are encouraged to engage cognitively, physical and emotionally with the music, working towards the performer and the work becoming a "whole". To prepare for performing students develop instrumental or vocal or conducting techniques, decision-making and problem-solving skills.

### Assessment

Tasks may include: formal tests, written analysis and comparative analyses, oral presentation. Students are encouraged to participate in Performing Arts Department activities. These include the Instrumental Music Program, Choir, Musicals or other performing opportunities, as well as excursions to live performances.

# MUSIC EXTENSION

## YEAR 12 ONLY Authority Subject: CODE – MUX

Music Extension is offered in Year 12 only. It is a separate, but companion subject to Music. Students must be studying Year 12 Music and have successfully completed Year 11 Music to be eligible to enrol.

The Music Extension syllabus builds on the 'experience of music' framework of the Senior Music Syllabus (2004). In conjunction with the learning undertaken in the parent subject through the three general objectives of analyzing repertoire, composing and performing, students in this subject extend their learning through one of the three specializations of Composition, Musicology, and Performance. In the Music Extension Syllabus, learning experiences and assessment are organized within each specialization by the common general objectives of investigating and realizing. Although each student selects only one of the three specializations, the global aims, general objectives, criteria and standards unify the course of study of all students across the range of specializations.

The Senior Music Syllabus (2004) has the development of audiation as central to its 'experience of music' framework. Students of Music Extension develop and apply audiation as they undertake study in one of the three specializations.

### Course Outline and Assessment

#### Requirements for composition

- compositions may take the form of absolute music or relate to extra-musical ideas such as film music, music for advertising, incidental music, multi media works
- compositions may be for vocal or instrumental, solo or ensemble, non-Western groupings or instruments
- compositions may be generated by electronic means and contemporary technologies
- compositions may be notated or recorded
- assessment will include an investigating task and a compositional task

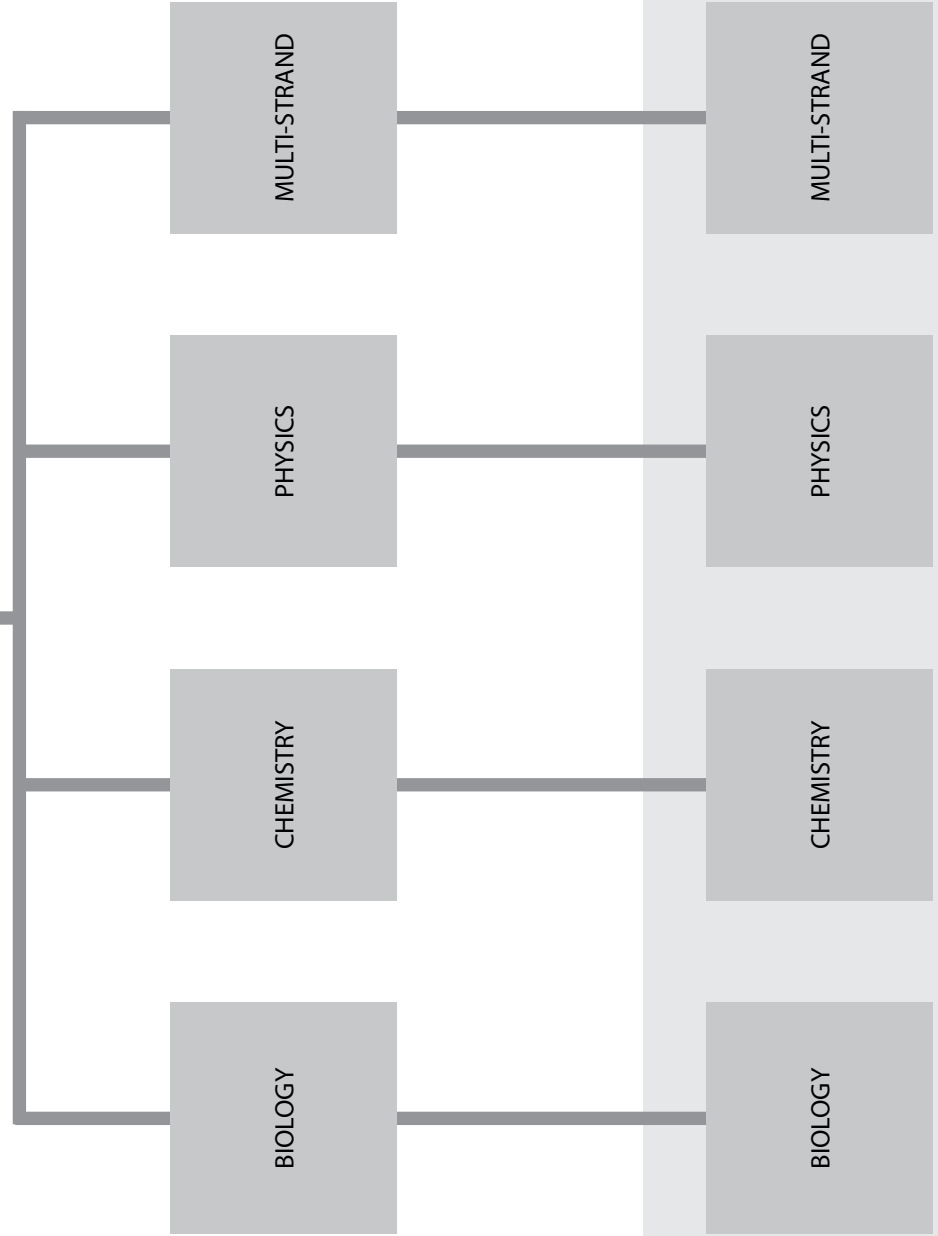
#### Requirements for Musicology

- musicology tasks can be based on any genre or style and allow students to present a critical evidence-based argument which may contribute original thinking or develop fresh perspectives to a field of music
- musicology tasks will be based on detailed, accurate, informed and thorough research, analysis and synthesis of evidence from music sources
- assessment will include an investigating task as well as an extended written task, oral, or multimedia presentation

#### Requirements for Performance

- performance tasks will allow students to select repertoire in the style or genre that allows them to best display their emerging skills as a performer
- performance may include instrumental, vocal or conducting and students must elect to perform on one instrument, to sing or conduct. They may perform as soloists, as members of an ensemble, as an accompanist or as a conductor
- assessment will include an investigating task as well as a performance.

# SCIENCE



Year 10 Sem 1 and 2

Year 11 & 12

# BIOLOGY

## Year 10 Preparatory Studies: CODE – BSC101

### Purpose of the Course

A general preparation for senior high school Biology that involves theory, conceptual skills and practical work.

### Course Outline

1. Transport Systems	2. Feedback and Control
3. Human Impact on the Environment	4. Heredity and Genetics
5. Adaptation and Selection	6. Biotechnology
7. Collecting and Processing Field Work Data	

### Assessment

End of term one and two in-class exams, practical test and practical reports.

# CHEMISTRY

## Year 10 Preparatory Studies: CODE – CHM101

### Purpose of the Course

A general preparation for senior high school Chemistry that involves theory, conceptual skills and practical work.

### Course Outline

1. Metals and Non-Metals	2. Polymer Chemistry
3. The Periodic Table – Atomic Structure and Writing Formulae	4. Balancing Equations and Chemical Calculations
5. Acids, Bases and Salts	6. Experimental Skills for Senior Chemistry

### Assessment

End of term one and two in-class exams, and practical reports.

# MULTISTRAND SCIENCE

## Year 10 Preparatory Studies: CODE – MSS101

### Purpose of the Course

A general preparation for senior high school Multistrand Science that involves theory, conceptual skills and practical work.

### Course Outline

1. Consumer Science	2. Human Impact on the Environment
3. Stars	4. Energy and Society
5. Heredity and Genetics	6. Biotechnology
7. Forensic Science.	

### Assessment

End of term one and two in-class exams, practical test and practical reports.

# PHYSICS

## Year 10 Preparatory Studies: CODE – PHY101

### Purpose of the Course

A general preparation for senior high school Physics that involves theory, conceptual skills and practical work.

### Course Outline

1. Forces and Motion	2. Light and Refraction
3. Waves	4. Energy and Society
5. Electricity	6. Optics
7. Thermal Physics	8. Process Skills for Senior Physics

### Assessment

End of term one and two in-class exams, practical test and practical reports.

# YEAR 11 and 12 BIOLOGY

## Authority Subject: CODE – BSC

### Purpose of the Course

Biology is concerned with the study of life in all its variety. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of change in those systems.

Biology provides students with an insight into the scientific manner of investigating problems pertaining to the living world and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of the living world. Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations.

### Student Profile

The most successful students will be those who:

- are committed to the study of science, but are not necessarily attracted to higher Mathematics
- have shown an aptitude for science in their Junior schooling
- show initiative, are self motivated and communicate effectively

### Course Outline

During the course of study, students will have the opportunity to learn:

- the basic principles of the nature of living organisms – animals, plants, micro-organisms
- the relationships between organisms and their environment
- plant and animal structure and functioning (physiology)
- genetics

### Special Features of the Course

Students of Biology have the opportunity to pursue theoretical, practical and manipulative skills in a balance which fits them to be well-informed citizens. With a commitment to greater environmental awareness and responsibility, our students are well placed to be effective contributors to the continuing debate on environmental issues such as resource management.

### Assessment

The assessment program is designed to build a continually updated profile of each student over the entire course.

Assessment types may include end of term exams, reports of practical exercises completed, reports of field excursions, reports of investigations, formal practical tests.

Exit Levels of Achievement will be based on each student's performance in the dimensions of Understanding Biology, Investigating Biologically and Evaluating Biological Issues. Information from mostly Year 12 assessment tasks and field data analysis will form the basis for judgement of student performance that counts towards OP.

# YEAR 11 and 12 CHEMISTRY

## Authority Subject: CODE – CHM

### Purpose of the Course

Chemistry is the study of matter and its interactions as humans live in this material universe, chemistry is central to understanding the phenomena of the reactions of matter. It therefore provides a link with other branches of natural science. A knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many of the articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society.

### Student Profile

The most successful students will be those who:

- are interested in the properties, reactions and uses of materials in everyday life
- aspire to science related tertiary courses, especially in science, engineering and the health sciences
- have attained a high sound achievement or better in Junior science
- have shown both interest and ability in the higher levels of Mathematics
- show initiative, are self motivated and communicate effectively

### Course Outline

Students are exposed to a range of core topics, including:

- the properties, bonding and structure of matter
- organic chemistry
- gases and the atmosphere, acids and bases, chemical energy
- chemical analysis and chemical equilibrium

Students will learn about the applications of chemistry, together with their industrial and economic importance.

### Special Features of the Course

Practical experience in the laboratory and exposure to industry will acquaint students with workplace health and safety practices when dealing with chemicals in their daily lives.

### Assessment

The assessment program will be based on a students' performance in Year 12. Students will be assessed on a wide variety of assessment items including extended response tasks and extended experimental investigations.

Performance on the dimensions of knowledge of conceptual understanding, investigative processes and evaluating and concluding will be used to determine the achievement level awarded to each student on Exit from the course.

# YEAR 11 and 12 MULTISTRAND SCIENCE

## Authority Subject: CODE – MSS

### Purpose of the Course

Multistrand Science makes a particular contribution to the education of students by providing opportunities to focus student attention on technological applications of scientific knowledge and on examination of economic, environmental, political and social consequences of those applications. Multistrand Science has a place in the general education of all Senior students irrespective of whether they intend entering science or technology based careers.

### Student Profile

The most successful students will be those who:

- have an interest in all of the sciences, rather than an in-depth interest in any one science
- are attracted to the application of science through technology
- show initiative, are self-motivated and communicate effectively

### Course Outline

Core topics include:

- environmental studies
- matter and materials
- energy
- personal health
- resource management

Practical work is a large component of the course, and field trips are integral to the study of Multistrand Science.

### Special Features of the Course

Excursions to several local sites and day trips away are part of the core of the course.

#### It is noted here that:

It is a Queensland Studies Authority ruling that students studying Multistrand Science may study only one other Senior Science subject.

### Assessment

Assessment is based on a variety of in-class tasks such as research assignments, field study reports, laboratory investigations and written reports, as well as formal mid and end of Semester examinations. The assessment program will be based on student performance over the **entire** course i.e. assessment in Semesters one to four all count towards OP.

A folio of student achievement is built up over the four semesters. The Exit Levels of Achievement will be based on the student's performance in the dimensions of knowledge, scientific process and complex reasoning processes. Information from the assessment in each term will generally assume equal importance i.e. the major exams in Semesters one to four all count equally towards OP.

# YEAR 11 and 12 PHYSICS

## Authority Subject – CODE – PHY

### Purpose of the Course

Physics is the study of matter and energy. It measures matter, describes its motion and analyses the energies that cause motion to occur.

Physics is the study of some of our attempts to understand the physical universe. Its applications in technology such as telecommunications and electrical appliances have produced and continue to produce pressures to change our society.

Physics emphasises the understanding and application of natural laws. It provides an opportunity for and assistance in the further development of students' abilities to access, process and communicate information, so that they may be scientifically informed and aware.

### Student Profile

The most successful students will be those who:

- aim to gain the satisfaction of a deeper understanding of our world
- are interested in the pursuit of further study
- have shown an aptitude for both science and higher level mathematics in the Junior school and have achieved a high Sound Level of Achievement or better
- show initiative, are self-motivated and communicate effectively.

### Course Outline

Students are exposed to problem solving and analysis in learning to solve exercises related to many aspects of our physical environment as well as laboratory practical work and formal lessons.

The physical laws of nature and their application to real life physical problems are pursued in much the same way as engineers and scientists perform their work. Motion, forces and energy, electricity and electronics, optics and atomic physics are all central to the course.

### Special Features of the Course

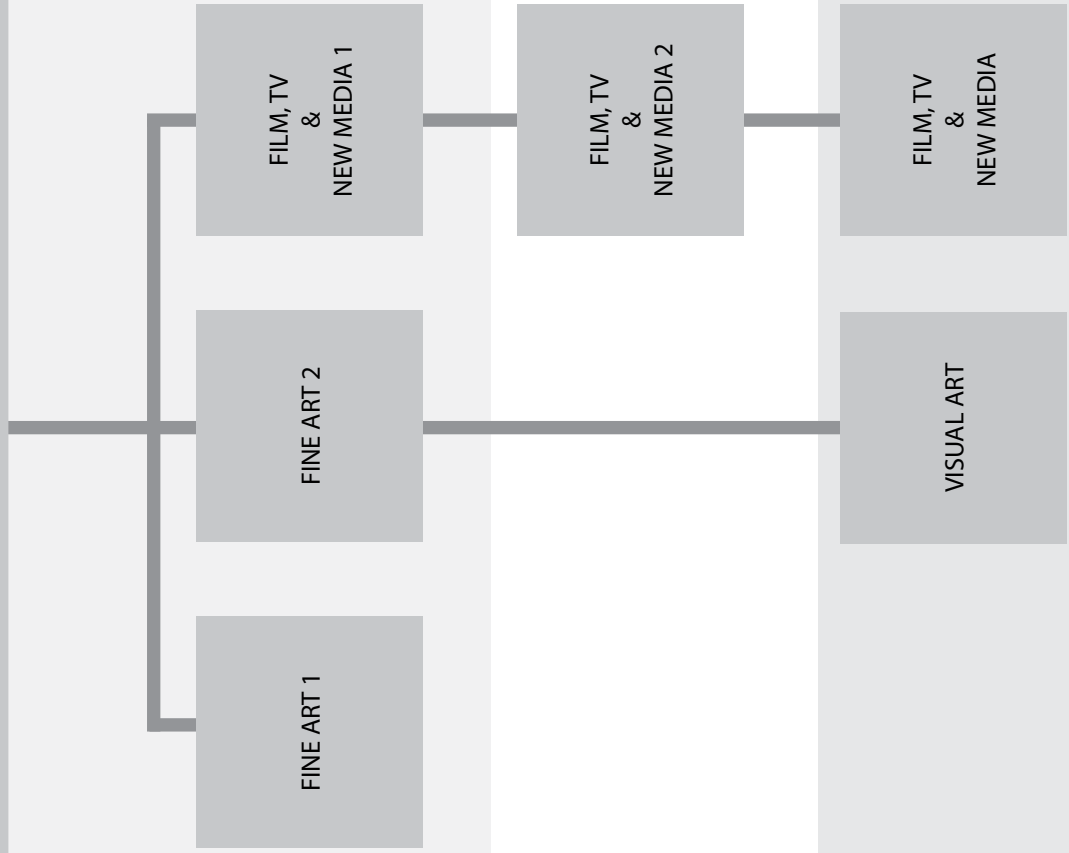
Physics is a subject well suited to students with higher mathematical abilities and problem solving aptitudes. A knowledge of physics is useful in exercising responsibility as citizens, in confronting technologies and in understanding the physical and social environment.

### Assessment

The assessment program will be based on a students' performance in Year 12. Students will be assessed on a wide variety of assessment items including extended response tasks and extended experimental investigations.

Performance on the dimensions of knowledge of conceptual understanding, investigative processes and evaluating and concluding will be used to determine the achievement level awarded to each student on Exit from the course.

# VISUAL ART (ART AND DIGITAL ART & DESIGN)



Year 10 Sem 1 and 2

Year 10 Sem 2

Year 11 & 12

# FILM TELEVISION AND NEW MEDIA 1

## Year 10 Preparatory Studies: CODE – FTV101

### **Purpose of the course**

Students study the influences of society (politics & culture) that have shaped design ideas and ideologies culminating in identifiable 'sub-cultures'. Students model the research, design and production practices they need to realise a successful MTV video project of their choice.

### **Course Outline**

Digital editing (post-production practices). Camera (pre & production practices including 'shot composition'). Popular culture and audiences as active producers of meaning. Cultural influences on the production and reception of written and visual text. Niche audiences, intertextuality, cinemagraphic-montage, ideas and ideology, alternative and self – representations.

### **Assessment**

Written and practical folio assessment.

Please note: Students must have a USB memory stick for all FTV classes. A minimum of 1GB is adequate, however 2GB is more appropriate to manage both video media and other subject work.

# FILM TELEVISION AND NEW MEDIA 2

## Year 10 Preparatory Studies: CODE – FTV102

### **Purpose of the course**

Students study the creation of documentaries as a complete process. This unit will offer students authentic 'real life' projects, and opportunities to collaborate with other curriculum areas.

### **Course Outline**

Documentary formats; genres and conventions. Constructing and positioning audiences to accept (manufacturing consent). Multiple meanings in text and symbolic codes. Regulation and ethics in political and economic contexts. Cinemagraphic narrative. Ideas and ideologies, special effects and the production of still and moving images.

It is recommended that students have studied Film, Television and New Media.

### **Assessment**

Written and practical folio assessment.

Please note: Students must have a USB memory stick for all FTV classes. A minimum of 1GB is adequate, however 2GB is more appropriate to manage both video media and other subject work.

# FINE ART 1

## Year 10 Preparatory Studies: CODE – ART101

### **Purpose of the Course**

This subject will introduce students to independent studio art practice to create a body of work consisting of individual student responses in making and appraising tasks. Students will employ the inquiry learning model to explore teacher-lead concepts but engage in learning experiences that allow them to develop their own focus.

### **Course Outline**

Throughout the unit of work, techniques from Fine Art and/or Digital Art and Design will be employed with increasing independent selections of media areas.

Appraising: Independent research and contextualisation of information about the artists/ designers/craftspeople related to their individual focus.

### **Assessment**

Body of work including research, experiments and resolved artwork.

# FINE ART 2

## Year 10 Preparatory Studies: CODE – ART102

### **Purpose of this Course**

Students explore a teacher-lead concept but engage in learning experiences that guide students in independent digital design studio practice. The focus of journey will explore development of visual responses from exploration to resolution.

### **Course Outline**

Media areas: Throughout the unit of work, techniques from Digital Art and Design will be employed with increasing opportunities to specialise in media areas of students' choice.

Appraising: Independent research and contextualisation of information about the artists/designers/craftspeople related to their individual focus.

### **Assessment**

End of semester folio assessment – folio checklist

# YEAR 11 and 12 FILM, TELEVISION AND NEW MEDIA

## Authority Subject: CODE – FTV

### Purpose of the Course

For most of us, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The “information” and “creative” industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Investigating “new” media is more than just investigating changes in technology and the ways it is used – it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the “new” ways in which local and global communities interact with and through the media as well as “new” issues associated with access, ownership, control and regulation.

### The course of study provides opportunities for students to:

- explore a range of products and contexts such as historical and contemporary, Australian and international, commercial and non-commercial, independent and mainstream, established media and new media
- make productions for real audiences
- take part in excursions to cinemas, film, TV and animation studios.
- discuss, analyse and evaluate concepts and ideas
- complete a storyboard based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- design a product for two different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global
- investigate how community standards, decisions about public funding, and political decisions affect production and use
- compare the social and cultural conventions used in creating meaning in products made in two different countries
- work effectively in groups
- solve technical and other problems

# YEAR 11 and 12 FILM, TELEVISION AND NEW MEDIA (Continued)

## Authority Subject: CODE – FTV

### Course Outline

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

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

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

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

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

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

### Assessment

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

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

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

Please note: Both Year 11 and 12 FTV students must have a USB memory stick for all FTV classes. A minimum of 1GB is adequate, however 2GB is more appropriate to manage both video media and other subject work. A USB large storage drive (20 – 60 GB) is a worthwhile investment for this senior subject.

# YEAR 11 and 12 VISUAL ART

## Authority Subject: CODE – ART

### **Purpose of the Course**

When students study this subject they make visible ideas, thoughts, feelings and observations of their world through display and exhibition of made images and objects. As students define, communicate and discern meanings, they come to understand the purposes and intents of visual artworks in various cultures and societies. They develop the capacity to critically reflect on and challenge representations of cultural values, beliefs and customs and to make informed judgments when ascribing aesthetic value to visual artworks.

### **Student Profile**

Visual Art is an appropriate study for all students. An experimental introduction in Year 11 provides the opportunity for students who are new to the subject to develop skills and processes previously not experienced. Students explore concepts through a study of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with each area not restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas. Media areas include painting, drawing, ceramics, costume and stage design, electronic imaging, installation, painting, performance art, photographic arts, printmaking and sculpture.

### **Course Outline**

Visual Art involves the production of artworks (making) and the appreciation of artworks (appraising) through the processes of researching, developing and resolving.

In Year 11, two units use starting points that develop from the historical ways in which artists make art. Students' ideas develop from the physical environment, their life experiences and philosophies, the people, places and traditions they have journeyed through and the objects that surround them. A range of historical, cultural and social contexts will be introduced and through these students will explore a diverse range of media and approaches to making and appraising art works.

In Year 12, students will specialise in two units of work that build upon the concepts explored in Year 11. Student initiated focuses and choice of media areas, materials, techniques and processes will be explored through four folios of art making and appraising. Students communicate their own personal style and expression through their individualised responses to concepts when making and appraising images and/or objects.

### **Assessment**

Students are assessed on their making and appraising ability. Assessment includes folios of making and appraising works compiled during the course. The techniques used for assessment could include any of the following: teacher observation, focused analysis, short response writing, extended writing and making folios.

The assessment criteria are Visual Literacy and Application in Making (practical) and Appraising in Appraising (Theory). The weighting is on the making. At the end of the course two summative bodies of work are compiled from the range and variety of work produced. These summative bodies of work determine the Exit Level of Achievement.

Year 11 is formative, Year 12 is summative.

# SCHOOL BASED SUBJECT:

## LANGUAGE FOR ACADEMIC SUCCESS

### Year 10 Preparatory Studies: CODE – LAS101 & LAS102

#### **Prerequisite**

Nominated or referred students from Non-English speaking backgrounds who have been in Australia for five years or less.

#### **Purpose of the course**

This unit of work focuses on intensive second language development across the four strands of writing, reading, listening and speaking. It is intended to enhance learning opportunities across the KLAs. In addition, it intends to develop social and cultural knowledge and awareness relevant to full participation in Australian society

#### **Course Outline**

Silent, sustained reading, continuous writing opportunities, focus grammar episodes, speaking and listening exercises and skill development, individual and group productions in the four strands.

#### **Assessment**

On-going, daily formative assessment, one major written assignment and one major oral assignment. Results expressed according to the ESL Bandscales (rating 1 – 7).

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