



# ALL HALLOWS' SCHOOL

Established 1861

Founded by the Sisters of Mercy



## CURRICULUM INFORMATION

Year 11 - 2016

Year 12 - 2017

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# INTRODUCTION

## HOW TO CHOOSE YOUR PROGRAM

In recent years enormous changes have taken place in senior schooling, employment patterns, vocational training and university education.

As many students do not know what careers they wish to pursue, and many who think they know often change their minds, it is important that in choosing a program, students aim at achieving a balanced program which does not limit future options.

In general terms, the best subjects to choose are those which the student finds engaging and enjoyable and in which the student is likely to succeed. This gives the greatest chance of happiness and success in employment and university entrance. The chosen program must of course challenge and extend the student. Subject choice should also take into account pre-requisites for tertiary studies. Each student is encouraged to make well informed decisions about her senior program in order to make the most of the opportunities available.

## THE SENIOR STUDENT

Senior school studies require students to be committed, enthusiastic, independent and resourceful. There are three main areas for students to consider:

- Select a program with appropriate challenge and opportunity for learning success.
- Ensure that pre-requisite skills and knowledge have been attained in Year 10.
- Begin senior school studies with a positive, appropriate attitude and focused determination.

There are several differences between being a student at Year 10 and at Years 11/12:

- Increasing difficulty of work - senior students are expected to study subject matter at a greater depth and to develop a more critical and evaluative approach to studies.
- Increasing need for study and independent work - it is important to develop suitable habits and skills, particularly the ability to work independently.
- Increasing social pressures - with maturity, social interests expand. While relaxation and social growth are important, successful students need to strike a balance between the various demands on their time.
- Increasing opportunities for paid casual employment - students enjoy and are usually able to find casual employment in retail industries in particular. The additional money and the increasing independence it brings are valued by students, but they are often under pressure to work on weeknights when homework is expected. Studies must be given appropriate priority.

# THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE will be awarded to a student when they complete their senior years of schooling and have met the minimum requirements for:

- **a significant amount of learning in a set pattern**
- **a set standard of achievement for that learning**
- **defined literacy and numeracy standards**

These requirements are identified as credit points with a total of 20 credits fulfilling the minimum requirements. These credits are set out in the table on the next page.

The QCE allows flexibility in the completion of senior studies. This flexibility is most evident for students who wish to select a non-OP eligible program. There is a variety of ways in which these students can meet the 20 credit minimum requirement and these will be identified for each of these students at the time of her program selection.

Students who undertake an OP eligible program (for Tertiary Entrance) will do so through a program which is made up of English and at least four other Authority subjects. **All students who wish to be OP eligible will meet the minimum QCE credit point requirements by completing 20 semester units of Authority subjects at a Sound level of achievement or above in their program.**

Completing more than the minimum requirement of credits in their program does not give a student any advantage - either for tertiary entrance or for the award of the QCE. Nonetheless, some students who wish to be OP eligible undertake a sixth Authority subject to allow for flexibility in their program. Some students in Year 12 complete a university level subject in the Advanced category on the credits table. Even if university subjects are undertaken, the OP will be calculated on the basis of achievement in the Authority subjects of a program. University subjects, Languages and Mathematics C are recognised by rank point increases in selection for some Tertiary courses. (See [www.qtac.edu.au](http://www.qtac.edu.au)).

At All Hallows', all senior students are required to include the study of English (Authority subject) or English Communication (Authority registered subject) in their program. The defined literacy standards will be met by completing these studies at a Sound level of achievement or above. The defined numeracy standards will be met by completing studies in Mathematics A or B (Authority subjects) or Pre-vocational Mathematics (Authority registered subject) at a Sound level of achievement or above. All students are encouraged to complete at least one semester of a mathematics subject which will meet the numeracy requirement if an overall standard of Sound is achieved.

Given these requirements it is very important that students meet the pre-requisite Year 10 Semester 1 standards for their studies in English and Mathematics.

To gain a **QCE** students need

an **AMOUNT** of **LEARNING**

20 credits

at a **SET STANDARD**

Sound Achievement, Pass or equivalent

in a **SET PATTERN**

at least 12 credits from completed Core courses of study

+ +

an additional 8 credits from a combination of any courses of study

+ +

meet literacy and numeracy requirements.

## Working towards a QCE

### About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

### How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

### Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

### For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for interstate, interstate and overseas transfers
- conceded semesters for subjects waived at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit [www.qcea.qld.edu.au](http://www.qcea.qld.edu.au) for a copy of the handbook

## Learning options and credit values

COURSE	CREDIT
<b>CORE</b>	At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.
Authority or Authority-registered subjects	Per course (4 semester) 4
Subjects assessed by a Senior External Examination	4
VET Certificate II, III or IV qualifications (includes school-based traineeships)	Certificate II 4 Certificate III & IV 5, 6, 7 or 8
School-based apprenticeships that incorporate on-the-job training	Certificate III competencies Up to 2 On-the-job component 4
Recognised international learning programs	Per course 4
<b>PREPARATORY</b>	A maximum of 8 credits can contribute.
<b>PREPARATORY courses:</b> generally used as stepping stones to further study	
VET Certificate I qualifications	(Max. of 2 qualifications can count) 2 or 3
Employment skills development programs approved under the VET Act 2000	(Max. of 1 program can count) 2
Re-employment programs	(Max. of 1 program can count) 2
Recognised certificates and awards	As accredited by QCAA
Short course in literacy or short course in numeracy developed by the QCAA	Per course 1
<b>ENRICHMENT</b>	A maximum of 8 credits can contribute.
<b>ENRICHMENT courses:</b> add value or complement Core courses of study	
Recognised certificates and awards	As accredited by QCAA
Recognised structured workplace or community-based learning programs	As accredited by QCAA
Learning projects — workplace, community, self-directed	As accredited by QCAA
Authority extension subjects, such as English Extension	1
Career development: A short course senior syllabus	2
School-based subjects	1
<b>ADVANCED</b>	As accredited by QCAA
<b>ADVANCED courses:</b> go beyond senior secondary schooling	
One or two-semester university subjects completed while enrolled at a school	A maximum of 8 credits can contribute. One-semester subject 2 Two-semester subject 4
Limits of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits (3 credits per competency)
Recognised certificates and awards	As accredited by QCAA

## Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training — Communication, i.e. 39287QLD (Certificate I) or 39289QLD (Certificate II)
- completion of a VET course in Core Skills for Employment and Training — Numeracy, i.e. 39288QLD (Certificate I) or 39289QLD (Certificate II).

## PROGRAM SELECTION

To succeed in senior studies students need to maintain a **high level of motivation** and to balance social life, cultural and sporting involvement, work and study commitments in an appropriate way. A robust decision-making process for program selection is an essential first step to promoting motivation. The AHS Program Planning booklet and the activities undertaken in Careers lessons are designed to assist in the decision-making process.

The term “program” is used to refer to the combination of subjects/studies which a student undertakes over her senior school years.

### Authority Subjects

Work programs for these subjects have been approved by the Queensland Curriculum and Assessment Authority to count towards tertiary entrance by Overall Position. Results in Authority subjects are monitored in Year 11 and verified in Year 12 by an appropriate District or State Panel. Results in Authority subjects are used in the computation of an Overall Position (OP) for tertiary entrance.

### Authority Registered Subjects

These subjects are **not** used in the calculation of an OP. Study Plans in these subjects are approved by the Queensland Studies Authority. These subjects can be used for tertiary entrance by Tertiary Entrance Rank (TER).

### Vocational Education and Training

Many subjects contain material linked to vocational learning e.g. development of employability skills, exploration of careers and work environments. All Hallows' School provides students with the opportunity to complete nationally recognised vocational qualifications. These qualifications form part of the Australian Qualification Framework (AQF) and are considered entry level training into the workplace. Students can build on such certificates to achieve higher level qualifications e.g. Certificate III, Diploma and Degree level.

All students interested in vocational studies have the opportunity to complete Certificate 1, Level II and III certificates during their senior study program.

A range of vocational courses is usually offered by TAFE on a selected afternoon either in and/or out of school time. Such courses may include Children's Services, Printing and Graphic Art and Design, Beauty Therapy and Hospitality. The courses are run by TAFE and other training providers and will involve a fee. These courses are advertised through the weekly newsletter, daily notices and on the careers noticeboard. Many of these vocational courses can be studied by students completing either the OP or Non-OP program.

Students may apply for a school-based apprenticeship or traineeship in a range of areas of employment, e.g. health, hospitality, business, hairdressing and retail.

Although traineeships are not confined to non-OP students, it could be difficult for a student to work towards an OP as well as an apprenticeship or a traineeship.

A school-based traineeship usually extends over a period of two years (Years 11 and 12), but can be commenced at any time during Year 11 and is normally completed before leaving school. A school-based apprenticeship is commenced during Year 11 or 12 and is then completed after leaving school.

# SENIOR SCHOOL PATHWAYS/PROGRAMS

There are four senior school pathways available at All Hallows' School. These pathways lead to post-school options of:

- OP-eligible program enabling tertiary entrance with an OP.
- Non-OP-eligible program enabling tertiary entrance with Tertiary Entrance Rank (TER)
- Non-OP-eligible program with VET and apprenticeship/traineeship enabling employment/further training
- Special program leading to a Queensland Certificate of Individual Achievement

## Program Types

All of the above programs will include: English (Authority Subject) or English Communication (SAS Authority Registered subject) **and** Study of Religion (Authority Subject) or Religion and Ethics (SAS Authority Registered subject) **and** at least one semester of a mathematics subject. Each program has pre-requisite levels of achievement for Year 10 subjects which students must meet in Semester 1 Year 10 in order to select the subject on their subject selection form. Such prerequisites must also be met in Semester 2.

### 1. OP Eligible Program

To undertake this program at All Hallows' student performance in English for Semester 2 Year 10 must be at least of a C standard and the pre-requisite achievement level for at least four other Authority subjects must be met.

Students who select this program will be eligible for Tertiary Entrance by OP. The minimum requirements for OP eligibility are English and four other Authority subjects. All Hallows' OP eligible students are expected to select a full program equivalent to at least six subjects. Some students will select a sixth subject. The sixth subject may be an Authority subject, an Authority registered subject or studies as listed in the QCE credit point table. Students may also undertake a Tutorial class. Students may not undertake seven Authority subjects.

Students in this program are required to undertake the Queensland Core Skills Test administered by the Queensland Curriculum and Assessment Authority (QCCA). It is expected that students who undertake this program will be working towards particular post-school options of tertiary study. The majority of students undertake this program.

### 2. Non-OP Eligible Program

To undertake this program at All Hallows' a student must meet the pre-requisites for the subjects selected for their program. These will be a combination of Authority/Authority Registered subjects with no more than four Authority subjects and other studies as listed in the credit table to meet the minimum requirements. Students may also include a Tutorial class.

Students who select this program will be eligible for a Tertiary Entrance Rank (TER) and can apply for a school-based apprenticeship or traineeship. It is recommended that students in this program undertake the Queensland Core Skills Test administered by the Queensland Curriculum and Assessment Authority as it can contribute to their individual TER. It is expected that students who undertake this program will be working towards particular post-school options of employment or further training.

### 3. Non-OP Program with VET

Most students who elect to complete this program would be looking for direct entry into the workplace with nationally recognised vocational qualifications at Certificate III level. All students in this program are still eligible for a Tertiary Entrance Rank (TER) and can apply to complete either Diploma or Degree level courses. They must still meet the 20 credit minimum and literacy and numeracy requirements of the QCE.

This program provides students with the opportunity to complete vocational education and training courses with outside training providers e.g. TAFE and to use workplace learning e.g. one day per week, as a way of further developing the knowledge and skills valued by employers.

The Non-OP Vet program structure includes:

Industry-based training with an outside provider in order to work towards an industry-based qualification. Examples of this training include: Certificate III level in;

Agriculture  
Arts  
Beauty Services  
Business  
Children Services  
Design Technology  
Fashion Design  
Hospitality Operations  
Medical Assistance  
Meetings and Events  
Retail  
Tourism

One day per week of work placement in an area appropriate to the industry area being studied may be included. e.g. child care centre. The remainder of the week consists of:

- English or English Communication (4 lessons)
- Mathematics A or Pre-Vocational Mathematics (4 lessons)
- Religion and Ethics (4 lessons)
- Any other subject may also be included
- Life Skills (2 lessons)

#### 4. QCIA

The Queensland Certificate of Individual Achievement recognises and reports the learning achievements of students whose learning is part of an individual learning program. A student is eligible to receive the QCIA if the student meets all of the following requirements. The students must:

- be nominated by the Principal of the school
- undertake studies that are part of an individual learning program
- have an impairment or difficulties in learning that are not primarily due to socio-economic, cultural and/or linguistic factors
- have at least 12 years of schooling (other than schooling in the Preparatory year)
- be enrolled at school until the date specified as the end of Year 12

At exit from Year 12, a student cannot receive a QCE and QCIA; however, a student may be issued with the QCIA and bank some credit towards their QCE. In this situation, the QCE may be achieved and awarded post-school.

Any student considering a QCIA must speak with Careers and VET Co-ordinator, Ms Ronel Bothma and Assistant to the Principal - Studies, Mrs Cheryl Stojanovic.

## PRE-REQUISITES FOR TERTIARY STUDY AND TERTIARY ENTRANCE

Selection for tertiary study is based on both **academic merit** and the **achievement** level required in the necessary **pre-requisite** subjects or in some cases by audition or similar.

Pre-requisites are contained in the Queensland Tertiary Courses booklet issued to all Year 12 students in Term 3, as well as the "Tertiary Prerequisites 2018" booklet which will be issued to all Year 10 students.

**Entrance by OP:** The overriding criterion for selection is the minimum OP cut off. This varies from institution to institution and sometimes from year to year. Where the course quota will be reached within an OP band then students are re-ranked according to relevant Field Positions (FP – see information in Planning Booklet). Therefore, students must be aware that **achievement** across the curriculum is a vital part of program selection. Both University and TAFE courses use OP selection through QTAC.

**Entrance by Tertiary Entrance Rank:** It is possible for non-OP eligible students (with results in 20 semester subject/studies) to gain entry to some tertiary courses (University/TAFE) by application to QTAC for a Tertiary Entrance Rank. A non-OP student will be allocated a rank based on the results recorded on the Queensland Certificate of Education for Authority, Authority-Registered and approved Vocational Education and Training (VET) studies. The result in the Queensland Core Skills (QCS) Test is also used, if the test is undertaken. The schedules used to calculate these selection ranks may vary from one year to the next, as the values are based on data from the relevant year.

**Entrance by alternative methods:** Some courses have alternative selection standards such as audition, interview or portfolio. Students interested in these courses need to ensure that they are aware of the timing and nature of these entrance methods and that they work towards reaching required standards during their senior years.

## THE PROGRAM SELECTION PROCESS

### GUIDELINES

The combination of subjects/studies chosen should provide a coherent, balanced program that relates to pathways the student aspires to follow after leaving school. We advise the selection of a program which maximises the suitable post-school options (employment/tertiary study). In order to select appropriate pathways students should:

1. **Carefully read** the material relating to Senior studies.
2. **Complete the information in the planning activities** booklet and discuss responses with parents and undertake additional research as needed.
3. **Make the most of the consultation and resource opportunities** available at the School. This includes visits to the Careers resource area and the scheduled interview. For specific subject information and discussion of ability to cope with particular subjects each student should consult her Year 10 teacher in that area.
4. **Identify the program type** which best suits intended career focus area and specific interests/abilities.
5. Choose subjects for appropriate engagement, challenge and success.
6. **Carefully study the descriptions** of the subjects/studies given in this handbook.
7. **Check that your program fulfils requirements** for an OP as applicable.
8. **Check for the inclusion of any pre-requisite studies** for possible tertiary courses. Keep options as open as possible.
9. **Students should ensure they are well prepared for their interview** with all the planning activities completed.

# SUBJECTS AVAILABLE

## Summary of subjects listed under their general field of study:

<b>Business Studies</b>	Accounting, Economics, Legal Studies, Business Management,
<b>Creative Arts</b>	Dance, Drama Music, Music Extension (Year 12 only) Visual Art, <i>Visual Art Studies</i>
<b>Technology</b>	Information Technology Systems <i>Fashion</i> Home Economics, <i>Hospitality Practices</i>
<b>Languages</b>	English, <i>English Communication</i> , French, Italian, Japanese
<b>Mathematics/Science</b>	Mathematics A, Mathematics B, Mathematics C, <i>Pre-Vocational Mathematics</i> Biology, Chemistry, Physics, Science 21
<b>Physical Education</b>	Physical Education
<b>Social Sciences</b>	Ancient History, Modern History Geography, Study of Society <i>Religion and Ethics</i> , Study of Religion

Authority Subjects

*Authority Registered subjects*

### NOTE:

1. Subjects listed are offered subject to sufficient student numbers to form viable classes. Timetabling of subjects will be determined only after all students have chosen subjects.
2. Music Extension is available in Year 12 only.
3. Choose subjects very carefully as there are restrictions on subject changes. School policy is that subject changes can only be made in the first two weeks of a semester or at the end of a semester for the next semester. Change can only occur if class sizes permit and there is both parent and school approval for the changes. If a student exits a subject with less than a sound achievement, they may not gain credit towards their QCE for semesters undertaken.
4. All Hallows' School closely monitors academic progress of senior students. Poor continuing progress will require a change to a more suitable and available subject.
5. Where there is insufficient interest in a subject it will not be offered.
6. All students considering School Based Apprenticeships or traineeships or other VET options must make an interview time with the Careers/VET Coordinator.

# ADDITIONAL SENIOR SCHOOL ACTIVITIES

## LIFE SKILLS

This is a compulsory subject for all Year 11 and 12 students. While there is no formal assessment or reporting, there is an expectation that all students participate fully in lessons. Where appropriate, outside speakers are invited to address the students.

The topics covered in the course are:

- 1. Effective Learning and Thinking Strategies:**  
Includes goal-setting, time management, research skills, accessing textbooks and thinking skills.
- 2. Skill Development, Focusing on Preparation for the QCS (Qld Core Skills) Test:**  
Purpose and features of the test, practice on QCS sub-tests, development of test strategies, implementing feedback from marked practices.
- 3. Personal Development:**  
Issues such as good health practices, relationship skills and conflict resolution, bullying and racism.
- 4. Careers:**  
Career Development and Information sessions, QTAC information.
- 5. Community Service Awareness:**  
Visits to various community service organisations or guest speakers at school.

## QUEENSLAND CORE SKILLS TEST PREPARATION

All students undertake an extensive program of preparation for the QCS Test. This includes response strategies, test technique, multiple practice tests, individualised test performance feedback, individual improvement programs, simulated full practice.

All students undertaking an OP-Eligible program must undertake the QCS Test. Other students are encouraged to undertake the test to contribute to their individual Selection Rank should they wish to apply for one. All students participate in the QCS Test preparation program and, where appropriate, decide shortly before the test whether or not they will undertake the test. The performance of non-OP eligible students is not used in the calculation of OPs.

## TUTORIAL LESSONS IN YEAR 11 AND 12

As part of their senior studies program, students may select a Tutorial class in place of one subject. Tutorial classes are timetabled with the same allocation as other subjects in the timetable. Students are assigned to a Tutorial class group and report to their assigned Tutorial teacher in the room indicated on their timetable. Rolls are marked every lesson by the teacher, as they are for any subject.

For the most part, students use this time for individual silent work. The teacher acts as a tutor during this time helping individual students or small groups of students. Students are encouraged to plan their goals for the week and to discuss these goals and any areas of concern with their teacher. The expectation is that students bring appropriate materials to each lesson, to support quiet work on their academic subjects. Students are also encouraged to use available Tutorial time, and the resources provided, for consolidation of QCS Test preparation.

## UNIVERSITY STUDY AND ENRICHMENT ACTIVITIES

Highly able students are encouraged to apply for, and are supported in, university studies under the various programs accessible to secondary school students. Depending on the particular institution

these studies may be used to gain credit for various tertiary courses and/or direct entry to university courses.

Enrichment activities are provided for students looking for a higher level of challenge in their learning. These include Days of Excellence and may include master classes in school subjects led by experts in the particular field of study.

## **OTHER APPROVED STUDIES**

It is possible for students to undertake studies provided externally either through the Brisbane School of Distance Education or other educational institutions/providers. Such approval is on an individual circumstance basis and all costs are borne by the student's family.

## **EXTRA-CURRICULAR SPEECH AND MUSIC PROGRAMS**

Students who complete QCAA recognised certificates and awards will be able to gain credits towards their QCE from the Enrichment category.

The list of recognised studies and their required levels is available on the QCAA website at <http://www.qcaa.qld.edu.au/4249.html>

## **LEISURE AND RECREATION**

In Year 11 and 12 an integrated program of leisure and recreation will be offered in conjunction with Life Skills.

# ACCOUNTING

## (Authority Subject)

### PRE-REQUISITES

- **10 ENGLISH with a minimum grade of C AND**
- **Mathematics Beta with a minimum grade of C- OR**
- **Mathematics Alpha with a minimum grade of C+**

### Why study Accounting?

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.

The study of accounting provides, not only a foundation in the discipline of accounting, preparing students for further education, training and employment, but also an understanding of the processes involved in using accounting information to make effective decisions. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level.

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.

The changing processes of accounting practice are recognised, especially with respect to the development and use of new technologies. Students will use information and communication technologies to enable them to apply the accounting process in business, their daily lives, and as members of society. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

The study of Accounting is of benefit to students because it:

- provides a foundation in the discipline of accounting
- promotes the development of numeracy, effective communication skills, and logical reasoning processes
- introduces students to relevant information and communication technologies
- enables students to participate more effectively and responsibly in a changing business environment
- provides information useful to individuals in the management of their personal financial affairs
- assists students to appreciate the necessity for accuracy and the presentation of high-quality work
- prepares students for further education, training and employment

### What is studied?

The course is organised under five areas of study:

- **Foundation Studies**
- **Recording and Controls**
- **Reporting and Decision making**
- **Accounting Package**
- **Payroll and Spreadsheets**

During the course, students will study:

- principles of double-entry accounting
- preparation of accounting records and reports to indicate financial performance, financial position, cash flow and budgeted cash position

- accounting for the GST
- use of information and communication technologies relevant to the preparation of accounting records and reports – accounting packages and spreadsheets
- control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- analysis and interpretation of reports in order to make decisions
- managerial decision making including cost-volume-profit analysis
- electronic business

The accounting procedures taught are consistent with the practices of professional bodies.

## How do students learn?

The learning experiences involved in Accounting reflect the active and practical nature of the course. Students are involved in a wide range of learning activities to achieve the aims and objectives of the subject. Together with many of the more traditional teaching and learning activities, students may be involved in activities which include analysing and evaluating case studies, using computers and the internet, undertaking research activities, completing assignments and projects, collecting and interpreting newspaper and magazine articles, listening to guest speakers, using audio-visual materials, analysing statistics and data, participating in excursions to suitable venues, and conducting debates and discussions.

The learning experiences will often present students with realistic accounting situations and encourage them to develop their knowledge and skills and express opinions about accounting issues.

## How is student work assessed?

A wide range of assessment techniques are used to determine student achievement of the exit criteria and standards of the course. The criteria are:

- **Knowledge and Procedural Practices**
- **Interpretation and Evaluation**
- **Applied Practical Processes**

Assessment techniques include objective/short answer response items, extended response items, practical application items, responses to stimulus materials, assignments and projects, and research assignments.

# ANCIENT HISTORY

## (Authority Subject)

### PRE-REQUISITES

- **10 ENGLISH** with a minimum grade of **C**  
**AND**
- **10 HISTORY** with a minimum grade of **C** **AND** **Criterion 2 (Critical Inquiry)** with a minimum result of **C**  
**OR**
- **10 GEOGRAPHY** with a minimum grade of **C** **AND** **Criterion 2 (Process)** with a minimum result of **C**

### Why study Ancient History?

Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. We can also understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

### What is studied?

The Ancient History syllabus offers students an extensive range of themes and inquiry topics. Themes and topics include Studies of Archaeology, Funerary Practices, the Arts, Conflict, Power and Significant Personalities in History. Topics within each theme provide opportunities for students to focus upon:

- **Archaeology:** The 'Evolution' of humanity and culture incorporating studies of early Hominids, Neanderthals and the Neolithic Age in Europe
- **Ancient Egypt:** Pharaohs and their power
- **Ancient Greece:** The military elite of Sparta and the rise and fall of Athenian Democracy during the Peloponnesian War
- The contribution of a significant archaeological site, artefact, hoard of 'treasure' towards our understanding of the daily lives of an ancient civilisation
- **Ancient Rome:** The fall of Julius Caesar and the principate of Augustus
- **Celtic Britain** and resistance to the Romans under Queen Boudicca
- **Medieval History**
  - The Fall of Rome
  - The Viking Age
  - The Black Death
- **South America:** Aztecs, Incas and Maya

### How do students learn?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Ancient History, sources can include texts, artefacts such as buildings, art, religious objects, weapons, and everyday items such as jewellery, pottery and clothing.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgements about the question they have identified.

### How is student work assessed?

Assessment in Senior Ancient History is criterion-based. The criteria used are:

- **planning** and using an historical **research process**
- forming historical knowledge through **critical inquiry**
- **communication** of historical knowledge

Students will be assessed in each of four (4) categories of assessment:

- short response and response to stimulus tests;
- test essays in response to historical sources;
- research assignments in response to inquiry questions;
- multi-modal presentations that may include non-written and visual presentations such as video, PowerPoint

## **Additional Information**

### **Career Pathways:**

Ancient History is of benefit in many areas of employment with career options including journalism, the legal profession, teaching, public administration/government, advertising and publishing. It is a subject that allows students to keep their career options and tertiary education pathways open!

**Tertiary studies** for which Ancient History is a valuable preparation include the arts, law, archaeology, anthropology, sociology, education, social sciences, Asian studies, languages/cultural studies, communication, journalism, government and politics and divinity. Skills in research, interpretation/analysis/evaluation, and communication developed during the course will be very useful through all tertiary studies. As students develop the ability to understand diverse societies they will also be better equipped to “make sense” of modern issues. This is a valuable skill in many tertiary programs.

# **BIOLOGY**

## **(Authority Subject)**

### **PRE-REQUISITES**

- **10 ENGLISH with a minimum grade of C**  
**AND**
- **10 SCIENCE with a minimum grade of C**  
**OR**
- **10 SCIENCE GENERAL with a minimum grade of C+**

### **Why study Biological Science?**

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, which lead to the discovery of new knowledge
- develop 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. The study of Biology will help students foresee the consequences for the living world of their own, and society's activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

### **What is studied?**

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

Understandings are developed in terms of concepts inherent in the principles of biology which are:

- Survival of species is dependent on individuals staying alive long enough to reproduce;
- At every level of organisation in the living world structure and function are interrelated. Each level of organisation in the living world has its own unique aspects and there is continual interaction of structure and function between these levels;
- Continuity and change occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

### **The contexts studied include:**

#### **Alive! - Cell Biology and Classification**

Since the origin of Earth, living things have evolved in complexity to produce the immense diversity of life existing today. Despite their significant differences, all living things are made of up of cells, which are organised units that enable organisms to trap, store, release and use energy, and to exchange matter with their surroundings. The similarities and differences in structure and function of living things and their cells, allows us to group or classify organisms and organise the diverse range of life that exists so as to better understand it. Classification also allows us to examine organisms that lived in the past which we find evidence of, and to explore the changes in living organisms that have occurred over time. This information is helping to refine and improve our classification systems and enabling us to predict future potential changes.

#### **Survivor: Australia - Australian Ecology and Local Impacts**

Adaptations in living organisms, which make them unique and often interesting, develop in response to environmental conditions to allow organisms to thrive and reproduce most effectively. Australia has a unique collection of plants and animals due to the isolation of the continent as well as the vast range of environments and climates that exist. Many of these organisms are studied because of their unique

adaptations, including marsupials and monotremes along with eucalyptus and acacia plant species. Human actions affect ecosystems in various ways, which can be detrimental to the ecology or can preserve and develop our understanding and appreciation of it.

### **Mean, Green Surviving Machines - Plant Systems**

Essential functions in organisms include obtaining and using food, transporting materials, exchanging gases with their environment, removing wastes and maintaining water balance. Plants have some similar and some unique ways of carrying out these functions, including being able to use light as an energy source, and storing energy for later use. For plants to survive successfully, their internal and external conditions must remain within certain acceptable limits for a range of factors, such as water availability and salinity. These and many other aspects of plant functioning can be studied in order to increase our understanding of the ways in which homeostasis, the balancing act needed for survival, is maintained.

### **The Next Generation - Reproductive Systems**

Some organisms reproduce asexually, which does not require the fertilisation of male and female gametes, and hence does not result in new genetic combinations. Other organisms reproduce sexually, which results in offspring with genetic differences to both parents. Plants and animals can be classified according to their reproductive systems and strategies. Human reproduction is of particular interest to us, particularly because of the many ways in which it can be unsuccessful, and the ways in which technology has enabled human reproduction to be prevented or to be assisted. Newer methods in reproductive technology are now used to reduce the incidence of disease passed down through generations, and to produce an increasing range of new organisms or parts of organisms by tissue culture, cloning and genetic manipulation. The advantages these technologies offer are appealing for many reasons, but there are biological, legal, social and ethical implications.

### **Balancing Acts - Animal Systems and Homeostasis**

In order to survive, humans and other animals must carry out important processes such as obtaining and using food and nutrients, exchanging gases and responding to internal and external environmental changes. These processes can only occur successfully if crucial internal factors such as body temperature and body fluid acidity levels are maintained within acceptable limits. Fluctuations in these crucial variables triggers a series of internal feedback mechanisms which allow cells to respond and adjust, to reduce or increase the effect of the change, as needed. An alteration of these factors beyond cell tolerance limits can overthrow homeostasis, and consequently the health of the whole organism can be threatened. Several aspects of animal cell functioning can be studied in order to increase our understanding of the importance of homeostasis and the resulting effects if it is not maintained.

### **Where did we come from? - Evolution and Natural Selection**

Variation normally exists in the characteristics displayed by organisms, even if they are in the same species. This variation can result from a variety of naturally occurring processes which collectively represent evolution. Evidence to support the occurrence of these changes comes from many different fields of science, including archaeology, population studies, geology, anatomy and biochemistry. Ultimately the evidence supports Charles Darwin's original theory of natural selection, but details about the mechanisms through which these changes occur continue to be refined and extended. Technological advancements are assisting our ability to obtain and analyse evidence, but further global evidence is required in order for these theories to be useful for predicting future evolutionary changes, particularly the future evolution of humans.

### **Wheezes, Sneezes & Fatal Diseases - Pathogens and the Immune System**

Diseases take many forms and can be non-infectious, caused by a breakdown in the body's natural survival processes, or infectious and therefore able to be transmitted from organism to organism. Disease-causing agents use a variety of interesting methods to enter body cells, some of which are more successful than others. Similarly, humans are able to avoid infection through a range of defence mechanisms, and overcome infection that occurs. The human immune system responds; however, can be a somewhat slow process, during which time infection can worsen. To assist the body to combat disease, vaccinations can be given which stimulate the immune system to respond before a real invasion occurs. It is important to understand the nature of vaccination due to the prevalence of misunderstandings surrounding their use. The ability of infectious diseases to spread globally is becoming an increasing problem, and management strategies are needed at local, state, national and global levels.

## **Finding Your Niche - Ecological Field Study**

Ecosystems are not static, but change over time as the living and non-living components interact with, and influence each other. Just as the adaptations of living organisms develop in response to environmental factors, so too do the living organisms exert an influence on the non-living factors around them. Environmental change can therefore be observed and measured in both biotic and abiotic variables over time. This dynamic interrelationship can be revealed as a forward cycling progression of mutual influence and change known as succession. In areas where new ecosystems are being established such as bare coastlines, evidence of the occurrence of succession can be of immense value in understanding the ecological significance of these apparently uninhabited areas.

## **The Blueprint for Life - Genetics, Heredity and Biotechnology**

Instructions for the making of unique individuals occurs through sexual reproduction. DNA within each parent is replicated and transferred into the parent eggs and sperm. Hence that becomes the DNA of the offspring when fertilisation occurs. The particular varieties of all characteristics that are inherited therefore depend on which variety of each characteristic was passed on via the egg and sperm. The chance of a particular variety being inherited by the offspring can be computed, which is useful for predicting the likelihood of a child inheriting a disease, or for predicting the likelihood of a desirable trait being passed on. Similarly, analysing several generations of a family pedigree for the appearance of a particular characteristic can inform us about the genes of both parents and offspring. This is useful for examining the pattern of inheritance of particular traits, and for predicting the chance of the characteristic occurring in future offspring. Gene technology allows us to manipulate inheritance, causing characteristics to appear in organisms they don't naturally occur in, and also to repair abnormal DNA that causes disease. The advantages of these technologies range from commercial gain and personal pleasure, to humanitarian aid, however they are also the source of considerable controversy.

## **How do students learn?**

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences.

The course places considerable emphasis upon practical work conducted within the laboratory and in the field. There is a minimum time commitment for field work of ten hours to be completed throughout the course. Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct independent experiments.

## **How is student work assessed?**

The assessment program includes a variety of assessment techniques which are integrated with the learning experiences. This syllabus identifies three assessment categories:

- extended response task
- written task
- extended experimental investigation.

### **Extended response**

These may be presented in one of the following forms:

- non-experimental investigation
- extended written response to stimulus material
- oral presentation
- seminar presentation
- multimedia presentation
- debate
- hypotheticals

### **Written task**

This may take a variety of forms and may include:

- short response
- multiple choice
- paragraph responses
- extended answer questions linked to learning experiences of the course

- exercises using graphs, tables, diagrams and data
- response to seen and unseen stimulus material
- practical report discussion
- article for scientific publication
- feature article for newspaper or magazine

### **Extended experimental investigation**

This type of instrument is conducted to answer an open-ended practical research question and it involves planning, executing, evaluating and presenting a final report. The final presentation may take the form of one or more of the following:

- scientific report
- multimedia presentation
- seminar or debate
- journal or scientific log book
- article for a scientific magazine
- oral presentation
- feature article for newspaper or magazine

Each assessment task is accompanied by descriptions of task specific criteria and standards that relate to the assessable General Objectives, namely: **Understanding Biology, Investigating Biology and Evaluating Biological Issues.**

# **BUSINESS MANAGEMENT**

## **(Authority Subject)**

### **PRE-REQUISITES**

- **10 ENGLISH with a minimum grade of C**
- **Study of Enterprise Education in Years 9 – 10 would be an advantage**

### **Why study Business Management?**

Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business.

### **What is studied?**

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face. You will participate in practical and authentic business situations. This may involve using innovation and creativity to develop feasibility studies or undertaking business ventures.

As you study Business Management, you will explore key concepts relating to:

- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development
- Event Management
- Public Relations

Business Management lets you learn about these areas of study in relevant contexts, such as international business, small-to-medium enterprise, industry-specific and not-for-profit management.

### **How do students learn?**

In Business Management, students investigate case studies which may be based on local, national and global business contexts to identify the key issues that impact businesses.

Students collect and organise business information which they can then analyse to look for trends, patterns or relationships. Simulating the role of a business manager, students suggest management strategies and recommendations aimed at achieving business objectives.

Working in partnerships, small groups and teams on short and long-term projects, students learn to develop communication and management strategies which are essential for business managers. Students enact these strategies in class, through business ventures or in assessment tasks.

### **How is student work assessed?**

A range of assessment techniques and learning experiences are utilised. These include objective and short written response items, extended written responses, response to stimulus material, case studies and business scenarios, research and integrated project work, non-written presentations and teacher observation of performance in aspects of the course such as project/task management, interviewing for information, feasibility studies, ventures, meetings and group work.

Assessment in Business Management is standards-based and is founded upon three dimensions each with specific objectives to be attained.

The three dimensions are

**Knowledge and Understanding Business Management**

This involves the definition and use of business management terms, concepts and theories, and the explanation of management processes as students describe business situations.

**Applying and analysing management strategies**

This involves students using their knowledge to identify issues in business situations, to analyse business information and management strategies which enable them to interpret trends, patterns and relationships

**Evaluating and communicating management strategies**

This involves students evaluating the effectiveness of management strategies to formulate and communicate recommendations.

Assessment techniques include short and extended response tests, extended research responses and feasibility studies.

# CHEMISTRY

## (Authority Subject)

### PRE-REQUISITES

- 10 SCIENCE with a minimum grade of B- AND
- 10 MATHEMATICS BETA with a minimum grade of C+

### Why study Chemistry?

Chemistry is the study of the composition of substances and the changes that substances undergo. Our world is complex. Chemistry reflects this complexity in the broad areas of interest that it covers. It contributes to other natural sciences including biology, geology and physics. Chemistry overlaps with agriculture, medicine and many manufacturing industries as well.

Chemists work at an amazing variety of jobs. Some develop new products such as textiles, paints, medicines or cosmetics. Others may find methods to reduce pollution or to clean up the environment. A specialised chemist may be called on to identify and interpret the evidence found at the scene of a crime. Most of the careers mentioned here apply a knowledge of chemistry to attain specific goals and are examples of applied chemistry. Pure chemistry, like other pure sciences, accumulates knowledge for its own sake. Research chemists fall into this category.

### What is studied?

The course covers a selection of real-world contexts throughout which the key concepts and key ideas are developed. There are two underlying organisers that permeate each of the contexts of the course, namely: structure and reactions. Structure – deals with matter and materials, the atom and electronic structures and bonding. Reactions – deals with the classification of chemical reactions, the energy changes involved in reactions and the specialised techniques used to determine the quantity and composition of materials.

### The contexts studied include:

#### Tools for Engagement

Chemical science is predominately concerned with the structure of materials, both on a macroscopic and microscopic scale, and the reactions between substances. The universally powerful tools of standard units, such as the mole, scientific notation, naming conventions and the myriad patterns of the Periodic Table provide a foundation on which to build a pursuit of Chemistry. This context introduces students to these tools as well as the difference between elements, compounds and mixtures, simple bonding theory, basic chemical reactions and their symbolic representation as balanced equations.

#### Analysis of Household Substances (Stoichiometry)

The typical household includes a myriad of solids and solutions that may serve as foods, drinks, cleaning products, solvents and medicines. An understanding of the chemistry of 'active ingredients' and how they react with substances, how substances dissolve and what they dissolve in, and how chemicals may alter human biological processes is the basis of this context. This unit expands student understandings of qualitative and quantitative analysis of substances. Students will work to determine or verify the amount or quantity of active ingredient in a range of household chemical substances based on the stoichiometric relationships of their common reactions.

#### Periodicity & Chemical Bonding

The history of the development of the periodic table is used to give insight into the nature of matter and materials. Trends and patterns in the periodic table are examined to reflect the quantum mechanical model of atomic structure. This model is then examined in more detail to develop an understanding of the nature of chemical bonding and to relate the structure of matter to the properties of various materials.

#### Organic Chemistry

The study of organic chemistry is central to our understanding of biochemical interactions in all living things. The manufacture of medicines, foods, pesticides, fertilizers and other chemical compounds

are reliant on carbon based or organic chemistry. Modern society's increasing reliance on fuels, solvents and polymers emphasizes the significant role of organic chemistry.

### **Industrial Processes (Energy & Rates)**

The energy released through chemical processes is of as great importance now as ever before. The study of fuels, bond energies, exothermic and endothermic reactions and activation energy will highlight how the energy of chemical reactions can be harnessed. In addition to these concepts, an appreciation of the nature of chemical equilibrium – the *extent* to which reactions occur – is of crucial importance in the chemical industry. The choice of reaction conditions based on equilibrium effects can determine the economic viability of a process.

### **Electrochemistry (Corrosion)**

Corrosion is an inherently electrochemical process; the chemistry of galvanic cells, the use of standard electrode potentials and the activity of metals will be investigated. Not limited to ships at sea but all steel structures; buildings, industrial equipment, bridges, railway tracks and cars tend to corrode, forming rust. It is estimated that corrosion costs the Australian economy in excess of 3 billion dollars each year.

### **Equilibrium, Solubility & Gas Laws**

Chemical systems are dynamic. The principle of equilibrium is applied to general chemical reactions as well as to systems in solution. The kinetic theory of gases governs how they behave. Their physical properties, such as pressure, volume and temperature, are explored throughout this unit, verifying the value of absolute zero, the Ideal Gas Equation and the Gas Laws: Boyle's Law, Charles' Law, Gay-Lussac's Law. The use of international standard units, scientific notation and significant figure conventions as well as tools of data logging, graphing and linear regression will be required to perform quantitative analyses in experimental work.

### **Acids & Bases**

The definition and understanding of the properties of acids, bases and salts are developed through this unit. The strength of acids and bases is explained using alternative theories and quantitative descriptions of acid/base strength and neutralisation is explored.

## **How do students learn?**

Students will participate in a wide range of activities to develop their knowledge of Chemistry and their ability to think and solve life-related problems. Much emphasis is placed on experiments and the ability to analyse data. Students will be wholly immersed in designing and completing practical experiments throughout the course.

The course is designed to reinforce specific key competencies and common curriculum elements, namely:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

Typical learning experiences from the course include:

- researching from primary and secondary sources
- interpreting data, from wide-ranging sources including media
- analysing strategies and evaluating effectiveness or improvements
- applying the principles of research ethics
- formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- synthesising ideas in a variety of forms, e.g. oral, written, practical
- predicting impact of recommendations
- proposing and/or implementing strategies for improvement
- solving problems
- engaging in active research projects, independently and with groups and teams

## How is student work assessed?

Assessment tasks are divided into three categories as outlined below:

**Extended Experimental Investigations**, typically research and experimental investigations of 2-3 weeks or longer where students plan a course of action, conduct experiments, collect primary and secondary data, reach a justified conclusion, and communicate in an appropriate genre (e.g. investigative report, non-written presentation).

**Extended Response Tasks**, typically non-experimental tasks that enable a student to demonstrate an understanding of a chosen issue through an informed response that may be written, oral or a performance. The Extended Response Task may also be in the form of an assignment, non-written presentation such as a debate, seminar, demonstration or PowerPoint or webpage presentation or alternatively, be a response to stimulus material where the student interprets, analyses and evaluates information.

**Supervised Assessments**, typically practical exercises including graphs, tables, diagrams, data and responses to short and extended response questions. Supervised Assessments may also include responses to seen and unseen stimulus material.

Each assessment task assesses achievement across all the assessable general objectives, that is, **Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding** although the emphasis on each objective will vary from task to task.

## What should be studied with Chemistry?

The Study of Chemistry is reliant upon many of the concepts studied in Mathematics B. The choice of Chemistry requires students to enrol in Mathematics B.

Students who are studying Science General and demonstrating performance at an A standard are encouraged to apply for enrolment in Senior Chemistry and should discuss this with the Head of Science. Student enrolment from Science General classes is provisional and at the discretion of the Head of Department Science.

# DANCE

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C  
AND
- 10 DANCE with a minimum grade of C  
OR  
An appropriate skill level in other Dance studies (as determined by Head of Department- Creative Arts)

### Why study Dance?

Dance is expressive movement with intent, purpose and form. It is a unique medium for learning about self and the world. In dance, we transform, communicate, and interpret ideas, feelings, and experiences. Dance is one of the most fundamental of human art forms. As an aesthetic means of ordering movement into an expressive code, dance develops creative potential.

### What is studied?

Dance education acknowledges the variety of genres and styles of dance, the different functions or purposes dance fulfils, and the contexts that influence the creating, performing and appreciation of dance.

Through the creative process of **Choreography**, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In **Performance**, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self- confidence and physical capabilities through experiencing a variety of dance techniques.

**Appreciation** of dance involves students to critically appraise and reflect upon their own dance-making experiences and those of others. Using movement vocabulary and terminology specific to the art form, students utilise the thinking dispositions of observation, description, perception, deconstruction and decoding, analysis, interpretation, critical appraisal and evaluation to make an informed response.

The units studied through the course include:

#### Semesters 1 and 2:

Storytelling – Bollywood, Latin and Hip Hop  
Pioneering Women – Contemporary Dance – Graham, Humphrey and Duncan  
Australia Dances – Australian Contemporary Dance

#### Semesters 3 and 4:

Spirit Fingers – Musical Theatre  
Message Me – Contemporary Dance - Ailey, Bruce and Page  
Dance on Film – Contemporary Dance suitable for film  
On the Box – Own choice of genre/style

## How do students learn?

Students learn:

- **Choreography:** exploring, selecting and manipulating dance components and skills as well as seeing live and videoed performances.
- **Performance:** the student employs the technical and expressive skills of dance to communicate an interpretation of intent.
- **Appreciation:** when critiquing dance and danceworks, students build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research.

## How is student work assessed?

Assessment techniques may include the following:

- **Choreography:** the creation of danceworks, sections or movement sequences (devised individually and in pairs or groups) which may be a combination of improvised and prepared material, adapted from an existing dancework, enhanced by non-movement components such as costumes and lighting and created for a target audience, e.g. age group, cultural group.
- **Performance:** the performance of danceworks, sections or movement sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, a teacher- or student-choreographed sequence under various conditions, e.g. setting, lighting, costumes, audience.
- **Appreciation:** written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments, seminar, debates and panel discussions.

# **DRAMA**

## **(Authority Subject)**

### **PRE-REQUISITES**

- **10 ENGLISH with a minimum grade of C**  
**AND**
- **10 DRAMA with a minimum grade of C**  
**OR**
- **An appropriate skill level in other Drama studies (as determined by Head of Department – Creative Arts)**

### **Why study Drama?**

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.

### **What is studied?**

Drama explores and celebrates the human presence drawing on experiences from real life, the imagination and the realms of media.

The students will explore different forms of drama from both contemporary and historical/traditional styles. Through these the students will engage with the dramatic languages (elements of drama, skills of drama, styles and their conventions, contexts and texts).

The dramatic languages are the foundations and working materials of drama by which dramatic meaning and action is created and purpose is explored. This mode of learning and expression integrates oral, kinaesthetic, visual and aural dimensions and sign systems. Students explore, analyse, understand and use aspects of dramatic languages within the general objectives of Forming, Presenting and Responding.

### **How do students learn?**

Students are involved in:

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

### **How is student work assessed?**

Schools use a wide range of assessment techniques to judge student achievement. These 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.

# **ECONOMICS**

## **(Authority Subject)**

### **PRE-REQUISITES**

- **10 ENGLISH with a minimum grade of C**  
**AND**
- **10 MATHEMATICS BETA with a minimum grade of C-**  
**OR**
- **10 MATHEMATICS ALPHA with a minimum grade of C**

### **Why study Economics?**

In a world where there is increasing debate about scarcity of resources, economics - the science of choice – has never been more necessary as part of a balanced subject selection.

Economics is a fascinating subject and it helps you to look deeper into the world around you – how and why it functions as it does. It also gives you new perspectives on some of the most pressing, interesting, novel and challenging problems facing us today.

Economic decisions and activities impact on many different areas of society and on our own everyday lives. Increased media focus on economic issues and events has fostered a growing public awareness of the relevance of economic literacy and the importance of better personal, corporate and government economic decision making.

Economics is a key discipline and offers career paths in many professions including accounting and finance, banking and commerce, journalism and media, law politics, management and real estate.

### **What is studied?**

Economics offers a range of core and elective topics over the two years of study:

#### **Semester 1**

- Core – Markets and Models
- Elective – Personal Economics

#### **Semester 2**

- Core – Contemporary Microeconomic Issues
- Elective – Share Market

#### **Semester 3**

- Core – Contemporary Macroeconomic Issues
- Elective – Income and Expenditure Analysis

#### **Semester 4**

- Core – International Economics
- Elective – Globalisation and Trade

### **How do students learn?**

Economics is designed to encourage and challenge students, to develop their sense of inquiry and their critical thinking and problem-solving skills. It uses an inquiry method to help students to understand and solve real economic problems.

Economics draws on a range of learning experiences in recognition of the wide variety of learning styles.

These experiences include:

- Interpreting information – comprehending and summarising economic information provided in written, graphic or visual form;
- Identifying trends, patterns, similarities and differences in economic data or information;
- Assessing the appropriateness of economic decisions or policies for a variety of purposes using specific criteria;

- Expressing opinions on various viewpoints about solutions to economic problems;
- Developing and applying an economic way of thinking;
- Using technology to research, synthesise, analyse and communicate.

## How is student work assessed?

Assessment in Economics is standards-based. The standards are described in four dimensions.

These dimensions are:

### **Knowledge and Understanding –**

**Knowledge** involves recall and description of economic ideas and information at various levels across a variety of contexts.

**Understanding** refers to the application and explanation of economic data and information. This includes the transfer and translation of economic concepts and models in a variety of contexts.

### **Investigation –**

**Economic Inquiry** refers to providing opportunities for students to explore an economic problem

**Analysis of Economic Information** refers to the examination and interpretation of economic data and information.

### **Synthesis and Evaluation –**

**Synthesis** refers to drawing on a variety of ideas and information to construct understanding.

**Evaluation** – refers to appraisal, using criteria, of economic issues or problems.

### **Attitudes and Values –**

**Attitudes** refers to engaging students in opportunities to clarify their rights and responsibilities as a citizen.

**Values** refers to developing empathy with the socially and economically disadvantaged, as well as those responsible for making economic decisions.

Assessment techniques include:

- Supervised written assessment including short and extended written responses
- Research assessment generally using an inquiry approach

# ENGLISH

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH EXTENSION with a minimum grade of C
- OR
- 10 ENGLISH with a minimum grade of C
- AND
- Examination tasks (Semester 1: EN10.2; Semester 2: EN10.5) with a minimum grade of C-

### Why study English?

English is used by most Australians to communicate with others in our culturally diverse communities. There are many versions of English around the world. Standard Australian English is the focus of this syllabus. Senior English recognises and promotes effective communication skills, as being a proficient communicator enables individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying the texts of others and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate. They will enhance their ability to think, use language, and make meaning through reflecting on their place in the world, shaping their identities, developing meaningful relationships with others, and expressing their ideas and feelings. They are encouraged to gain pleasure from texts, and understand the power texts have to influence, tell the stories of a culture and promote shared understandings.

### What is studied?

Students studying Senior English courses will learn to:

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

The course of Senior English at All Hallows' is designed to take account of the students' cultural, social and individual differences and to embrace the traditions and values of Mercy Education.

There will be a range and balance in the texts that students read, view and listen to. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works, and will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

A Course Outline is available on Moodle.

### How do students learn?

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates, discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to guest speakers and experts.

Moodle provides an extensive range of activities and resources which are specifically designed to support the course in Senior English at All Hallows'. Students are encouraged to access this independently to consolidate their understanding of tasks and concepts.

### **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 Creating and evaluating meaning.*

Assessment is both written and spoken or signed. Students complete three or four written tasks and two or three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

# ENGLISH COMMUNICATION

## Study Area Specification

### (Authority Registered Subject)

#### PRE-REQUISITES

- *There is no pre-requisite for this subject.*

#### Why study English Communication?

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgements about meanings in texts, in preparation for lifelong learning. The study area specification (SAS) in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure.

This study area has been developed as a two-year Authority-registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students' further learning as well as developing essential communication skills to enhance employment opportunities.

#### What is studied?

This study area specification offers students opportunities, within the **contexts of work, community and leisure**, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

The concept of language and literacy as social practice is fundamental to this study area specification in English Communication. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and actively participate in communities. For this reason, a contextualised approach to teaching and learning is adopted in English Communication.

#### How do students learn?

Students are provided with opportunities to:

- Make meanings in and of everyday, mass media and literary texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- Become confident, effective and critical users of texts and language, making judgements to accept or challenge meanings.

#### How is student work assessed?

The criteria on which student work will be assessed are:

- **Knowledge of contextual factors**
- **Knowledge of textual features**
- **Knowledge and understanding of texts**

In order to enable students to demonstrate their knowledge and control of the three assessment criteria, within the contexts of work, community and leisure, tasks will provide opportunities for students to use their knowledge of

- how texts are shaped by purpose, context and social situation
- how textual features are selected for particular purposes and audiences
- how texts reflect different values, beliefs and attitudes.

Students will complete a variety of written and spoken/signed tasks in real-life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations.

The three assessment criteria are integrally related, and will be applied holistically to the body of work completed by the student in order to determine the exit level of achievement.

# FASHION

## Study Area Specification

### (Authority Registered Subject)

#### PRE-REQUISITES

- *There is no pre-requisite for this subject.*

#### Why study Fashion?

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of the following influences — culture, history, function (e.g. occasion, employment or recreation requirements), economic considerations, personal taste, peer group, availability and trends.

In Fashion three core topics are explored — 'Fashion culture', 'Fashion technologies' and 'Fashion design'. Fashion culture explores fashion history, trends and fashion careers. Fashion technologies examine textiles and materials and the technical skills required for garment, accessory and adornment construction. Fashion design focuses on the design process and visual literacies.

#### What is studied?

Students will learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They will explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students will explore the following fashion contexts:

- Collections
- Fashion designers
- Fashion in history
- Textiles
- Theatrical design
- Merchandising.

Through a design process they will engage in design challenges, meet the needs of clients, and develop products to suit design opportunities. Students will investigate fashion merchandising and marketing and the visual literacies of fashion. They will also become a discerning consumer of fashion, appraising and critiquing fashion trends and items including their own fashion products.

#### How do students learn?

Fashion has a practical focus and students will learn through doing as they engage in a design process to plan, generate and produce fashion items. They will investigate textiles and materials and their characteristics and how these qualities impact on their end use. Students will experiment with combining textiles and materials and how to make and justify aesthetic choices. They will be challenged to use their imagination to create, innovate and express themselves and their ideas. Students will undertake individual and group work, manage projects and work independently on some tasks.

#### How is student work assessed?

Student work is assessed according to the following:

- Dimension 1: *Knowing and understanding*
- Dimension 2: *Analysing and applying*
- Dimension 3: *Evaluating and creating.*

Assessment in Fashion gives students opportunities to demonstrate their knowledge, understanding and skills in fashion culture, technologies and design. In each year of the course, they will make fashion items and develop visual and design folios.

In Year 12, students will be expected to complete three to four assessments including at least one response that demonstrates the stages of a design process and two fashion projects with a product component.

## **Additional Information**

### **Levies**

This subject has an additional annual levy for materials. In 2015 this was \$130.00 and appeared on the Term One account.

# FRENCH

## (Authority Subject)

### Pre-Requisites

- 10FR FRENCH OR 10FRE FRENCH EXTENSION with a minimum grade of C+ OR
- An appropriate skill level in other French studies (as determined by Head of Department)  
Recommended:
- 10FR FRENCH OR 10FRE FRENCH EXTENSION with minimum C- grades in both Speaking and Writing skills

### Why study French?

French is a valuable language for Australians to learn.

- The presence and continued influence of the French is evident throughout the world, and for Australians who wish to participate effectively in global affairs, an understanding of the French language and culture is essential.
- A proficiency in French gives access to the living and working language of some 300 million people around the world as it is spoken in Europe, North America, the Caribbean, Africa, South-East Asia and the Pacific Region. It is the first or second language in more than 40 countries.
- A knowledge of French also gives access to a culture that, throughout its long history and multi-faceted nature, has enriched that of others. Its contributions to such fields as art, philosophy, architecture, music, literature, film, fashion and cuisine are significant.
- French and English are closely related. A high proportion of English words are of French origin and the learning of French lends itself to the extension of learners' vocabulary and structural knowledge of English. Both French and English belong to the Indo-European family of languages. French is linguistically close to English, making it a very 'learnable' language.
- French is an official language of the United Nations Organisation and is used for the negotiation of treaties, agreements and accords. It plays a substantial role in international areas of law and diplomacy. It is one of the main languages of the European Community and a significant tool of market contact in international exchange.
- Today, France continues to be a world leader in aeronautics, computing, medicine, telecommunications, engineering and scientific research. Professionals in these fields with a working knowledge of French benefit directly from this expertise.
- Commercial and technological links between France and Australia are very strong with a number of significant partnerships being undertaken in recent times. This sharing of knowledge is of particular importance in the fields of scientific research where regular exchanges take place.
- It is widely documented that the study of a foreign language assists students across other subject areas, in particular English.
- Further studies in French after Year 12 may be pursued at a range of institutions in Brisbane including Alliance Française and the University of Queensland.
- Students have opportunities to apply for Student Exchange programs such as Swiss-German Exchange through DETE.

### What is studied?

Students learn to communicate in the language using the skills of **listening, speaking, reading and writing for practical purposes**. To enhance their ability to communicate, they also focus on grammatical and other structures of the language.

Key themes include **family and community, leisure, recreation and human creativity, school and post-school options and social issues**. Through studying these themes, students gain an understanding and appreciation of the culture of the people.

An important aim of Senior French is to develop in students an appreciation of French culture while simultaneously enhancing each student's ability to understand and converse in French, to read the language with ease and understanding and to express ideas accurately written in French. In short, the course aims to develop the four skills of Listening, Speaking, Reading and Writing through a variety of communicative activities.

## How do students learn?

Students learn by using the language in communicative activities and through interacting with other speakers of the language.

Language activities may include:

- participating in class discussions, debates and role-plays
- viewing DVDs and films
- reading brochures, magazine and newspaper extracts and short stories
- communicating with students in other schools and countries by means of DVD, Skype, letter or electronic mail
- using word processors for writing stories and letters
- using computer software in the target language
- accessing authentic language texts on the internet
- playing language games
- independently using on-line language programs

Students may be involved in a range of co-curricular activities such as:

- French language and cultural immersion tour
- International student exchanges
- Visits to restaurants and theatres
- Days of Excellence

## How is student work assessed?

Ability to use the language is assessed through a variety of communicative tasks. These include:

- **Listening:** comprehending conversations, announcements and reports
- **Speaking:** role-playing; conversing with the teacher or other students; presenting a talk on a familiar topic
- **Reading:** responding to a range of written material such as magazine articles, cartoons and brochures
- **Writing:** letters, emails, postcards and school magazine articles

# GEOGRAPHY

## (Authority Subject)

### PRE-REQUISITES

- **10 ENGLISH** with a minimum grade of **C**  
**AND**
- **10 GEOGRAPHY** with a minimum grade of **C AND Criterion 2 (Process)** with a minimum result of **C**  
**OR**
- **10 HISTORY** with a minimum grade of **C AND in Criterion 2 (Critical Inquiry)** with a minimum result of **C**

### Why study Geography?

The study of Geography draws on students' curiosity about the diversity of the world's places and their peoples, cultures and environments. It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.

In the senior secondary years, Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. These principal geographical concepts are applied and explored in depth through unit topics, to provide a deeper knowledge and understanding of the complex processes shaping our world. Taken together, the ability of students to apply conceptual knowledge in the context of an inquiry, and the application of skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

The subject builds students' knowledge and understanding of the uniqueness of places and an appreciation that place matters in explanations of economic, social and environmental phenomena and processes. It also develops students' knowledge about the interconnections between places. Nothing exists in isolation. Consequently, the subject considers the significance of location, distance and proximity.

### What is studied?

The Senior Geography syllabus comprises four major themes. Within each theme, there are two core units. These are:

- **Managing the Natural Environment** – Responding to Natural Hazards, Managing Catchments
- **People and Development** – The Geography of Disease, Feeding the World's People
- **Social Environments** –Sustaining communities, connecting people and places
- **Resources and the Environment** – Living with climate change, Sustaining biodiversity,

### How do students learn?

Learning in Geography takes place in a variety of settings, including the classroom, the library, the school grounds, the local community, and in 'distant' environments during excursions. Fieldwork is especially important in Geography because it enables students to find out about environments through firsthand experience.

Generally, geographers learn to ask and seek answers to the following key questions about the issues they are studying:

- What and where are the key issues to be studied?
- How and why have these arisen?
- What is their impact/consequence?
- What is, or could be, done about them?

In addressing such questions, they use a wide range of data as the basis of their studies.

## How is student work assessed?

Criteria consistent with the objectives of the course of study are used to determine standards of student work. These criteria include:

- **Knowledge**
- **Analytical Processes**
- **Decision Making Processes**
- **Research and Communication**

Assessment tasks include:

- Short Response Tests
- Extended Written Responses (including Stimulus Response Essays and Field Reports)
- Non-Written Responses (such as oral presentations)
- Practical exams

Geography is applied to real life situations and problems. Students are encouraged to develop decision-making skills that reflect those decisions which are made on a daily basis by our community leaders and organisations. Assessment tasks are developed in such a way as to help prepare students, as much as possible, for the Queensland Core Skills Test.

**Fieldwork** is especially important. In recent years, Year 11 and 12 Geography students have undertaken field work in the Enoggera Creek catchment, Nudgee Beach, QUT Gardens Point.

## Additional Information

### Career Pathways

Studies in Geography are of direct benefit to career paths such as those of a town planner (environmental planning, regional planning), surveyor, travel agent, cartographer, journalist, teacher, real estate agent/evaluators, meteorologist, flight attendant, public servant and public relations officer. In many diverse fields, from public administration through to the tourist industry, studies in Geography provide perspectives and skills that are helpful. It keeps career pathways and options open!

Tertiary studies for which Geography is a valuable preparation include anthropology, architecture, environmental studies, engineering, economics and commerce, geography, geology, social science, arts/law, journalism, psychology, social work, surveying, town planning, education, public administration and tourism. Skills developed in research, analysis and report and essay writing, will certainly assist students in their transition from school to tertiary studies or employment.

# HOME ECONOMICS

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C

### Why study Home Economics?

Senior Home Economics has a unique place in the school curriculum in that it focuses on the well-being of individuals and families in everyday activities. In all cultural contexts, people need to have food, textiles, and shelter as well as satisfactory ways of meeting social, emotional, physical, financial and intellectual aspects of well-being.

Home Economics provides balance between theoretical understandings and practical capacities. It recognises the importance of a practical approach to solving everyday living problems, and of providing students with the opportunity to develop the practical and management skills involved in the selection and manipulation of resources, and the planning and execution of complex practical tasks. In Home Economics, practical skills are extended to include the development of the skills and attitudes required for thoughtful promotion of the well-being of individuals and families.

Subsequently they are empowered to become pro-active, informed and collaborative members of our society. A Home Economics education prepares students for the associated challenges, by embedding critical thinking and problem solving skills in practices such as social enquiry, empowerment and technology practice. The holistic nature of this subject enables students to consider the fundamentals of health, shelter, food, income, stable eco-system, sustainable resources, social justice and equity.

Our society is currently facing an obesity epidemic and Home Economics is in a unique position to provide a school based nutrition education addressing the practical implications for the individual families and the wider community. Home Economics responds to social issues and empowers young people to be pro-active in their own lives, to take ownership of their lifestyle and to be responsible and accountable.

### What is studied?

There are three areas of study in the Home Economics course:

- **Individuals, families and communities**
- **Nutrition and food**
- **Textiles and fashion**

Students will study four units that address these areas of study in/through different contexts. All units contain investigative and practical approaches, thus allowing students to meet the range of general objectives. These units will assist students to develop:

- knowledge and understanding of the diversity of individuals and families, the basic needs that underpin their well-being, and of the range of contexts, perspectives and issues that influence individual and family well-being
- reasoning processes that are fundamental to critical and effective participation in a range of life roles related to food, textile and living environments
- practical skills in the areas of study, and the understandings and skills to take informed, practical action that promotes the well-being of individuals and families.

### How do students learn?

Home Economics combines investigative and practical approaches to student learning. Students are encouraged to use the full range of planning and decision making processes in both academic and practical tasks. Students will develop their reasoning skills through, for example, research tasks that involve collecting information and analysing and evaluating it, developing arguments and conclusions and supporting them with evidence, and communicating their findings in a variety of forms. In practical tasks, students will plan and organise, make decisions about processes and procedures, produce products through the performance of practical skills, and evaluate the effectiveness of processes and products.

## **How is student work assessed?**

Assessment in Home Economics 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**
- **Reasoning and Communicating Processes**
- **Practical Performance**

Assessment caters for a range of students and includes written assessment such as objective and short-response tests, extended written responses such as research assignments and reports, and response to stimulus tests. Assessment in practical performance will usually involve decision making, planning and evaluating, as well as the performance of practical skills.

### **Additional Information**

#### **Levies:**

This subject has an additional annual levy for materials. In 2015 this was \$130.00 and appeared on the Term One account.

# HOSPITALITY PRACTICES

## Subject Area Specification (Authority Registered Subject)

### PRE-REQUISITES

- *There is no pre-requisite for this subject.*

### Why study Hospitality Practices?

The Hospitality course in Years 11 and 12 aims to equip students with advanced cookery and food service skills as well as the development of personal management practises. The course has no pre-requisite studies and has been designed to appeal to students of varying interests and capabilities and those wishing to pursue a career in the hospitality industry. The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

### What is studied?

Hospitality Practices focuses on the knowledge, understanding and skills relating to food and beverage production and service. Students will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. Students will be encouraged to develop skills, processes and attitudes desirable for future employment in the sector.

As students study Hospitality Practices, they will learn core concepts and ideas that relate to core topics — 'Navigating the hospitality industry', 'Working effectively with others' and 'Hospitality in practice'. The core concepts and ideas and associated knowledge, understanding and skills are fundamental to the hospitality industry.

The core topics are embedded into electives which provide opportunities to build on core concepts and ideas through the lens of the food and beverage sector of the hospitality industry. The electives are kitchen operations, beverage operations and service and food and beverage service.

### How do students learn?

In Hospitality Practices students will learn through practical application, developing skills in food and beverage production and service, and working as an individual and part of a team to plan and implement events in a hospitality context.

An event is an opportunity to participate in and produce food and beverage products (e.g. finger food, plated meals, hot and cold beverages, espresso coffee cart service) and perform service for customers, in real-world hospitality contexts (e.g. coffee shop, takeaway food venue).

In addition, students will examine industry practices, such as workplace health and safety policies, that occur in the food and beverage sector.

### How is student work assessed?

Student work is assessed according to the following:

- Dimension 1: Knowing and understanding
- Dimension 2: Examining and applying
- Dimension 3: Planning and evaluating.

Students will demonstrate their knowledge and understanding of Hospitality Practices by applying production and service skills to make decisions about producing products and performing services for events in hospitality contexts. They will plan and implement an event in a hospitality context, justify decisions and critique the planning and implementation. They will also examine and evaluate industry practices.

### Additional Information

**Levies:**

This subject has an additional annual levy for materials. In 2015 this was \$130.00 and appeared on the Term One account.

# **INFORMATION TECHNOLOGY SYSTEMS (ITS) (Authority Subject)**

## **Pre-Requisites**

- 10 ENGLISH with a minimum grade of C

## **Why study Information Technology Systems?**

Information Technology is an area characterised by frequent and rapid change. Information Technology Systems is a practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends.

The course encourages students to solve complex problems emphasising the use of effective management, teamwork and communication skills to build productive client relationships.

## **What is studied?**

The study of Information Technology (IT) is concerned with using technology to provide practical solutions to real life or simulated real life problems. To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies.

Across the two year course students will study a variety of contexts:

- Animation
- Game design
- Graphic design
- Interactive media
- Multimedia
- Video production
- Web design
- Audio Manipulation

Subject matter is organised and integrated using the following elements:

- Theory and techniques
- Problem-solving process
- Project management
- Client relationships
- Social and ethical issues

## **How do students learn?**

Information Technology Systems further develops a student's repertoire of skills so that the student is able to adapt to changes in technology and to independently learn and use new technologies as they arise.

The course is planned in such a way that students' progress from simple to more complex learning experiences. Increasing demands are placed upon students to collect and analyse information, plan and organise activities, carry out procedures, solve problems, make decisions and judgements and communicate the results appropriately.

## **How is student work assessed?**

Within Information Technology Systems (ITS), students are assessed through

### **Dimension 1**

#### **Knowledge and Communication**

This dimension involves demonstrating IT knowledge through defining, explaining and using IT terms concepts and principles by observing appropriate modes, genres and language conventions.

### **Dimension 2**

#### **Design and Development**

This dimension involves determining the intended purpose, the needs of the client and proposing and testing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development and the associated documentation.

### **Dimension 3**

#### **Implementation and Evaluation**

This dimension focuses on the quality of the solution. The quality and effectiveness of the solution is to be evaluated against the client needs and the defined criteria formulated during the design and development phase.

Assessment techniques include practical projects, short and extended written responses and short practical exercises.

# ITALIAN

## (Authority Subject)

### PRE-REQUISITES

- 10ITA ITALIAN OR 10ITE ITALIAN EXTENSION with a minimum grade of C+ OR
- An appropriate skill level in other Italian studies (as determined by Head of Department)

#### Recommended:

- 10ITA ITALIAN OR 10ITE ITALIAN EXTENSION with minimum C- grades in both Speaking and Writing skills

### Why study Italian?

Italian is a valuable language for Australians to learn.

- It is an Australian community language, second only to English. More than 600,000 people are either Italian born or of Italian origin. Learners of Italian are in the fortunate position of not having to travel abroad in order to hear Italian spoken, as the language is maintained and fostered in many communities throughout Australia as well as in newspapers and on television and radio. The study of Italian is a meaningful way to help gain an understanding of the Italian culture, and allows the learner to communicate with, and appreciate, the way of life of a significant proportion of Australian society.
- As well as being the national language of Italy, it is one of the four official languages of Switzerland, and is spoken by many people in Southern Europe, Northern Africa, the United States of America and South America.
- A study of Italian provides learners of Italian origin with the opportunity to develop their linguistic skills and to deepen their understanding of the cultural traditions of the country of their parents, grandparents, family friends and school friends. It enhances the status of their cultural heritage, their self-esteem and their sense of identity.
- It develops greater sensitivity to and understanding of English and improves the student's ability in English.
- It contributes to the cultural, personal, educational and intellectual development of the student.
- It provides more opportunities for employment, especially in the fields of education, commerce (banking, accounting), trade, tourism and hospitality industry, medical services, public service, diplomatic service, reception and legal work, fashion industry and professional translating (court reporting and interpreting) – in fact, anywhere there might be a need to communicate with people of migrant communities – both locally, nationally as well as overseas.
- Italy is a popular destination for Australian travellers and the ability to communicate in Italian enriches the travel experience.
- In Western culture, Italy and Italians are focal points in art, architecture, music, literature, cinema and theatre. Learners of Italian gain access to cultural traditions that have had a profound and direct effect on Australia.
- Further studies in Italian after Year 12 may be pursued at Griffith University, at the Institute of Modern Languages, or at the Dante Alighieri Society, (all in Brisbane) as well as other universities in Australia.
- In recent times, students taking Italian to Years 11 and 12 have been given the opportunity to enter competitions for prizes at a local and state level. These prizes aim to reward students who achieve very high standards in their Italian studies such as the Studitalia Prize at the end of Year 12 (a scholarship to Italy to experience further study opportunities and Italian life).
- Students have opportunities to apply for Student Exchange programs such as the Swiss-German Exchange through DETE.
- It is widely documented that the study of a foreign language assists students across other subject areas, in particular English.

### What is studied?

Students learn to communicate in the language using the **skills of listening, speaking, reading and writing for practical purposes**. To enhance their ability to communicate, they also focus on grammatical and other structures of the language.

Key themes include **family and community, leisure, recreation and human creativity, school and post-school options and social issues**. Through studying these themes, students gain an understanding and appreciation of the culture of the people.

By the end of Year 12, students should be able to:

- listen to and comprehend a wide range of spoken language
- speak confidently and sustain a conversation on everyday topics
- read, understand and respond to wide variety of material
- write with sufficient clarity and accuracy to satisfy their communication needs

In short, the course aims to develop the four basic skills of Listening, Speaking, Reading and Writing through a variety of communicative activities.

## How do students learn?

Students learn by using the language in communicative activities and through interacting with other speakers of the language.

Language activities may include:

- participating in class discussions, debates and role-plays
- viewing DVDs and films
- reading brochures, magazine and newspaper extracts and short stories
- communicating with students in other schools and countries by means of DVD, Skype, letter or electronic mail
- using word processors for writing stories and letters
- using computer software in the second language
- accessing authentic language texts on the internet
- playing language games
- self monitoring on-line language programs

Students may be involved in a range of co-curricular activities such as:

- Italy language and cultural immersion tour
- International student exchange program to Italy and Switzerland
- Visits to restaurants and theatre
- Days of Excellence

## How is student work assessed?

Ability to use the language is assessed through a variety of communicative tasks. These include:

- **Listening:** comprehending conversations, announcements and reports
- **Speaking:** role-playing; conversing with the teacher, other students or a native speaker (e.g. Italian language assistant); presenting a talk on a familiar topic
- **Reading:** responding to a range of written material such as magazine articles, cartoons and brochures
- **Writing:** letters, emails, postcards and school magazine articles.

# JAPANESE

## (Authority Subject)

### Pre-Requisites

- 10JAP JAPANESE OR 10JAE JAPANESE EXTENSION with a minimum grade of C+ OR
- An appropriate skill level in other Japanese studies (as determined by Head of Department)  
Recommended:
- 10JAP JAPANESE OR 10JAE JAPANESE EXTENSION with minimum C- grades in both Speaking and Writing skills

### Why study Japanese?

- Japanese is a valuable language for Australians to learn.
- Japan is a significant trading partner to Australia. Queensland's broad and deep economic relations with Japan and the recognition of the importance of cross cultural links between the two countries ensure that Queenslanders are being brought more and more into contact with Japanese business people, tourists and residents.
- Japanese provides opportunities for employment especially in the fields of law, trade, government, tourism and hospitality industry, diplomatic service, education, professional translating and reception work.
- Further studies in Japanese after Year 12 may be pursued at all major universities, especially Griffith and University of Queensland, and at major related institutions, including Universities in Japan.
- The study of any foreign language contributes to cultural, personal, educational and intellectual development of the student.
- It also has long-term benefits in that knowledge is useful when travelling, studying, working or conducting business overseas.
- There is an increasing awareness that the acquisition of a language coupled with another area of study e.g. Law/Japanese, Business/Japanese increases the employment opportunities for graduates.
- Students also have the opportunity of participating in a student exchange program with some schools in Japan.
- It is widely documented that the study of a foreign language assists students across other subject areas, in particular English.

### What is studied?

Students learn to communicate in the language using the **skills of listening, speaking, reading and writing for practical purposes**. To enhance their ability to communicate, they also focus on grammatical and other structures of the language.

Key themes include **family and community, leisure, recreation and human creativity, school and post-school options and social issues**. Through studying these themes, students gain an understanding and appreciation of the culture of the people.

By the end of Year 12, students should be able to:

- listen to and comprehend a wide range of spoken language
- speak confidently and sustain a conversation on everyday topics
- read, understand and respond to wide variety of material
- write with sufficient clarity and accuracy to satisfy their communication needs

### How do students learn?

Students are increasingly accessing sophisticated technology, such as interactive computer programs, mobile phone apps and virtual schooling, to assist them in learning another language.

Students learn by using the language in communicative activities and through interacting with other speakers of the language.

Language activities may include:

- participating in class discussions, debates and role-plays
- viewing DVDs and films
- reading brochures, magazine and newspaper extracts and short stories
- communicating with students in other schools and countries by means of DVD, Skype, letter or electronic mail
- using Japanese word processing programs for writing stories and letters
- using computer software in the second language
- accessing authentic language texts on the internet
- playing language games
- self-monitoring on-line language programs

Students may be involved in a range of co-curricular activities such as:

- Japan language and cultural immersion tour
- International student exchanges
- Visits to restaurants and theatres
- Days of Excellence

## How is student work assessed?

Ability to use the language is assessed through a variety of communicative tasks. These include:

- **Listening:** comprehending conversations, announcements and reports
- **Speaking:** role-playing; conversing with the teacher, other students or a native speaker (e.g. Japanese language assistant); presenting a talk on a familiar topic
- **Reading:** responding to a range of written material such as magazine articles, cartoons and brochures
- **Writing:** letters, emails, postcards and school magazine articles.

# LEGAL STUDIES

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C

### Why study Legal Studies?

Legal Studies recognises the need for students to be 'legally aware'. It focuses on studies of legal issues arising out of common social situations and community matters. In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens.

Legal Studies has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations and issues so as to be better able to participate in the social processes of their communities.

Through studying legal studies students become equipped to act dependably in situations that necessitate balanced approaches to individual and community rights and responsibilities. Legal Studies promotes and motivates students to make constructive judgements and informed commentaries on the law. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution empowering them to contribute to and participate in responsible citizenship.

### What is studied?

In Legal Studies, students examine **the nature and functions of our legal system, the processes of law making and its implementation, especially in relation to issues and situations that are likely to have an impact on their daily lives.** This subject will be of benefit to those 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 our legal heritage and developing skills in the use of this information
- communicating with others about legal matters in socially relevant situations
- responsible community membership

The four-semester course of study in Legal Studies includes core and elective areas of study.

**Core Topics** include:

- **The Legal System** – How does the Australian legal system meet society's needs?
- **Human Rights** – Does the Australian legal system adequately protect and enforce individual rights?
- **Introduction to Civil Obligations** – how do civil agreements and the laws of negligence impact on citizens in a society?
- **Criminal Law** – to what extent does the criminal justice system successfully balance the rights of individuals with society's need for order?

**Elective Topics** include:

Civil wrongs and the law  
Employment and the law  
Environment and the law  
Family and the law  
Housing and the law  
Indigenous Australians and the law  
International law  
Sport and the law  
Technology and the law

## How do students learn?

Inquiry-based learning is central to learning in Legal Studies with a focus on higher order thinking skills including analysing, evaluating and justifying. Together with many of the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews and polls, community investigations, field trips, statistical analysis, simulation activities, guest speakers and audio-visual presentations. The investigation of legal issues is the focus for inquiry-based learning and provides students with opportunities to learn using topical, relevant and authentic contexts.

## How is student work assessed?

Judgments about student achievement are based on an assessment program of continuous assessment. This involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

A wide range of assessment techniques is used to determine the relationships between student achievement and the exit criteria of the course which are founded upon three dimensions of learning.

These dimensions are:

**Knowing and understanding the law** - involves describing, explaining and communicating legal facts, concepts and processes.

**Investigating Legal Issues** - involves exploring legal situations through selecting, organising and analysing information to demonstrate legal inquiry processes.

**Responding to the law** - involves examining the attempts of the law to achieve just, fair and equitable outcomes to legal issues.

Assessment techniques will include short-answer tests, extended response tests, assignments, practical exercises, real or simulated problem solving, seminar and media presentations, webcasts or podcasts, as well as reports on field experiences.

# MATHEMATICS A

## (Authority Subject)

### PRE-REQUISITES

- 10 MATHEMATICS BETA with a minimum grade of ANY
- 10 MATHEMATICS ALPHA with a minimum grade of C

### Why study Mathematics A?

Mathematics is an integral part of a general education. It is important in making informed decisions on everyday issues such as:

- choosing between loan repayment schedules or insurance plans
- interpreting information in the media
- reading maps or house plans
- estimating quantities of materials

In Mathematics A, the skills needed to make decisions which affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving and application, working systematically and logically, and communicating with and about mathematics.

### What is studied?

Mathematics A consists of core and elective topics.

The Core Topics are:

#### Financial Mathematics Strand

- bank interest, credit cards, loans, foreign exchange, taxation, budgeting, investments

#### Applied Geometry Strand

- simple trigonometry, area and volume, latitude, longitude and time zones
- scale drawings and plans, estimation of quantities and costings

#### Statistics and Probability Strand

- graphical and tabular presentations, simple methods for describing and summarising data
- summary statistics, simple probability, interpretation of reports in the media, statistical hypotheses

The school will choose two of the following elective topics:

- Linear Programming
- Networks and Queuing
- Introduction to Models for Data
- Navigation
- Land Measurement
- Elective of the school's design.

### How do students learn?

Students will participate in a wide range of learning activities to assist in developing mathematical understanding. These include life-related applications with real and simulated situations and opportunities for modelling and problem solving. Examples include:

- investigation into foreign exchange rates
- developing budgets
- designing buildings according to regulations
- investigating the efficient use of credit cards
- creating spreadsheets for loan repayments
- examining how statistics are used in the media
- plotting a course and reading charts for navigation

- analysing queues and making recommendations to improve efficiency

### **How is student work assessed?**

Students will be assessed in a variety of ways to address the exit criteria for the course, which are:

- Knowledge and Procedures;
- Modelling and Problem Solving;
- Communication and Justification.

Assessment techniques may include:

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

# MATHEMATICS B

## (Authority Subject)

### PRE-REQUISITES

- 10 MATHEMATICS BETA with a minimum grade of C+ AND
- Criterion 1 (Fluency and Understanding) with a minimum result of C+

### Why study Mathematics B?

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. In Mathematics B, advanced mathematical skills are developed which form the basis for further study in mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide a way of modelling situations in order to explore, describe and understand the world's social, biological and physical environment.

Mathematics B is designed to raise the students' competence in, and confidence with, the mathematics needed to make informed decisions and to function effectively in a technologically driven environment.

Students are given the opportunity to appreciate and experience the dynamic nature and importance of mathematics. They are encouraged to study the power of Mathematics through problem solving and applications in life-related contexts.

### What is studied?

The topics to be studied include:

#### Introduction to Functions

- linear, trigonometric, periodic, power, exponential and logarithmic

#### Rates of Change

- differentiation of functions
- instantaneous and average rates of change

#### Periodic Functions and Applications

- recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions

#### Exponential and Logarithmic Functions and Applications

- exponential functions, logarithmic functions, the relationships between them, compound interest, annuities

#### Optimisation

- differentiation as a tool in a range of situations which involve the optimisation of continuous functions

#### Introduction to Integration

- antidifferentiation of functions
- applications of integration

#### Applied Statistical Analysis

- types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability, distributions, inference

### How do students learn?

Students will participate in a wide range of learning activities to assist in developing mathematical understanding. These include life-related applications with real and simulated situations and opportunities for modelling and problem solving. Examples include:

- determining instantaneous rates of change in life-related situations using a mathematical model
- using computer software and graphics calculators in the investigation of optimal values in life-related situations

- analysing data in graphical displays and summary statistics
- determining functions used to model real-life phenomena

### **How is student work assessed?**

Students will be assessed in a variety of ways to address the exit criteria for the course, which are:

- Knowledge and Procedures;
- Modelling and Problem Solving;
- Communication and Justification.

Assessment techniques may include:

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

# MATHEMATICS C

## (Authority Subject)

### PRE-REQUISITES

- 10 MATHEMATICS BETA with a minimum grade of B-
- Must be studied with Mathematics B

### Why study Mathematics C

Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in commerce, government policy and planning and has been central to nearly all major scientific and technological advances. In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend their knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of Mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.

The additional rigour and structure of the Mathematics required in Mathematics C will equip students with valuable skills which will both serve them in more general contexts and provide an excellent preparation for further study of Mathematics and other tertiary courses: for example, Engineering, Economics, Finance and Information Technology. Mathematics C is a highly desirable preparatory course for students who intend to pursue a career involving the study of Mathematics and/or Science at a tertiary level.

### What is studied?

The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six Core topics and a minimum of two complete Option topics.

The Core Topics are:

- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Applications
- Vectors and Applications
- Calculus
- Structures and Patterns

The school will choose two of the following topics:

- Linear Programming
- Conics
- Dynamics
- Introduction to Number Theory
- Introduction Modelling with Probability
- Advanced Periodic and Exponential Functions
- An option of its own design

### How do students learn?

Students will participate in a wide range of learning activities to assist in developing mathematical understanding. These include life-related applications with real and simulated situations and opportunities for modelling and problem solving. Examples include:

- exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil design
- investigating the applications of matrices in economic models or game theory
- predicting the most probable weather pattern by studying the changes over time of probabilities associated with weather conditions
- comparing the forces used in locomotion, for example, walking, hopping, jogging and cycling
- exploring the use of differential equations in carbon dating, radioactive decay, populations growth and atmospheric conditions

## **How is student work assessed?**

Students will be assessed in a variety of ways to address the exit criteria for the course, which are:

- Knowledge and Procedures;
- Modelling and Problem Solving;
- Communication and Justification.

Assessment techniques may include:

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

# MODERN HISTORY

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C  
AND
- 10 HISTORY with a minimum grade of C AND Criterion 2 (Critical Inquiry) with a minimum result of C  
OR
- 10 GEOGRAPHY with a minimum grade of C AND Criterion 2 (Process) with a minimum result of C

### Why study Modern History?

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. Modern History encourages students to understand new situations, take a long-term view of issues, examine change and continuity, tolerate and acknowledge the views of others, develop personal values, reflect upon decisions and develop essential communication skills. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the view of others.

Modern History at All Hallows' focuses on those 20th Century events and trends that have shaped the political, economic and social systems of today. It also helps students to live more effectively as global citizens by developing decision making skills. The ability to understand the historical background to modern issues is crucial to becoming a well-informed, socially aware adult.

Tertiary studies for which the subject is a valuable preparation includes studies in arts, law, commerce, economics, education, social services, Asian studies, languages/cultural studies, communications, journalism, government and politics, and even divinity! The skills in research, interpretation, analysis, evaluation, and communication developed throughout the course will certainly be very useful in many tertiary areas of study.

### What is studied?

The new Modern History syllabus now offers students an extensive range of themes and inquiry topics. Four major themes have been selected. These reflect Modern History as **a study of conflict, power, change and cooperation.**

Inquiry topics within each theme **focus predominantly on the 20th Century and later.** The course reflects:

- a range of scales – local, national, international, global
- a range of time periods
- a range of geographical contexts – Australia, Asia-Pacific, European, African, American
- some study of relations between Indigenous and non-Indigenous Australians

In addition, a number of briefer studies known as background, comparative or linking studies ensure that students can place the inquiry topics within a broad understanding of history over the past two centuries.

- The 1917 Russian Revolution: Lenin and Stalin
- The Jazz Age: A social study of American society between WWI and WWII
- The Vietnam War: Australia's role
- Sectarianism, Cults and Fundamentalists: The Arab-Israeli conflict
- Australia's Underbelly: Crime and Culture in Australia
- Australia's Frontier War to Self-Determination for Indigenous Australians
- A study of revolutionary Feminism in Australia and other regions
- The End of History: A study of the role of theory or ideology in the interpretation of historical events, periods and developments with a focus on historians who both explain history and to make predictions about the future

## How do students learn?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions about the questions they have identified.

## How is student work assessed?

Assessment in Senior Modern History is criterion-based. The criteria used are:

- **planning and using an historical research process**
- **forming historical knowledge through critical inquiry**
- **communicating historical knowledge**

Students will be assessed in each of four categories of assessment:

- short response and response to stimulus tests
- test essays in response to historical sources
- research assignments in response to inquiry questions
- multimodal presentations that may include non-written and visual presentations such as video, PowerPoint

Assessment tasks are also developed in such a way as to assist students, as much as possible, to prepare for the Queensland Core Skills Test.

## Additional Information

### Career Pathways

Modern History is of direct benefit in many areas of employment. In an age of increased specialisation, those with “generalist” people and problem-solving skills developed in a course such as this are becoming highly valued by many employers.

# MUSIC

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C  
AND
- 10 MUSIC with a minimum grade of C  
OR
- An appropriate skill level in other music studies (as determined by Head of Department - Creative Arts)

### Why study Music?

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. A study of music helps students understand and heighten the enjoyment of the areas in their lives and the music heritage of a range of cultures. Studying Music fosters students' confident expression of their creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, whether at home or in the wider community. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate. They are also encouraged to become adept in using various music-related technologies.

### What is studied?

Students develop "audiation", which is the process by which the brain makes sense of what the ear hears, or the ability to "think about sound". They apply their developing audiation through **exploring the musical elements: duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.**

Students study music by:

- analysing and evaluating repertoire from a variety of social and cultural contexts;
- creating music compositions in a variety of genres and styles (students are encouraged to move towards developing their own creative style)
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences

### How do students learn?

Students learn to:

- perform and compose music to demonstrate the music conventions of different cultures
- write idiomatically for specific instruments, voices (including word setting) and other sound sources
- interpret notation within context, style and genre to make decisions about the performance
- sing and play rhythms or melodies to help analyse repertoire
- create and notate rhythms, melodies and harmonic progressions
- use sight singing, sight playing and score reading to gain a fuller understanding of notated scores
- sing and play or conduct excerpts, themes and accompaniments from studied and unstudied works
- explore innovative music-making techniques and the manipulation of musical elements through electronic and new media
- experiment with alternative methods of representing sound
- collaborate in groups to manage tasks
- perform music using handbells, keyboards, vocal and students' own instruments

These elements are studied through the following topics:

- Yr 11: Love, Loss and Lullaby – a study of how musical characteristics are used to create music that enhances mood or has a specific purpose.
- Yr 11: Step Back in Time – a study of the Western Classical tradition from the Medieval period through to the Romantic period.

- Yr 12: Music Tells the Storey – an indepth study of how music enhances a story, from the Impressionist period, including program music and finally culminating in Music for film.
- Yr 12: Let Me Entertain You – a study of how music is used in the entertainment industry, specifically, in opera and music theatre, jazz, and popular music styles.
- Yr 12: Musical Journeys – a study of music of the students' own selection

## How is student work assessed?

A wide range of assessment techniques is used to judge student achievement. These include:

- extended writing
- formal examination
- oral, such as interview, viva voce, debate seminar
- compositions (in any style) for instruments voice and combinations of these, compositions using non-Western instruments and groupings, compositions generated by electronic means and contemporary technologies, compositions that respond to particular stimuli, e.g. another composer's work or a visual stimulus such as a film clip or advertisement
- performance (in any style) such as small ensemble, solo performance, performance of student compositions, improvisation, conducting, performance from the co-curricular vocal or instrumental program, accompaniment

Achievement in Music is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. These criteria are: **Analysing Repertoire, Composing and Performing.**

# MUSIC EXTENSION

## (Authority Subject)

### Year 12 ONLY

#### PRE-REQUISITES

- 11 ENGLISH with a minimum grade of C
- Concurrent enrolment in Year 12 Music
- Interview with Head of Department – Creative Arts to determine level of instrumental/vocal/conducting proficiency OR composing ability OR music analysis skills

#### Why study Music Extension?

The Year 12 Music Extension syllabus caters for students with specific abilities in music. It is designed for students interested in exploring in greater depth one of the three areas of music that lie behind the general objectives of the Senior Music (2004) syllabus. The senior Music objectives have been developed in the Music Extension syllabus into three specialisations: Composition, Musicology or Performance. Students can undertake detailed studies in one of these specialisations.

#### What is studied?

Students studying Music who wish to study Music Extension in Year 12 will be asked to nominate an area of specialisation – either **Performance, Composition or Musicology**. All areas of specialisation entail the studying of the two objectives – **Investigation of music sources** and **Realisation of the work**.

##### Investigations of music sources

When students investigate in Music Extension, they research, explore, analyse and synthesise evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essays, lectures, journals or musicology surveys, and present their findings.

In this objective subjects gain insights into different aspects of composition, musicology and performance. This may lead to a deeper understanding of music ideas, informing their own practice as a composer, musicologist or performer.

##### Realisation of the work

When students realise a work, they demonstrate technique and skills and express music ideas for an audience.

By the conclusion of the course of study, students will demonstrate their achievement of *Realisation of the work* through *Demonstration of technique and skills* and *Expression of music ideas*.

##### Demonstration of technique and skills

Students refine their individual style or stance by taking risks and experimenting with technique, skills, musical elements and conventions of the specialisations.

In the realisation of the work, students apply their music ideas. They manipulate music ideas by practising, drafting, rehearsing and applying their understandings of the musical elements within contexts, genres and styles. They develop and refine skills by, for example, participating in solo and ensemble performances, drafting and editing compositional works, and exploring different viewpoints about a musical hypothesis.

##### **Expression of music ideas**

In presenting the work, students engage with an audience to express music ideas, that is, thoughts and/or concepts in music or about music. They demonstrate an understanding of the context style and the conventions of the specialisation. For example, they communicate in Performance and Composition by capturing and maintaining the aesthetic appeal, mood and character of the music, and in Musicology, by presenting a musical argument.

## How do students learn?

- Being an extension subject, Music Extension involves a high level of independent learning. The role of the teacher is to guide the students in their learning and students will be required to take on a largely self-directed role. Some of the learning experiences common to all three areas of specialisation include:
- developing audiation and music ideas
- developing musical memory
- discussing and experimenting with music ideas
- researching contexts, genres and styles
- researching performance practices
- deconstructing and evaluating other people's compositions, musicological presentations and performances
- experiencing live performances as an audience member and/or performer
- rehearsing, critiquing, refining and reflecting on their developing work

## How is student work assessed?

Assessment gives the student the opportunity to display achievement in **Investigation of music sources** and **Realisation of the work** in the context of their chosen area of specialisation. By the end of the course, they will have presented one investigating task (written, multi-media or oral) and two realising tasks (either two performances fulfilling the performance duration requirements, two compositions or two musicological presentations).

# PHYSICAL EDUCATION

## (Authority Subject)

### PRE-REQUISITES

- 10 ENGLISH with a minimum grade of C

### Why study Physical Education?

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

### What is studied?

Students study **four physical activities** over the course, with equal time and emphasis given to each activity. These physical activities serve both as a source of content and as a medium to learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Physical activities studied may include the following:

- **Lifesaving**
- **Netball**
- **Volleyball**
- **Sports Aerobics**

Subject matter for written/oral work is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

### How do students learn?

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisition as well as developing psychological, biomechanical, physiological and sociological concepts, within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

In Physical Education, the dimensions of *acquiring*, *applying* and *evaluating* group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

## How is student work assessed?

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students applying conceptual understandings from the focus areas to the physical activities they are studying, as well as actively participating in physical activity. A wide range of assessment techniques may be used in Physical Education. These tasks include the following:

- Supervised written assessment
- Research assessment and
- Physical performance

The criteria for assessment are:

- **Acquiring** – refers to the ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity.
- **Applying** – refers to the ability to apply knowledge, understandings, capacities and skills in, about and through physical activity.
- **Evaluation** – refers to the ability to make decisions, reach conclusions, solve problems and justify solutions and actions.

# PHYSICS

## (Authority Subject)

### PRE-REQUISITES

- 10 SCIENCE with a minimum grade of B-
- 10 MATHEMATICS BETA with a minimum grade of B-

### Why study Physics?

Physics is one of the fundamental sciences: it deals with observations concerning the behaviour and structure of matter on both the microscopic and macroscopic levels. The basis for understanding the world around us is provided through the practices of physical measurement and application of the scientific method. Physicists make contributions to a multitude of scientific streams as engineers, geophysicists, medical physicists and astrophysicists to name a few.

The appreciation of natural phenomena in terms of physical interactions has allowed us to develop technologies which are now taken for granted. A grounding in physics allows us to make informed judgements on technical and scientific issues, to appreciate the way in which the separate parts of the world interact and to understand how modern devices and instruments work. Physics is valuable background knowledge to professional studies in science, engineering, medicine, pharmacy and physiotherapy and as such should be a primary choice for students who anticipate entering these courses.

### What is studied?

The course covers a selection of real-world contexts throughout which the key concepts and key ideas are developed. There are three underlying organisers that permeate each of the contexts of the course, namely: **Forces**, **Energy** and **Motion**.

The course is designed to reinforce specific key competencies and common curriculum elements. Key Competencies:

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others and in teams
- Using mathematical ideas and techniques
- Solving problems
- Using technology

### The contexts studied include:

#### On the Road

The vast range of experience of humans centres upon the idea of movement. To fully understand these experiences, students need to understand the physical concepts surrounding motion and be able to use graphical and mathematical analysis to pursue further understanding. In this context the following ideas are important: operation of vehicles, typical speeds and accelerations, stopping times and braking distances, speed limits, inertia, driving and braking forces, friction efficiency and power.

#### Electricity in the Home

On average, each square metre ( $m^2$ ) of the surface of the Earth receives one joule of energy per second from the Sun. This energy source is underutilised. Electricity is a common, integral, as well as a relatively dangerous, part of our everyday lives. We witness phenomena related to both static and current electricity every day in lightning, static shocks from motor vehicles, dust adhering to windows, electrical impulses providing muscular contractions in the human body and in a vast range of modern electrical appliances. In this context the following ideas are important: the origin of electric charge, charging by induction and conduction, electrical current and forces induced in wires in changing magnetic fields, domestic aspects of electricity consumption, power ratings of electrical appliances, fuses, switches, circuit breakers, earth circuits and household electric wiring.

### **Powering Industry**

Think of how many times you turn on a light, plug in an appliance or use hot water in a single day and you'll realise how important household electricity is in our twenty-first century lives. Rarely, however, do we give a second thought to the source of this power. In this context the following ideas are important: electromagnetic induction, electric motors and electric generators, power stations, electricity networks and transmission, transformers, power loss, energy transmission and renewable and non-renewable power sources.

### **Physics of Sound and Light**

This context investigates the use of waves to transmit energy, a phenomenon that may be applied equally to sound and light energy. Students investigate the progress of a musical note from a vibrating object such as an open tube or string, through its transmission into an electromagnetic wave until it reaches a receiver, where it is amplified and converted into a mechanical sound wave by a loudspeaker. Students also investigate optics, including transmission and reflection of mirrors and lenses and refractive indices of materials as well as applications of the physics of light to optical instruments including lenses in combination in telescopes and microscopes and corrective lenses as well as total internal reflection in fibre optic communication.

### **Amusement Park Physics**

The variety of energy transfers, applied forces and motion at amusement parks are studied to develop several concepts including horizontal and vertical motion, acceleration, 1-D and 2-D momentum and G-Force. The transfer of gravitational potential energy to kinetic energy can be examined in terms of the conservation laws, particularly with reference to transfers to 'non-useful' forms of energy such as heat and sound as a result of friction.

### **Outer Worlds**

The natural laws governing the movements of heavenly bodies may have been one of the most awe inspiring and elegant discoveries in the history of the Physical Sciences. From this beginning, physicists and philosophers have speculated on the beginning of space and time. This context allows students' to study the history of competing models of the solar system Kepler's Laws, satellite motion, escape velocity, models of the history of the universe, black holes and biological effects of weightlessness. The theories relating to how the Universe came into existence, including The Big Bang, allows students to explore the structure and forces of nature. This context allows for a wide examination of phenomena at both the macroscopic (Universe) and microscopic (particle) scales.

### **Landmarks in Modern Physics**

Einstein's realization that space and time were related to each other leads to the consequence that mass and energy are different aspects of a single entity. This is the entry point into Modern Physics. In this context the following ideas are important: The fundamentals of classical physics (for comparison) including momentum and 2-D collisions, the Compton effect, the nature of light, space and time, the theory of special relativity (including time dilation, relativistic mass increase, and  $E = mc^2$ ), lasers, particle physics and quantum physics (Large Hadron Collider, bubble chambers). Profiles of the historical, societal and scientific work of eminent scientists will also be examined in this context.

### **Nuclear and Medical Physics**

One of the most divisive issues facing society is the use of nuclear energy for electricity generation. Often, the opponents and proponents are uninformed on the scientific issues and little useful discussion ensues. In this context the following ideas are important: the scientific and social issues surrounding nuclear energy production (with particular emphasis on Australia's role internationally), nuclear reactors - conventional versus breeders, mass defect, the safety record of the nuclear industry, potential problems and precautions, the case study of a nuclear accident, fusion versus fission, economics of nuclear power and potential to solve shortages of other fuels and reduce greenhouse gas emissions. Nuclear radiation is also involved in medical procedures such as gamma radiation imaging, radiopharmaceuticals, radiation therapy, imaging techniques - X-rays and tomography (CT, MRI), single photon emission computed tomography and positron emission tomography.

## **How do students learn?**

Students will participate in a wide range of activities to develop their knowledge of Physics and their ability to think and solve life-related problems. Much emphasis is placed on experiments and the ability to analyse data. Students will be wholly immersed in designing and completing practical experiments throughout the course.

## How is student work assessed?

Assessment tasks are divided into three categories as outlined below:

**Extended Experimental Investigations**, typically research and experimental investigations of 2-3 weeks or longer where students plan a course of action, conduct experiments, collect primary and secondary data, reach a justified conclusion and communicate in an appropriate genre (e.g. investigative report, non-written presentation).

**Extended Response Tasks**, typically non-experimental tasks that enable a student to demonstrate an understanding of a chosen issue through an informed response that may be written, oral or a performance. The Extended Response Task may also be in the form of an assignment, non-written presentation such as a debate, seminar, demonstration or PowerPoint or webpage presentation or alternatively, be a response to stimulus material where the student interprets, analyses and evaluates information.

**Supervised Assessments**, typically practical exercises including graphs, tables, diagrams, data and responses to short and extended answer questions. Supervised Assessments may also include responses to seen and unseen stimulus material.

Each assessment task assesses achievement across all the assessable general objectives, that is, **Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding**), although the emphasis on each objective will vary from task to task.

## What should be studied with Physics?

The Study of Physics is heavily reliant upon many of the concepts studied in Mathematics B. The choice of Physics requires students to enrol in Mathematics B. Chemistry and Mathematics C also share concepts with Physics; however, they need not be studied to study the subject Physics.

Students who are studying Science General and demonstrating performance at an A standard are encouraged to apply for enrolment in Senior Physics and should discuss this with the Head of Science. Student enrolment from Science General classes is provisional and at the discretion of the Head of Department Science.

# PRE-VOCATIONAL MATHEMATICS

## Study Area Specification (Authority Registered Subject)

### PRE-REQUISITES

- *There is no pre-requisite for this subject.*

### Why study Pre-Vocational Mathematics?

Pre-Vocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of Mathematics.

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'. Pre-Vocational Mathematics provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards Mathematics but also their mathematical knowledge and skills (through the general objectives: *Knowing and Applying*), and their communication skills (through the general objective: *Explaining*).

### What is studied?

The SAS provides the flexibility to design courses of study that cater for the broad range of skills, attitudes and needs of students. Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts which have relevance to them.

The five topics are:

- Mathematics for interpreting society: number
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for practical purposes: measurement
- Mathematics for personal organisation: finance

Examples of units in these contexts are:

- Let's Travel
- Healthy Lifestyles
- Games of Chance
- Your Job, Your Tax
- Catering Capers

Because these contexts foster co-operation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of Mathematics.

The learning contexts of Pre-Vocational Mathematics are required to provide opportunities for the development of the following key competencies:

Seven 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

These competencies are developed through the set topics for study.

## **How do students learn?**

Students will be asked to be active participants in their learning. They will be involved in a variety of activities, either individually, in pairs or groups.

The contexts foster co-operation and support. Students will be asked to respond, identify, locate, act upon, interpret and communicate mathematical ideas and information. These will be presented in a variety of methods and using different technologies.

## **How is student work assessed?**

Students will be assessed in a variety of ways to address the exit criteria of the course, which are:

- Knowing;
- Applying;
- Explaining.

Assessment techniques may include:

- Short written answers;
- Extended written reports;
- Oral presentations.

# SCIENCE 21

## (Authority Subject)

### PRE-REQUISITES

- **10 ENGLISH with a minimum grade of C**  
**AND**
- **10 SCIENCE with a minimum grade of C**  
**OR**
- **10 SCIENCE GENERAL with a minimum grade of C+**

### Why study Science 21?

The ever growing importance of scientific issues in our daily lives demands a populace who is scientifically literate. That is a populace who have sufficient knowledge and understanding to participate in scientific debates, engaging with the issues that science and technology pose to individuals and for society as a whole.

Science 21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today's scientific and technological age. The course deals with themes in real-world contexts that are of intrinsic interest and importance – the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things. A course of study in Science 21 is academically rigorous and complements student learning in the established disciplines of Physics, Chemistry, Biology and Earth Science.

### What is studied?

The course covers a selection of real-world contexts throughout which the key concepts and key ideas are developed. There are five underlying focus areas that permeate each of the contexts of the course, namely: Structure and properties of matter, Living systems, Earth and space, Energy, Information and communication.

**Structure and properties of matter** – from nutrition to electronics, from rockets to medicines, an ability to think at the molecular level is a powerful way to view the world. While centred in the established disciplines of physics and chemistry, it is the way of thinking that is driving revolutions in biology and technology.

**Living systems** – thinking at the molecular and the cellular levels is a powerful tool that allows us to explore life. All living systems and processes obey the laws of chemistry and physics. The second law of thermodynamics and evolutionary theory are keys to understanding living systems.

**Earth and space** – plate tectonics is the conceptual model for thinking about volcanoes, earthquakes and continental drift. Analysing past and present Earth processes allows an understanding of global change and prediction of the future of the planet.

**Energy** – energy is the ability to cause a change in an object. When objects interact with each other, energy is transferred and/or transformed. Energy is intimately related to the concept of matter; it manifests itself in many forms, and powers life and change at the molecular, everyday and astronomical levels.

**Information and communication** - communication, the sharing of information, is fundamental to the development of human societies. Developing methods for storing, retrieving and communicating information through digital technologies are at the forefront of social change. In the living world, communication of information occurs at molecular, microscopic and macroscopic scales. A two-way link is emerging between artificial and living information systems.

## **The contexts studied include:**

Science 21 specifies four scientific priorities, from which contexts are drawn, namely: Technology, Health and wellbeing, Catalysts for discovery and Environment.

The range of contexts offered include:

### **Forensics & Security**

As the first unit of the Science 21 program, Forensics & Security commences with a highly relevant introduction to the scientific method. Students familiarise themselves with the processes involved in formulating a hypothesis to collect valid and reliable data. With a focus on technologies to aid with the collection and analysis of data, students are able to test hypotheses and draw justified and reasonable conclusions. Cutting edge technologies relating to airport security, including biometric data processing and analysis are also explored.

### **The Final Frontier**

Based on the format of the *Australian Space Design Competition*, students will explore scientific concepts, considering the physics of rocket launches and orbits, the physiological needs of human beings, and the myriad requirements to fund, design and support human ventures into outer space. Students will work as teams of astronauts (flight, medical, materials, communications, agricultural) to detail the requirements of a staffed mission to inhabit an orbiting space station. Considerations will include placing craft into orbit, nutrition of inhabitants, effects of space flight on human physiology, communication internally and externally and provision of amenities.

### **Pandemics & Prevention**

Students will examine the millennia-old relationship between humankind and the microbes and parasites that routinely invade and inhabit our bodies and our population. The unit will begin with an introduction to congenital diseases compared with the acquired or lifestyle diseases. The unit will then focus on bacterial and viral infections, with an in depth examination of different bacterial strains and viral types. Treatment and prevention of these infections will be detailed, along with case studies of past and present pandemics. To complement the investigation of microscopic disease agents, macroscopic parasites will be studied including their lifecycles and the human immune response. Students will explore the causes and impacts of disease epidemics and pandemics, focussing on current diseases such as HIV, H5N1 (Bird Flu), Ebola, SARS and Equine influenza. Students will look at the '*Australian Action Plan for Pandemic Influenza*' and '*Ausvetplan*' to determine our preparedness for a microbial attack.

### **State of the Environment – Moreton Bay**

The Moreton Bay environment is an important region as a commercial fishing ground, a residential area, a playground and an ecologically significant place that supports an incredible diversity of life. Moreton Bay is home to a number of well known endangered and threatened species of Marine life (dugong, turtle, sting rays), and also forms part of the migratory path for Humpback whales. Since the end of commercial whaling, imposed fishing regulations and laws and the gazetting of national marine parks within Australia, there has been a steady increase in the general health of and number of sightings of marine life in areas such as Moreton Bay. In order to understand the complexity of an ecosystem it is necessary to investigate the range of biotic and abiotic relationships that exist within the ecosystem and to see that changes to any part of the system have broad and significant consequences. In this unit students will consider the relationship that we have with this ecosystem and understand what is necessary if we are to ensure that we can continue to share and enjoy the Moreton Bay environment.

### **Australia's Unique Flora and Fauna**

The Earth's geological timescale has been established according to major events that have changed the fauna and flora observed in Australia's fossil record. Students will begin by studying the diversity of Australian ecosystems and the food chains and webs which exist between the diverse Australian fauna and flora. An introduction to the concept of a species will be studied as well as the effect of introduced species on ecosystems. Evolution, from single base mutations and selection pressures to comparison of fossil records, will provide background information for the students to move on to population genetics. Students will use this knowledge and mathematical analysis when observing the influence of selection pressures on a model population. Evolution leading to adaptations and unique characteristics of the Australian biota is a major focus. Students will collect data from the field relating to adaptations in coastal and rainforest environments and relate these adaptations to current environmental conditions. Students will also investigate how long-term and short-term changes of

abiotic and biotic factors in an environment will lead to changes in the assemblages of organisms as they adapt to changing environmental conditions.

### **Energy, Emissions and Audits**

The Enhanced Greenhouse Effect is the process wherein the natural greenhouse effect is enhanced by human emissions of greenhouse gases. Increased concentrations of carbon dioxide, methane, and nitrous oxide, CFCs, HFCs, PFCs, SF<sub>6</sub>, NF<sub>3</sub>, and other photochemically important gases are the direct result of human activities. Activities such as the burning of fossil fuels release large amounts of carbon based gases into the atmosphere trapping more infra-red radiation and thereby exerting a warming influence on the climate. Students will design and modify laboratory experiments to model the effects of a runaway greenhouse event as well as perform an individual/household energy audit to identify areas for positive reduction in emissions. Students will view and analyse the events portrayed in the popular media (non-fiction and fictional) to predict future consequences of climate change. Students will study how human influence on atmospheric global cycles can cause short and long term changes that ultimately affect the ecosystems of the Earth. Students will also consider, test and evaluate alternate methods of energy production, conservation and use to reduce the human contribution to greenhouse gas emissions.

### **Preservation of the Species**

Technology has assisted civilised human populations to live longer, enjoy an increased standard of living and to attempt to lift the standard of living of all the people of the world. Such benefits create issues in themselves that require ever-increasing technological advancements in order to keep pace with a growing, increasingly demanding and aging population. Some newly available or developmental technologies include a variety of medical technologies that may increase life expectancy, prevent or cure chronic illness or potentially even change the nature of humanity. These technologies include stem cell therapies, therapeutic cloning, organ replacement or elimination of pathogens. The provision of resources such as food, water, energy and access to technologies is an emerging issue that is played out on the political as well as scientific stage. Agricultural technologies, such as Genetically Modified food crops, provide a solution with hereto unknown costs. In this unit students will examine the benefits and potential hazards of some of these technologies.

### **Family Portraits to Facebook**

The ways in which information in all its forms has been recorded and transmitted from person to person and from generation to generation have developed through time. Communication has spanned from the spoken word, through diagrammatic and pictorial histories to the printed word, mass communicated by inventions such as the Guttenberg Press. Now we enjoy almost instantaneous capture, storage, transmission and dissemination of media (written, image, video, audio) world wide. This unit requires students to look at the devices that are now commonplace to capture, store and transmit data with a particular focus on the materials and technologies required to support them.

## **How do students learn?**

Students will experience the course through a range of strategies including investigations, inquiry-based learning, using both individual and cooperative learning, and direct instruction. The learning experiences offered include researching and organising information from primary and secondary sources, conducting practical experiments or field research, interpreting data from a wide range of sources, working with others and in teams, solving problems, participating in forum discussion and debates, analysing strategies or policies and advocating for change.

## **How is student work assessed?**

Assessment tasks are divided into four techniques, namely:

**Supervised Written Assessment:** typically multiple choice, short responses – prose, practical exercises or calculations, and extended written responses and essays.

**Extended Experimental Investigation:** the development of a planned course of action to investigate an hypothesis or answer a practical research question, gathering quantitative primary data that is analysed with conclusions/recommendations drawn. The assessable outcome of an extended experimental investigation is a written scientific report.

**Extended Response Task:** the development of a response to a scientific question or issue, with the focus on using secondary data. Based on research practices, the Extended Response Task requires students to locate and use information that goes beyond the data provided. Extended Response

Tasks may include an analytical exposition, in the form of an essay or spoken/multimodal presentation, a report or a product/artefact with accompanying discussion.

**Collection of work:** a series of tasks relating to a single, cohesive investigative context. The collection of work is a folio containing student responses to a variety of assessment situations, including written (summary analysis, report on a practical activity, processing of data, annotated bibliography) as well as non-written (oral, electronic or multimodal presentation) components.

Science 21 may be studied in conjunction with any of the other science disciplines.

# STUDY OF SOCIETY

## (Authority Subject)

### PRE-REQUISITES

- **10 ENGLISH with a minimum of grade of C**  
**AND**
- **10 GEOGRAPHY with a minimum grade of C**  
**OR**
- **10 HISTORY with a minimum grade of C**

### Why study Study of Society?

Study of Society is a social science subject that opens understanding in fields of study largely unrepresented in the Queensland senior curriculum. These include such fields as sociology, social psychology and anthropology. The subject also offers studies in the sociology of politics and the law. As such it is a valuable introduction for students who wish to pursue a number of avenues of employment and further areas of study.

Students will come to critical understandings of the processes of socialisation, theories of personality development and how cultures influence social behaviour, attitudes and values. They will also examine the distribution of power and wealth within society, as well as the related concepts of opportunity, reward and equity. Finally, students will have the opportunity to examine the interactive and dynamic nature of political and legal systems, especially within Australia.

Choosing to take part in the Study of Society course in Years 11 and 12 provides students with a broad and systematic study of Australian society. A major objective is to help students to understand the society in which they live. In order to meet this objective, the course includes elements of psychology, social studies, sociology and political science.

### What do students learn?

The four semester units selected for study are:

#### **Semester 1: What Shapes the Individual?**

Theories of socialisation, Primary and secondary social agents; Group behaviours and cultural influences; The Nature versus Nurture debate

#### **Semester 2: How Is Social Behaviour Viewed?**

Cultural influences and social diversity; Attitudes, values and stereotypes; Ethnocentrism and individual behaviour; The effects of global and/or popular culture upon individual behaviour

#### **Semester 3: Who Gets What and Why?**

Investigating inequality within society-politically, socially and economically, social stratification and status in society; An examination of social theory, social theorists and practices within society

#### **Semester 4: Who is in Control?**

Power in Australian politics and political conflict; Australia's Constitution; women in politics, social construction of crime.

### How do students learn?

In Study of Society, students participate in a range of learning experiences to acquire knowledge about society and to develop their skills of inquiry, critical thinking and problem solving. They do this through a range of theoretical, practical and investigative processes. These include:

- field-based or excursion-based activities, constructing and administering surveys and interviews, and listening to and questioning guest speakers
- studies of social theories, case studies and media analysis
- computer-based research, linked to databases of social statistics and social indicators
- collecting, organising, analysing and evaluating information
- engaging in group and individual work
- preparing written and oral presentations
- review video programs, and Internet sites as sources of evidence
- examining controversial issues and evaluating the range of social responses possible

## How is student work assessed?

Assessment in Study of Society is criterion based. The criteria used are:

- Knowledge and understanding;
- Critical processes;
- Communication.

Students take part in a wide range of experiences that develop their ability to be fully functioning and informed members of their community. Such experiences include class based work, field work, and research tasks spoken and written and other web based. Students of Study of Society in recent years have also undertaken field work in locations such as day care and early childhood centres within the local community.

Assessment tasks vary in format from short answer responses to extended writing tasks. Assessment is also focussed upon assisting students, as much as possible, to prepare for the Queensland Core Skills Test.

## Additional Information

### **Career Pathways:**

Study of Society is of direct benefit to many areas of employment. As a “generalist” subject, it is a subject that allows students to keep their career options and tertiary education pathway options open! Study of Society, provides skills and perspectives of value in many and diverse careers such as the police and law enforcement, in the area of health as doctors, nurses, psychologists and counsellors, teaching, town planning, the public service and the legal profession.

**Tertiary studies** for which Study of Society is a valuable preparation include studies in the arts, education, economics/commerce, law, journalism, psychology, public administration, social work, nursing (and other health fields), social science, governments/political science, environmental studies, and even for town planning, architecture and built environment courses!

# VISUAL ART

## (Authority Subject)

### Pre-Requisites

- **10 ENGLISH with a minimum grade of C**  
**AND**
- **10 ART with a minimum grade of C**  
**OR**
- **An appropriate skill level (as determined by Head of Department – Creative Arts)**

### Why study Visual Art?

Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and 'read' is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses through researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople.

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts. (QCAA Senior Syllabus Visual Art 2007. p1)

### What is studied?

Senior Visual Art is divided into two years of study.

Year 11 Visual Art is focused on Diversification. Experiences in Year 11 encourage a discovery approach and tend to be teacher directed. The concept of IDENTITY is divided into three connected units; Song Lines, Tribal Lines and Site Lines. Students research and develop experimental folios throughout the year in order to resolve a final **body of work** at the end of the year. Students examine relevant artists and explore a diverse range of 2D and 3D media areas. All work in Year 11 is Formative.

Year 12 Visual Art is focused on Specialisation. Experiences in Year 12 encourage students to work independently to direct their own art-making process. The concept of VISION is explored in two connected units: Real/Hyper Real and Unreal/Surreal. Students research, develop and resolve individual bodies of work through terms 1, 2 and 3 and then extend upon selected concepts to produce an **extension folio** which is a third body of work. Students may select to work in the 2D and 3D media areas of their choice. All work in Year 12 is Summative.

### How do students learn?

In making artworks, students define and solve visual problems by using visual language and expression (including visual elements, principles of composition, sign and symbolism) relevant to concepts, focuses, contexts and media. This involves students in:

- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating and interpreting ideas through media manipulation to invent images and objects

In appraising artworks, students determine and communicate meanings. This involves them in:

- demonstrating knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media
- analysing, interpreting, synthesising and evaluating information to discern meanings
- making informed judgements
- justifying positions when determining the aesthetic value of artworks

- using suitable visual arts terminology, language and referencing conventions

### **How is student work assessed?**

Schools use a wide range of assessment techniques to judge student achievement. These include: making folios; short and extended writing such as essays, tests, reviews, critiques, orals, seminar presentations, exhibitions and reports.

Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are **Visual Literacy, Application and Appraising**.

### **Additional Information**

#### **Levies:**

This subject has an additional annual levy for materials. In 2015 this was \$265.90 and appeared on the Term One account.

# VISUAL ART STUDIES

## Study Area Specification

### (Authority Registered Creative Arts – Visual Art Studies)

#### PRE-REQUISITES

- *Study of Art at Year 9 and 10*  
*OR*
- *Appropriate other Art studies (as determined by Head of Department – Creative Arts) is recommended*

#### Why study Visual Art Studies?

Visual Art Studies is a school based subject which is a non authority SAS (Study Area Specification). Visual Art Studies offers students a diverse range of art-making experiences and aims to cultivate a workshop environment. Students will learn skills and techniques and will also maintain workplace health and safety procedures within the classroom studio environment. It is envisaged that students will be exposed to the work and ideas of visiting artists and designers who will conduct workshops focusing on specific areas of expertise. (Preference will be given to practising female artists to run these workshops, thus maintaining the philosophy of education and encouragement of young women in a range of endeavours, as inherent in the mission statement of this school). Visual Art Studies allows students to explore materials, techniques and ideas in a range of teacher directed tasks.

Students who undertake this study for two years will find that they:

- have developed skills in a wide range of media
- have developed an awareness of functional design and its role in shaping our environment
- develop confidence in expressing themselves in visual forms
- develop an ability to make informed judgements about their own and other's work.

#### What is studied?

Students are engaged in:

Exploring **2 Dimensional media** including drawing, painting, collage and computer generated images.

Exploring **3 Dimensional media** including ceramics, found objects and assemblage.

**Graphic Design** including wearable art, interior design and advertising.

#### How do students learn?

Students will be required to complete tasks throughout the semesters of this course with the submission of a folio at appropriate times. Folios will include practical artwork, art journal and artist statement. Some folios will also include a written component in the form of a report, blog entries or client brief. Time will be allocated to the viewing of exhibitions and visiting artists from which both practical and theoretical activities will be undertaken.

Students will:

- explore arts making processes and skills
- investigate "solutions" to arts making "problems"
- make choices to communicate purpose(s) through art works.

Students will undertake learning activities to assist them to develop:

- skills in processes used in the arts areas
- understanding of essential terminology
- workplace health and safety practices.

Students will be required to:

- demonstrate the practical skills and techniques required for the expressing of purposes through arts works
- apply workplace health and safety practices specific to the chosen arts area(s)
- work independently or collaboratively to achieve goals within specified timeframes.

## How is student work assessed?

An extensive range of assessment techniques is used. The results of these assessment instruments help determine a level of achievement which is recorded on the Senior Certificate and is based on the following criteria:

**Exploring** refers to investigating processes and skills to communicate purposes through arts works while working independently or in a group. Purposes could range from the creative to the functional

**Knowing** refers to being able to recall processes, essential terminology and safe practices associated with arts making in the chosen arts area(s)

**Expressing** refers to demonstrating the practical aspects of arts making while completing or working towards the completion of arts works, working independently or in a group, and within specified timeframes.

## Additional Information

### Levies:

This subject has an additional annual levy for materials. In 2015 this was \$265.90 and appeared on the Term One account.

# STUDY OF RELIGION

## (Authority Subject)

### Pre-Requisites

- 10 ENGLISH with a minimum grade of C  
AND
- 10 RELIGION AND LIFESKILLS with a minimum grade of B-  
AND
- Criterion 2 (Evaluative Processes) with a minimum result of B-

### Why study Study of Religion?

The subject Study of Religion looks at the place of religion in human affairs generally as well as at specific religions. It is designed to be suitable for all students, whatever their views on religion.

### What is studied?

Study of Religion offers a broad knowledge and appreciation of diverse religious beliefs and practices, providing insight into peoples and cultures, both past and present. It assists students to become mature, constructive members of society and also provides knowledge and research skills useful for tertiary study.

<b>Semester 1:</b>	<b>Ultimate Questions</b>
<b>Semester 2:</b>	<b>Sacred Texts</b>
<b>Semester 3:</b>	<b>Religion and Ethics</b> <b>Australian Religious Perspectives</b>
<b>Semester 4:</b>	<b>Religion-State Relationships</b>

### How do students learn?

Students learn through the inquiry method in Study of Religion. This involves the students in framing questions, investigating topics, reasoning and judging about evidence. The process of inquiry contributes to their ability to formulate ideas, make judgments and reach conclusions. It encourages students to move beyond acquisition of facts to the development of ideas and concepts.

### How is student work assessed?

Student work is assessed using a variety of techniques, including multimodal presentations, extended written responses and response to stimulus tasks.

The criteria for assessment are:

- **Knowledge and understanding**
- **Evaluative processes**
- **Research and Communication**

### Additional Information

#### Retreats:

Attendance at Retreat is compulsory for all students. Retreats are seen as an essential component of the spiritual development of students. Retreats provide extended opportunities for reflection and liturgical celebration.

# RELIGION AND ETHICS

## Study Area Specification

### (Authority Registered Subject)

#### PRE-REQUISITES

- *There is no pre-requisite for this subject.*

#### Why study Religion and Ethics?

Religion and Ethics assists students to explore personal values and life choices and how they are related to beliefs. It provides opportunities to gain knowledge and understanding of how our personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

#### What is studied?

The study area Religion and Ethics focuses on the areas of ethics and meaning in life, incorporating personal, relational and spiritual dimensions of human religious experience. Students investigate these and relate them to their own life situations through a number of topics and a variety of learning experiences.

##### Semester 1:

##### Religions of the World

- The nature of religion; Christianity; Buddhism; Islam.

##### Sacred Stories

- Family and community stories; stories from other cultures and religions; Christian Biblical stories.

##### Semester 2:

##### Ethics and Morality

- Models of ethical decision-making; values and conscience; ethical issues.

##### Indigenous Australian Spirituality

- Holistic nature of Aboriginal and Torres Strait Islander spiritualities; sacred sites, rituals, stories.

##### Semester 3

##### Peace and Conflict

- Interpersonal peace; conflict resolution; working for peace.

##### Meaning and Purpose

- Ultimate questions; worldviews; religion and philosophy.

##### Semester 4

##### Spirituality

- Personal spirituality; role of ritual and symbol; eco-spirituality; role of spirituality in life.

#### How do students learn?

In Religion and Ethics students examine religious, spiritual and ethical issues through an inquiry approach. This means being curious, asking questions, reflecting on the information gathered through research and investigation, and appraising and reconsidering the consequences and outcomes.

#### How is student work assessed?

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement of the dimensions of the subject, which are **knowing and understanding, applying and examining, producing and evaluating.**

Assessment techniques will include projects, investigations, extended response to stimulus materials and short response examinations.

## **Additional Information**

### **Retreats:**

Attendance at Retreat is compulsory for all students. Retreats are seen as an essential component of the spiritual development of students, and provide extended opportunities for reflection and liturgical celebration.