



# 2019 Senior Learning Community

Learning Opportunities  
Year 10

HILLCREST CHRISTIAN COLLEGE  
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Hillcrest Christian College is an interdenominational ministry of Reedy Creek Baptist Church and is operated by Hillcrest Christian College Ltd

## Foreword

At Hillcrest Christian College, we offer an extensive range of subject choices for students in Years 7 to 12. As part of our subject offerings, we guarantee to offer each subject as listed on the provided line structure irrespective of the number of students who choose it. Students currently in the Senior Learning Community or new to the College can plan for their Senior Years journey with certainty. They can also look at acceleration into these year levels from an early age because our timetable structure will remain consistent from year to year.

The framework on which the Hillcrest Christian College curriculum in years P to 9 is based on the **Australian Curriculum**. This curriculum supports students in learning about themselves and their world, and assists in the development of literacy and numeracy outcomes. It is also designed to develop students' technology, information and communication skills. Gospel values and a Christian worldview underpin the curriculum studied.

To assist students in planning their courses, we offer support to ensure that each child can develop a learning plan that will maximise the opportunity for them to achieve their goals and dreams through their learning experiences. This commences in the later part of Year 9 and continues with each student through to the completion of their studies at the end of Year 12.

In Years 10 to 12 we welcome students into the final phase of their learning. We aim to provide each student the opportunity to succeed in their chosen pathway.

Not only do we provide a wide range of subject choices, we have secured partnerships with Bond University, Griffith University, QUT and Southern Cross University where we can offer first year subjects as part of the senior years of study. This will provide students with the unique ability to be able to complete their formal years of education at Hillcrest Christian College while still obtaining an additional certificate or diploma.

I would ask you to take the time to talk through the various aspects while making the very important decision of subject selections and course placements. My advice is to attempt to choose, where possible, a balanced selection of subjects.

Do not hesitate to contact Paul Wotton, Darren Rackemann, Lorna Henderson or myself if you have any questions regarding your son or daughter's subject selections.

Dirk van Bruggen

**HEAD OF SENIOR LEARNING COMMUNITY**

Hillcrest Christian College

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## Pathways in Years 10 to 12

The Queensland Government has announced a transition to revitalised senior assessment and tertiary entrance systems. Navigating through the ATAR, QCE, external examinations, university entrance, TAFE admission and entry into apprenticeships and the workforce can be complex. There are decisions that need to be made that can influence and impact your progress towards your post school pathway. At Hillcrest, we have a Pathways Team to guide you through these processes. In addition to this support, we will provide any specific information that students, parents or carers may seek to help the transition to the new system.

As part of the implementation of the new system there have been changes to some subjects and creation of new subjects. The table below gives an overview of these changes.

Old subject terminology	New subject terminology	Change
Business Communication and Technology	Business	Replacement subject with similar content
	Earth & Environmental Science	New subject
	Engineering	New subject
	English Literature	New subject
English Communication	Essential English (Applied subject)	Replacement subject with similar content
English ESL	English as an Additional Language	Replacement subject with similar content
Graphics/Technology Studies	Design	New subject
Home Economics	Food & Nutrition	Replacement subject with similar content
	Geography	New subject
Mathematics A	General Mathematics	Replacement subject with similar content
Mathematics B	Mathematical Methods	Replacement subject with similar content
Mathematics C	Specialist Mathematics	Replacement subject with similar content
	Sport & Recreation (Applied subject)	New subject
	Psychology	New subject
	Study of Religion	New subject
Technology Studies	Industrial Technology Skills (Applied subject)	Replacement subject with similar content

### Where do I start?

In starting to look at potential pathways to the completion of Year 12 students should:

- Read and discuss the possible pathways
- Meet with the Careers Coordinator and Director of Pathways to look at options
- Select a pathway and then consider courses and subjects

### Who can I talk to for advice?

There is a team who can help you. They include:

- Director of Pathways – Mr. Paul Wotton
- Careers Coordinator – Mrs. Lorna Henderson
- Deputy Head of Community (Academic Performance and Innovation) – Mr. Darren Rackemann
- Head of Community – Mr. Dirk van Bruggen

### What are any deadlines for decisions?

The following are the key dates for Year 9 and 10

- Selection of subjects (first round) August
- If looking to accelerate subjects (e.g. start grade 11 Art in grade 10) August
- Enrolment in Certificate or Diploma courses

January

## Frequently asked questions

When do the units in each subject start and finish?

The course of study in years 10 to 12 occurs as follows:

Term	Year 10	Year 11	Year 12
Term 1	Introduction Unit	Unit 1	Unit 3
Term 2	Unit 0	Unit 2	Unit 4
Term 3	Unit 0	Unit 2	Unit 4
Term 4	Unit 1	Unit 3	Week 1 to 3 Preparation for exams Week 4 to 6 External exams Week 7 Graduation

How will an ATAR be calculated?

The Queensland Tertiary Admissions Centre (QTAC) will be responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

a student's **best five** General subject results (currently the case for the OP system)

or

a student's best results in a combination of four General subject results, plus an Applied learning subject result.

<b>Best five QCAA General subjects</b>	<b>Best four QCAA General subjects</b> + The best result in a: QCAA Applied subject <b>or</b> Certificate III/IV or Diploma or Advanced diploma
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If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

Do I have to study English to get an ATAR score?

In the new system of tertiary entrance, eligibility for an ATAR will require satisfactory completion of any QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of four subjects — English, Essential English, Literature (new subject) or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

### What will be different about the new assessment system?

A system of 100% school-based assessment has operated in Queensland for more than 40 years.

In the new system, each subject's result will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA).

This is fewer assessments than students sit currently — emphasising quality over quantity.

In the new system, the external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will contribute 50%.

The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.

### Will students be subject to more assessment and high stakes exams in the new system?

Year 12, students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject during Unit 3 and Unit 4. There will be three school-based assessments and one external assessment. All four assessments will count towards a student's final result.

### Why will there be 50% external assessment in mathematics and science subjects but 25% in others?

Variation between subjects reflects the style of learning for those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way.

### What certificates will students receive in the new system at the end of Year 12?

The Queensland Certificate of Education (QCE) will remain as Queensland's Senior School Qualification. Students who are eligible, will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement that shows all studies and the results achieved that may contribute to the awarding of a QCE.

### What will be different about the new tertiary entrance system?

The ATAR (Australian Tertiary Admissions Rank) is a rank order of students between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR is commonly used in other states and territories.

ATARs will also be calculated by comparing student results. But instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared.

### What about the students who will finish school before the changes are introduced?

Families with children who will be completing school under the current system can be assured that it remains fair and reliable. In no way will it be compromised by the changes.

## Subjects on offer

- Accounting
- Biology
- Business
- Chemistry
- Dance
- Design
- Drama
- Earth & Environmental Science
- Engineering
- English
- English as an Additional Language (ESL students only)
- English & Literature Extension (Year 12 only)
- Essential English (Applied subject)
- Literature
- Film, Television & New Media
- Food & Nutrition
- French
- Geography
- Information & Communication Technology (Applied subject)
- Industrial Technology Skills (Applied Subject)
- Legal Studies
- Essential Mathematics (Applied subject)
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Modern History
- Music
- Music Extension (Year 12 only)
- Psychology
- Physical Education
- Physics
- Sport & Recreation (Applied subject)
- Study of Religion (subject to numbers)
- Visual Art

**Please note:** All care was made in preparing this document to best inform parents and students of the current curriculum organisation of Hillcrest Christian College. Sometimes changes occur to course topics or subject offerings to improve our service or respond to staffing changes or student needs. To ensure you have the latest version of this document contact the Senior Learning Community office or download the latest version from the Family Portal.

# Accounting

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that Accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to Accounting, enabling real-time access to vital financial information. When students study this subject, they develop an understanding of the essential role Accounting plays in the successful performance of any organisation.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Accounting</b> Accounting fundamentals	<b>Unit 1</b> <b>Real world accounting</b> End-of-month reporting for a service business	<b>Unit 3</b> <b>Monitoring a business</b> Fully classified financial statement Reporting for a trading GST business
<b>Term 2</b>	<b>Unit 0</b> <b>Accounting foundations</b> inventory systems Internal controls Recording transactions	<b>Unit 2</b> <b>Management effectiveness</b> Accounting for a trading GST business — credit	<b>Unit 4</b> <b>Accounting - the big picture</b> Cash management Complete accounting process for a trading GST business
<b>Term 3</b>	<b>Unit 0</b> <b>Accounting foundations</b> Statements of financial position Statements of profit and loss	<b>Unit 2</b> <b>Management effectiveness</b> End-of-year reporting for a trading GST business	<b>Unit 4</b> <b>Accounting - the big picture</b> Performance analysis of a listed public company
<b>Term 4</b>	<b>Unit 1</b> <b>Real world accounting</b> Accounting for a service business – cash, accounts payable a no GST	<b>Unit 3</b> <b>Monitoring a business</b> Managing resources for a trading GST business – non-current assets	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce. As the universal language of business (Helliard, 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

# Biology

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Biology</b> Cell theory Biology foundations Skills in biology Ecosystems and ecology	<b>Unit 1 Cells and Systems</b> Multicellular organisms and systems	<b>Unit 3 Biodiversity and the Interconnectedness of Life</b> Ecosystem dynamics
<b>Term 2</b>	<b>Unit 0 Foundations</b> Unit 1 Overview and application	<b>Unit 2 Maintaining the Internal Environment</b> Homeostasis	<b>Unit 4 Heredity and the continuity of life</b> DNA, genes and the continuity of life
<b>Term 3</b>	<b>Unit 0 Foundations</b> Unit 2 Overview and application	<b>Unit 2 Maintaining the Internal Environment</b> Infectious disease	<b>Unit 4 Heredity and the continuity of life</b> Continuity of life on Earth
<b>Term 4</b>	<b>Unit 1 Cells and Systems</b> Cells and Systems	<b>Unit 3 Biodiversity and the Interconnectedness of Life</b> Describing biodiversity	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Doctor, dentist, veterinary surgeon, agricultural science, laboratory scientist, marine biologist, pharmacist, physiotherapist, biomedical scientist, molecular biologist.

# Business

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Business Concepts</b> Small business development	<b>Unit 1 Business creation</b> Creation of business Ideas business ideation Creation of business ideas case study	<b>Unit 3 Business diversification</b> Strategic development
<b>Term 2</b>	<b>Unit 0 Introduction to Business</b> Government, citizenship and the economy Personal finance	<b>Unit 2 Business growth</b> Establishment of a business Business start-up Establishment of a business — franchise case study	<b>Unit 4 Business evolution</b> Repositioning a business
<b>Term 3</b>	<b>Unit 0 Entrepreneurship</b> Introduction into the Entrepreneurial Mindset	<b>Unit 2 Entering markets</b> Market entry Entering markets case study	<b>Unit 4 Business evolution</b> Transformation of business
<b>Term 4</b>	<b>Unit 1 Business creation</b> Business fundamentals Fundamentals of business case study	<b>Unit 3 Business diversification</b> Competitive markets Expanding markets An expansion case study	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

# Chemistry

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## Pre-requisite studies

There are no pre-requisites for this subject.

## Course outline

Chemistry is the study of materials and their properties and structure. In Unit 1 students study atomic theory, chemical bonding and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Studying senior secondary Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. Some students will use this course as a foundation to pursue further studies in chemistry, and all students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision making and engage critically with contemporary scientific issues.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Chemistry</b> Essential Skills Experimental Application	<b>Unit 1</b> <b>Chemical fundamentals: structure, properties and reactions</b> Chemical reactions: reactants, products and energy	<b>Unit 3</b> <b>Equilibrium, acids and redox reactions</b> Oxidation and reduction
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Atoms and structures	<b>Unit 2</b> <b>Molecular interactions and reactions</b> Intermolecular forces and gases Aqueous solutions and acidity	<b>Unit 4</b> <b>Structure, synthesis and design</b> Properties and structure of organic materials
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Intermolecular forces	<b>Unit 2</b> <b>Molecular interactions and reactions</b> Rates of chemical reaction	<b>Unit 4</b> <b>Structure, synthesis and design</b> Chemical synthesis and design
<b>Term 4</b>	<b>Unit 1</b> <b>Chemical fundamentals: structure, properties and reactions</b> Properties and structure of atoms Properties and structure of materials	<b>Unit 3</b> <b>Equilibrium, acids and redox reactions</b> Chemical equilibrium systems	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Chemist, anaesthetist, dentist, dietician, pharmacist, pathologist, doctor, forensic scientist, bacteriologist, chemical engineer, chemical laboratory technician, environmental scientist, sports scientist. Chemistry is often a health science prerequisite for university entrance.

# Dance

## Prerequisite studies

There are no prerequisites for this subject in year 10; however, students who have studied Dance in the junior years will have had the opportunity to establish a strong basic skill set.

## Course outline

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time. Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion.

Students will study dance in various genres and styles throughout the course. Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligences in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Dance</b> <b>Moving their way</b> How is dance created for a specific intent and style? Genres: Musical Theatre- Jazz, Tap, Social styles and Contemporary	<b>Unit 1</b> <b>Moving bodies</b> Genres: Contemporary, Modern, Ballet, Jazz, Hip Hop	<b>Unit 3</b> <b>Moving statements</b> Genres: Contemporary, Ballet, Modern
<b>Term 2</b>	<b>Unit 0</b> <b>Moving Narratives</b> How is dance used as a means of expression and storytelling?	<b>Unit 2</b> <b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?	<b>Unit 4</b> <b>Moving my way</b> How does dance communicate meaning for me?
<b>Term 3</b>	<b>Unit 0</b> <b>Moving Narratives</b> Genres: Contemporary, Ballet	<b>Unit 2</b> <b>Moving through environments</b> Genres: Contemporary, Hip Hop, Jazz	<b>Unit 4</b> <b>Moving my way</b> Genres: Fusion of movement styles.
<b>Term 4</b>	<b>Unit 1</b> <b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?	<b>Unit 3</b> <b>Moving statements</b> How is dance used to communicate viewpoints?	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Dance is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions. Dance can lead to and benefit careers in diverse fields such as; education, arts administration and management, communications, creative industries, public relations, research, science and technology.

# Design

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

The Design subject focuses on the practical application of design thinking, drawing and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students use the design process to engage in problem based learning to develop ideas and design concepts, using drawing and prototyping skills. In response to design problems, students will learn how to challenge their own thinking and research new knowledge.

Students will learn how design has influenced the economic, social and cultural context in which they live. They will understand the agency of humankind in conceiving and imagining possible futures through design. Students will develop 21<sup>st</sup> century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication (ICT) skills.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Design</b> Problem solving with Robotics	<b>Unit 1</b> <b>Design in Practise</b> Experiencing Design Design Process Design Styles	<b>Unit 3</b> <b>Human Centred Design</b> Student design for the disadvantage, for example, prosthetic limbs
<b>Term 2</b>	<b>Unit 0</b> <b>Product Redesign</b> Modelling Investigation Creativity	<b>Unit 2</b> <b>Commercial Design</b> Client's needs and wants Collaborative Design	<b>Unit 4</b> <b>Sustainable Design</b> Exploring sustainable design opportunities
<b>Term 3</b>	<b>Unit 0</b> <b>Prototyping</b> Lighting Design	<b>Unit 2</b> <b>Commercial Design</b> Client's needs and wants Collaborative Design	<b>Unit 4</b> <b>Sustainable Design</b> Develop redesign Students design an environmental solution to a problem
<b>Term 4</b>	<b>Unit 1</b> <b>Design in Practise</b> Experiencing Design Design Process Design Styles	<b>Unit 3</b> <b>Human Centred Design</b> Designing with empathy	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture, project management, business, building, construction, graphics and trades.

# Drama

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Drama helps develop the following 21st century skills: critical and creative thinking; communication; collaboration and teamwork; personal and social skills; information & communication technologies (ICT) skills.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Drama</b> How do we experience Drama? The Empty Space From Page to Stage Making and Responding to Drama	<b>Unit 1 Share</b> Oral History and Emerging Practices A range of Linear and Non-linear forms	<b>Unit 3 Challenge</b> Associated conventions of Styles and Texts
<b>Term 2</b>	<b>Unit 0 Speak</b> How does Drama 'speak'? Comedy and Tragedy Associated conventions of Styles and Texts	<b>Unit 2 Reflect</b> How is Drama shaped to reflect lived experience? Realism, including Magical Realism and Australian Gothic	<b>Unit 4 Transform</b> How can you transform Dramatic practice? Contemporary Performance
<b>Term 3</b>	<b>Unit 0 Speak</b> Associated conventions of Styles and Texts	<b>Unit 2 Reflect</b> Associated conventions of Styles and Texts	<b>Unit 4 Transform</b> Associated conventions of Styles and Texts Inherited texts as stimulus
<b>Term 4</b>	<b>Unit 1 Share</b> How does Drama promote shared understandings of the human experience? Cultural inheritances of Story Telling	<b>Unit 3 Challenge</b> How can we use Drama to challenge our understanding of humanity? Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible Careers

Arts administrator, business, personnel management, advertising, education, psychology, theatre, film and television, journalism, law, politics, public relations, social work.

# Earth & Environmental Science

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Earth and Environmental Science is a multifaceted field of inquiry that focuses on interactions between the earth, water, air and living organisms, and on dynamic, interdependent relationships that have developed between these four components. This subject explores the dynamic and interdependent nature of Earth's processes, environments and resources; and the ways in which these processes, environments and resources respond to change across a range of temporal and spatial scales. In this subject, the term 'environment' encompasses terrestrial, marine and atmospheric settings and includes Earth's interior. Environments are described and characterised with a focus on systems thinking using a multidisciplinary scientific approach.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Earth &amp; Environmental Science</b> Earth systems Earth's energy processes Introduction to the biosphere Biogeochemical cycles	<b>Unit 1</b> <b>Introduction to Earth Systems</b> The atmosphere and hydrosphere The biosphere	<b>Unit 3</b> <b>Living on Earth – extracting, using and managing Earth resources</b> Use of renewable resources
<b>Term 2</b>	<b>Unit 0</b> <b>Earth Systems</b> Earth systems and models Spheres of the Earth	<b>Unit 2</b> <b>Earth processes – energy transfers and transformations</b> Energy for Earth processes Energy for atmospheric and hydrologic processes	<b>Unit 4</b> <b>The changing Earth – the cause and impact of Earth hazards</b> The cause and impact of Earth hazards
<b>Term 3</b>	<b>Unit 0</b> <b>Earth Processes</b> Energy Atmospheric, hydrologic and biochemical processes	<b>Unit 2</b> <b>Earth processes – energy transfers and transformations</b> Energy for biochemical processes	<b>Unit 4</b> <b>The changing Earth – the cause and impact of Earth hazards</b> The cause and impact of global climate change
<b>Term 4</b>	<b>Unit 1</b> <b>Introduction to Earth Systems</b> Earth systems and models The geosphere	<b>Unit 3</b> <b>Living on Earth – extracting, using and managing Earth resources</b> Use of non-renewable resources	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Earth & Environmental Science is a general science subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

# Engineering

## Prerequisite studies

There are no prerequisites for this subject; however, students who have studied Graphics and Technology Studies in Years 8 and 9 will have had the opportunity to establish a basic skill set.

## Course outline

Engineering is a course of study that provides an opportunity for students to gain an understanding of the underlying principles of engineering in its broadest sense. It is concerned with the theoretical concepts and practical applications related to technology, industry and society, engineering materials, engineering mechanics, and control systems. Integrated throughout is the development of technical communication skills applicable to engineering. The course draws upon the fundamental principles of science, mathematics and technology, reinforcing conceptual ideas through practical workshop and laboratory activities.

Integral to the study of Engineering Technology is an understanding of the engineering design process — the creative process used by engineers to help develop products and to devise systems, components or processes that meet human needs.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Engineering</b> Engineering Physics and Materials Land Speed Record Vehicle	<b>Unit 1</b> <b>Engineering Fundamentals</b> Engineering History Problem Solving Engineering Communication Engineering Mechanics Introduction to Materials	<b>Unit 3</b> <b>Static Structures</b> Civil Structures Civil Forces and Materials Problem Solving
<b>Term 2</b>	<b>Unit 0</b> <b>Analog Robotics</b> Electronics Light Seeking Robot	<b>Unit 2</b> <b>Emerging Technologies</b> Materials Coding and Processes	<b>Unit 4</b> <b>Machines and Mechanisms</b> Machines in Society Materials Control Technology
<b>Term 3</b>	<b>Unit 0</b> <b>Digital Robotics</b> Coding of Intergrated circuits Digital Robotics	<b>Unit 2</b> <b>Emerging Technologies</b> Materials Coding and Processes	<b>Unit 4</b> <b>Machines and Mechanisms</b> Machines in Society Materials Control Technology
<b>Term 4</b>	<b>Unit 1</b> <b>Engineering Fundamentals</b> Engineering History Problem Solving Communication & Mechanics Introduction to Materials	<b>Unit 3</b> <b>Static Structures</b> Civil Structures Civil Forces and Materials Problem Solving	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible Careers

Industrial design, product design, civil engineering, mechanical engineering, electrical engineering, architecture, project management, business, building, construction, graphics and trades.

# English

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: enjoyment and appreciation of texts and develop empathy for others.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Senior English</b> Introduction to: Texts and Culture and Textual Connections Creating responses for public audiences and persuasive texts	<b>Unit 1 Perspectives and texts</b> Creating responses for public audiences and persuasive texts	<b>Unit 3 Textual Connections</b> Examining different perspectives of the same issue in texts and shaping own perspectives Creating persuasive texts
<b>Term 2</b>	<b>Unit 0 Foundations</b> Introduction to: Engaging with literary texts Creative responses to literary texts	<b>Unit 2 Texts and Culture</b> Examining and shaping representations of culture in texts	<b>Unit 4 Close study of literary texts</b> Engaging with literary texts from diverse times and places Creating imaginative texts
<b>Term 3</b>	<b>Unit 0 Foundations</b> Introduction to: Examining and creating perspectives in texts Close study of a literary text Creating analytical texts	<b>Unit 2 Texts and Culture</b> Responding to literary and non-literary texts	<b>Unit 4 Close study of literary texts</b> Responding to literary texts creatively and critically Creating analytical texts
<b>Term 4</b>	<b>Unit 1 Perspectives and texts</b> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts	<b>Unit 3 Textual Connections</b> Exploring connections between texts Creating responses for public audiences	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

## English as an Additional Language (ESL students only)

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### Prerequisite studies

*English as an Additional Language* is designed for students of whom English is not their first or home language. Entry to this subject is by application only.

### Course outline

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher-order thinking skills through interpretation, analysis and creation of varied literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences.

### Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Senior English</b> Introduction to: Language, text and culture and Issues and attitudes Creating responses for a public audience	<b>Unit 1</b> <b>Language, text and culture</b> Responding to a variety of media and literary texts Creating persuasive texts	<b>Unit 3</b> <b>Issues, ideas and attitudes</b> Responding to literary and persuasive texts Creating persuasive texts
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to: Engaging with literary texts from diverse times and places Creative responses to literary text	<b>Unit 2</b> <b>Perspectives in texts</b> Examining and shaping perspectives in texts Creating imaginative texts	<b>Unit 4</b> <b>Close study of literary texts</b> Engaging with literary texts from diverse times and places Creating imaginative texts
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to: Perspectives in texts Close study of a literary text	<b>Unit 2</b> <b>Perspectives in texts</b> Responding to literary texts, including a focus on Australian texts Creating analytical texts	<b>Unit 4</b> <b>Close study of literary texts</b> Responding to literary texts creatively and critically Creating analytical texts
<b>Term 4</b>	<b>Unit 1</b> <b>Language, text and culture</b> Examining and shaping representations of culture in texts Creating analytical texts	<b>Unit 3</b> <b>Issues, ideas and attitudes</b> Exploring representations of issues, ideas and attitudes in texts Creating analytical texts	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

### Possible careers

English as an Additional Language provides students with an opportunity to increase their repertoire of communication skills, a repertoire that is inseparably related to their language and literacy competence. It supports students in developing the capacity to learn from spoken, written and visual text and other sources.

## English & Literature Extension (Year 12 only)

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### Prerequisite studies

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with Units 3 and 4 of English and/or Units 3 and 4 of Literature.

### Course outline

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### Course overview

#### Year 12

##### Unit 3

###### Reading and Defence

In the first unit students develop knowledge and understanding of different theoretical approaches to meaning-making and learn how to apply these approaches to literary texts to produce individual readings. Students also learn to produce a defence to support their readings. In a reading, students make meaning of a text by applying interpretive strategies associated with particular theoretical approaches. In a defence, students analyse the reading they have produced, explaining how the theoretical approach used has allowed them to make meaning of the text in particular ways.

- Extending response – reading and defence

###### Complex Transformation

In the second unit students explore the relationship between writing practices and reading positions. This involves investigating the invited readings of texts that students might want to challenge, and constructing alternative meanings by intervening in those texts and defending these alternative meanings through the application and exploration of theoretical approaches.

- Extended response – complex transformation and defence

##### Unit 4

###### Exploration and evaluation

In the third unit students bring together their knowledge, understanding and experiences with literary texts and theoretical approaches gained in Unit 3 to challenge a variety of texts and ideas in theoretical defensible ways. The unit offers students opportunities for in-depth exploration of texts they find particularly interesting and evaluation of how texts and theoretical approaches can work together to produce close readings. A key element of Unit 4 is increasing student independence, in the selection both of texts and of theoretical approaches.

- Extended response – academic research paper
- Examination – theorised exploration or a short text

### Possible careers

English & Literature Extension leads to a range of careers where understanding social, cultural and textual influences on ways of viewing the world is a key element. This subject may lead to careers in such areas as law, journalism, media, arts, curating, education and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

# Literature

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: the skills to communicate effectively, make choices about language, textual features and technologies, enjoyment and appreciation of literary texts, creative thinking and imagination by exploring how literary texts shape perceptions of the world, empathy for others and appreciation of different perspectives.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Literature</b> Introduction to studying literature Introduction to Intertextuality Creating imaginative written texts	<b>Unit 1</b> <b>Introduction to literary studies</b> How textual choices affect readers Creating imaginative texts	<b>Unit 3</b> <b>Literature and identity</b> Power of language to represent ideas, events and people Creating analytical and imaginative texts
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to literature and identity Creating imaginative spoken texts	<b>Unit 2</b> <b>Intertextuality</b> Ways literary texts connect with each other — genre, concepts and contexts Creating analytical texts	<b>Unit 4</b> <b>Independent explorations</b> Dynamic nature of literary interpretation Close examination of style, structure and subject matter Creating analytical and imaginative texts
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to literary studies Creating analytical texts	<b>Unit 2</b> <b>Intertextuality</b> Ways literary texts connect with each other — style and structure Creating imaginative texts	<b>Unit 4</b> <b>Independent explorations</b> Close examination of style, structure and subject matter Creating analytical and imaginative texts
<b>Term 4</b>	<b>Unit 1</b> <b>Introduction to literary studies</b> Ways literary texts are received and responded to Creating analytical texts	<b>Unit 3</b> <b>Literature and identity</b> Relationship between language, culture and identity in literary texts Creating analytical and imaginative texts	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible Careers

The English learning area offers Queensland students from diverse cultural, social linguistic and economic background, opportunities to pursue pathways beyond Year 12 that lead to work, vocational education and tertiary studies. Engagement with English subjects promotes open-mindedness, imagination, critical awareness and flexibility which prepare students for local and global citizenship, and lifelong learning across a wide range of context.

## Essential English (Applied Subject)

### Prerequisite studies

There are no prerequisites for this subject.

### Course outline

The subject *Essential English* develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster: skills to communicate confidently, skills to read for meaning and purpose, effective use of language to produce texts for a variety of purposes and audiences, empathy for others and appreciation of different perspectives through a study of a range of texts.

### Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Senior English</b>	<b>Unit 1 Language that works</b> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	<b>Unit 3 Language that influences</b> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences
<b>Term 2</b>	<b>Unit 0 Foundations</b> Introduction to Language that works Introduction to Texts and human experiences	<b>Unit 2 Texts and human experiences</b> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	<b>Unit 4 Representations in popular culture</b> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts
<b>Term 3</b>	<b>Unit 0 Foundations</b> Introduction to Language that influences Introduction to Representations in popular culture	<b>Unit 2 Texts and human experiences</b> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts	<b>Unit 4 Representations in popular culture</b> Responding to popular culture texts Creating representations of Australian identities, places, events and concepts
<b>Term 4</b>	<b>Unit 1 Language that works</b> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts	<b>Unit 3 Language that influences</b> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

### Possible careers

Essential English provides students with an opportunity to increase their repertoire of communication skills, a repertoire that is inseparably related to their language and literacy competence. It supports students in developing the capacity to learn from spoken, written and visual text and other sources. It allows them choice and negotiation while improving their potential for effective participation in fundamental life roles and engagement in lifelong learning.

# Film, Television and New Media

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a range of contexts.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Film, Television and New Media</b> An introduction to the world of visual media An exploration of the key concepts	<b>Unit 1 Foundation</b> Institutions: How are institutional practices influenced by social, political and economic factors? Languages: How do signs and symbols, codes and conventions create meaning?	<b>Unit 3 Participation</b> Audience: How do different contexts and purposes impact the participation of individuals and cultural groups? Institutions: How is participation in institutional practices influenced by various factors?
<b>Term 2</b>	<b>Unit 0 Codes and Conventions</b> How do codes and conventions alter to suit the diverse contexts of media products?	<b>Unit 2 Story Forms</b> Representations: How do representations function in story forms?	<b>Unit 4 Identity</b> Technologies: How do media artists experiment with technological practices? Representations: How do media artists portray various factors?
<b>Term 3</b>	<b>Unit 0 Codes and Conventions</b> Technologies Representations Audiences/Institutions Languages	<b>Unit 2 Story Forms</b> Audiences: How does the relationship between story forms and meaning change in different contexts? Languages: How are media languages used to construct stories?	<b>Unit 4 Identity</b> Languages: How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
<b>Term 4</b>	<b>Unit 1 Foundation</b> Technologies: How are tools and associated processes used to create meaning?	<b>Unit 3 Participation</b> Technologies: How do technologies enable or constrain participation and cultural groups?	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Journalist, camera operator, filmmaker, director, production editor, scriptwriter, media analyst, television researcher, sound or lighting technician, film critic, film reviewer and animator.

# Food & Nutrition

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

The Senior Food & Nutrition curriculum has a unique place in senior learning. It enables students to develop understanding and knowledge of the production, processing, consumption and marketing of food and the nature of food and human nutrition through a problem-solving process. Students will have the opportunity to use prototyping skills to practically test a food idea, produce a sample product and test the viability.

Food & Nutrition is the study of food in the context of nutrition, food science and food technology. Nutrition is studied from a technologies perspective, setting the parameters by which foods can be processed, relying on the chemical and functional properties of nutrients. Students will learn about the whole food system, which includes production, processing, distribution, consumption and waste management. Students will use a problem based learning approach and will learn to relate and apply their science, nutrition and technologies knowledge to the study of food and nutrition.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Food and Nutrition</b> Food production, processing and consumption Food Nutrients Nutrients and Health	<b>Unit 1</b> <b>Food science and the processing of vitamins, minerals and protein</b> Protein Developing food products	<b>Unit 3</b> <b>Food science and the processing of carbohydrates and fats</b> Fats Developing innovative food products
<b>Term 2</b>	<b>Unit 0</b> <b>The Food System</b> Food solutions for nutrition market problems Developing a food product	<b>Unit 2</b> <b>Food drivers and emerging trends</b> Consumer food drivers Sensory food profiling	<b>Unit 4</b> <b>Food product development for nutrition markets</b> Formulation and reformulation for nutrition markets
<b>Term 3</b>	<b>Unit 0</b> <b>Consumer Influence on new Food products</b> Investigation of consumer drivers on food products Sensory profiling of food	<b>Unit 2</b> <b>Food drivers and emerging trends</b> Labelling and safety Food formulation for consumer markets	<b>Unit 4</b> <b>Food product development for nutrition markets</b> Food development process
<b>Term 4</b>	<b>Unit 1</b> <b>Food science and the processing of vitamins, minerals and protein</b> The food system Vitamins & Minerals	<b>Unit 3</b> <b>Food science and the processing of carbohydrates and fats</b> The food system Carbohydrates	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Nutritionist, food science & technology, dietetics, education (training), marketing, human relationships and management, teaching, nursing, hospitality.

# French

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## Prerequisite studies

There are no prerequisites for this subject; however, students who have studied French in prior years will have had the opportunity to establish a strong basic skill set.

## Course outline

Students taking French as a subject should ideally have established a foundation in the language during Years 8 and 9. The Year 10 course essentially builds upon and consolidates the core skills acquired thus far in the four areas of Speaking, Listening, Reading and Writing, as well as continuing the study and appreciation of French culture and the French-speaking world. In their study of French, students could acquire a greater capacity for creative and analytical thought, an appreciation of cultural diversity, a perception of the infinite variety and richness of human relations and endeavour.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Senior French</b> Life at home Individual preferences and routines	<b>Unit 1</b> <b>Mon monde - My World</b> Engaging with French-speaking communities	<b>Unit 3</b> <b>Notre société - Our society</b> Socialising and connecting with my peers Groups in society
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Ideal holidays and planning international trips	<b>Unit 2</b> <b>L'exploration du monde - Exploring our world</b> Travel: real and virtual	<b>Unit 4</b> <b>Mon avenir - My future</b> Finishing high school, plans and dreams
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Ideal weekends and school life Youth concerns and the media	<b>Unit 2</b> <b>L'exploration du monde - Exploring our world</b> Digital life The contribution of French culture to the world	<b>Unit 4</b> <b>Mon avenir - My future</b> Responsibilities and moving on Reflection
<b>Term 4</b>	<b>Unit 1</b> <b>Mon monde - My World</b> Family and friends Interests and celebrations	<b>Unit 3</b> <b>Notre société - Our society</b> Roles and relationships	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Business, import/export, tourism, teaching, The Diplomatic Corps, international law, translating/interpreting.

# Geography

## Prerequisite studies

There are no prerequisites for this subject. Geography continues to develop the skills, knowledge and understandings taught in the *Australian Curriculum: Years 7 – 9 Geography*.

## Course outline

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction of Senior Geography</b>	<b>Unit 1</b> <b>Responding to risk and vulnerability in hazard zones</b> Ecological hazard zones	<b>Unit 3</b> <b>Responding to land cover transformations</b> Responding to local land cover transformations
<b>Term 2</b>	<b>Unit 0</b> <b>Environmental change and management</b>	<b>Unit 2</b> <b>Planning sustainable places</b>	<b>Unit 4</b> <b>Managing population change</b> Population challenges in Australia
<b>Term 3</b>	<b>Unit 0</b> <b>Geographies of human wellbeing</b>	<b>Unit 2</b> <b>Planning sustainable places</b>	<b>Unit 4</b> <b>Managing population change</b> Global population change
<b>Term 4</b>	<b>Unit 1</b> <b>Responding to risk and vulnerability in hazard zones</b> Natural hazard zones	<b>Unit 3</b> <b>Responding to land cover transformations</b> Land cover transformations and climate change	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

## Industrial Technology Skills (Applied Subject)

### Prerequisite studies

There are no prerequisites for this subject.

### Course outline

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics. The subject includes two core topics — ‘Industry Practices’ and ‘Production Processes’. Industry Practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production Processes combine the production skills and procedures required to create products.

### Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Technology Skills</b> Furniture-making refers to making or repairing individual pieces of furniture such as chairs, lounges, tables, dining suites, bedroom suites and dressers. Associated processes include wood and composites machining	<b>Unit 1 Auto-mechanics</b> A range of tools and procedures is used to remove, repair and replace panels, sections and fittings	<b>Unit 3 Cabinet Making</b> Associated processes include wood and composites machining, which involves using a range of machinery to cut, shape and mould wood into functional forms to be used in cabinet-making production processes
<b>Term 2</b>	<b>Unit 0 Furniture Drafting</b> Drafting of sketches, working drawings and 3D representations that enable the manufacture of furniture such as tables, chairs, storage systems, cabinets and kitchens	<b>Unit 2 Carpentry</b> Carpentry refers to constructing, erecting, installing and repairing structures and fixtures made from wood and metal	<b>Unit 4 Thermoplastics</b> Thermoplastics fabrication refers to manufacturing processes using plastics that soften when heated and harden when cooled with no change in properties
<b>Term 3</b>	<b>Unit 0 Furniture Drafting</b> Drafting of sketches, working drawings and 3D representations that enable the manufacture of furniture such as tables, chairs, storage systems, cabinets and kitchens	<b>Unit 2 Carpentry</b> It includes the finish and repair of wooden structures such as foundations, walls, roofs, windows and doors	<b>Unit 4 Thermoplastics</b> Thermoplastics fabrication includes, but is not limited to, 3D printed products, injection moulded products, rotational moulded products
<b>Term 4</b>	<b>Unit 1 Auto-mechanics</b> Automotive body repair refers to the repair, maintenance and re-manufacturing of the body of cars, heavy vehicles and other vehicles in the automotive industry	<b>Unit 3 Cabinet Making</b> Cabinet-making refers to making or repairing kitchen and bathroom cabinets, wardrobes, office fit-outs and shop fittings.	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

### Possible careers

Industrial design, manufacturing, building, construction, furnishing, auto-mechanics, plastics production.

# Information and Communication Technology (Applied Subject)

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to ICT</b> Introduction to website Design	<b>Unit 1</b> Website Production	<b>Unit 3</b> Animation
<b>Term 2</b>	<b>Unit 0</b> Introduction to Animation	<b>Unit 2</b> Audio & Video Production	<b>Unit 4 - Elective</b> Animation Video Production Data Management Application development Audio & Video Production
<b>Term 3</b>	<b>Unit 0</b> Introduction Digital & Video Production	<b>Unit 2</b> Audio & Video Production	<b>Unit 4 - Elective</b> Animation Video Production Data Management Application development Audio & Video Production
<b>Term 4</b>	<b>Unit 1</b> Website Design	<b>Unit 3</b> <b>Animation</b>	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

All areas within information technology; there is a particularly strong focus on those sectors of the IT industry dealing A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres. Digital technology refers to the creation, manipulation, storage, retrieval and communication of information and to the range of technological devices and systems used to perform these functions.

# Legal Studies

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Legal Studies focuses on the interactions between society and the discipline of law. The subject begins by exploring the foundations of law and the criminal justice system. Students then study civil law, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before investigating contemporary issues of law reform and topical human rights issues in Australia and internationally. Legal Studies enhances students' abilities to contribute in an informed and considered way to legal and social challenges and change, both in Australia and globally.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Senior Legal Studies</b> Legal foundations: our parliaments and courts	<b>Unit 1 Beyond reasonable doubt</b> Criminal trial process Punishment/sentencing	<b>Unit 3 Law, governance and change</b> Law reform within a dynamic society
<b>Term 2</b>	<b>Unit 0 Foundations - Beyond reasonable doubt</b> Investigating real-life criminal law cases	<b>Unit 2 Balance of probabilities</b> Civil law foundations Contractual obligations	<b>Unit 4 Human rights in legal contexts</b> Human rights The effectiveness of international law
<b>Term 3</b>	<b>Unit 0 Foundations - Balance of probabilities</b> Investigating real-life civil law cases	<b>Unit 2 Balance of probabilities</b> Negligence and the duty of care	<b>Unit 4 Human rights in legal contexts</b> Human rights in Australian contexts
<b>Term 4</b>	<b>Unit 1 Beyond reasonable doubt</b> Legal foundations Criminal investigation process	<b>Unit 3 Law, governance and change</b> Governance in Australia	<b>Weeks 1 to 3</b> Preparation for exam <b>Weeks 4 to 6</b> External exam <b>Week 7</b> Graduation

## Possible careers

Legal practice (solicitor, barrister), business, economics, policing, justice studies, corrective services, politics, government, journalism, international relations (including diplomatic posts, international aid and advocacy), criminology, psychology, social work, community service, teaching/lecturing in academic disciplines including law, business, economics, humanities and international relations.

## Essential Mathematics (Applied Subject)

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### Prerequisite studies

Students will have typically studied mathematics as a compulsory subject throughout their junior schooling.

### Course outline

The major domains of mathematics in Essential Mathematics are 'Number', 'Data', 'Location and Time', 'Measurement' and 'Finance'. Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

### Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Essential Mathematics</b> Basic Finance, measurement, using data collection methods.	<b>Unit 1</b> Number, data and graphs Representing data Graphs 1	<b>Unit 3</b> Measurement, data and graphs Summarising and comparing data Graphs 2
<b>Term 2</b>	<b>Unit 0</b> Foundations Introduction to number, data, graphs, money, travel and data	<b>Unit 2</b> Money, travel and data Managing Money Time and motion	<b>Unit 4</b> Loans, probability and scale drawings Loans and compound interest Probability and relative frequencies
<b>Term 3</b>	<b>Unit 0</b> Foundations Introduction to measurement, data, graphs, loans, probability and scale drawings	<b>Unit 2</b> Money, travel and data Time and motion Data Collection	<b>Unit 4</b> Loans, probability and scale drawings Probability and relative frequencies Scales
<b>Term 4</b>	<b>Unit 1</b> Number, data and graphs Number Representing data	<b>Unit 3</b> Measurement, data and graphs Measurement Summarising and comparing data	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

### Possible careers

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

# General Mathematics

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## Prerequisite studies

Students will have typically studied mathematics as a compulsory subject throughout their junior schooling.

## Course outline

The major themes of General Mathematics are life-related and practical applications of number and algebra, geometry and measurement, and probability and statistics. Learning reinforces prior knowledge and further develops key mathematical ideas including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real world phenomena in statistics and probability.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to General Mathematics</b> Basic Finance, simple trigonometry, measurement, linear algebra, simultaneous equations	<b>Unit 1</b> <b>Money, measurement and relations</b> Shape and measurement Linear equations and their graphs	<b>Unit 3</b> <b>Bivariate data, sequences and change, and Earth geometry</b> Growth and decay in sequences Earth geometry and time zones
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to money, measurement, relations, applied trigonometry, algebra, matrices and univariate data	<b>Unit 2</b> <b>Applied trigonometry, algebra, matrices and univariate data</b> Applications of trigonometry Algebra and matrices	<b>Unit 4</b> <b>Investing and networking</b> Loans, investments and annuities Graphs and networks
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to bivariate data, sequences and change, earth geometry, investing and networking	<b>Unit 2</b> <b>Applied trigonometry, algebra, matrices and univariate data</b> Algebra and matrices Univariate data analysis	<b>Unit 4</b> <b>Investing and networking</b> Graphs and networks Networks and decision mathematics
<b>Term 4</b>	<b>Unit 1</b> <b>Money, measurement and relations</b> Consumer arithmetic Shape and measurement	<b>Unit 3</b> <b>Bivariate data, sequences and change, and Earth geometry</b> Bivariate data analysis Time series analysis	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, nursing, administrative and managerial employment in a wide range of industries.

# Mathematical Methods

## Prerequisite studies

High achievement (B) in Year 10 Mathematics is required to continue to Year 11 and 12.

## Course outline

The major themes of Mathematics Methods are life-related and abstract applications of calculus and statistics. Topics are developed systematically, with increasing levels of sophistication and complexity, and build on algebra, functions and their graphs, and probability. Calculus is essential for developing an understanding of the physical world. Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Mathematical Methods</b> Expanding and Factorising Solving Quadratic Equations Solving Simultaneous Equations	<b>Unit 1</b> <b>Algebra, statistics and functions</b> Exponential functions 1 Arithmetic and geometric sequences and series 2	<b>Unit 3</b> <b>Further calculus</b> Further differentiation and applications 2 Integrals
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to algebra, statistics and functions, calculus and further functions	<b>Unit 2</b> <b>Calculus and further functions</b> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1	<b>Unit 4</b> <b>Further functions and statistics</b> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> Introduction to further calculus, further functions and statistics	<b>Unit 2</b> <b>Calculus and further functions</b> Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1	<b>Unit 4</b> <b>Further functions and statistics</b> Continuous random variables and the normal distribution Interval estimates for proportions
<b>Term 4</b>	<b>Unit 1</b> <b>Algebra, statistics and functions</b> Arithmetic and geometric sequences and series Functions and graphs Counting and probability	<b>Unit 3</b> <b>Further calculus</b> The logarithmic function 2 Further differentiation and applications 2	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Mathematics Methods is particularly aimed at those students considering a tertiary course with a heavy mathematical workload.

# Specialist Mathematics

## Prerequisite studies

High achievement (B) in Year 10 Mathematics is required to continue to Year 11 and 12.

## Course outline

The major themes of Specialist Mathematics are life-related and abstract applications of functions, calculus, probability and statistics, vectors, complex numbers and matrices. Topics are developed systematically, with increasing levels of sophistication and complexity, building on functions, calculus, probability and statistics from Mathematics Methods, while vectors, complex numbers and matrices are introduced. Specialist Mathematics has been designed to be taken in conjunction with Mathematics Methods.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Specialist Mathematics</b> Surds Pascal's Triangle Complex numbers	<b>Unit 1 Combinatorics, vectors and proof</b> Vectors in the plane Introduction to proof	<b>Unit 3 Mathematical induction, and further vectors, matrices and complex numbers</b> Vectors and matrices Complex numbers 2
<b>Term 2</b>	<b>Unit 0 Foundations</b> Introduction to combinatorics, vectors and proof, complex numbers, trigonometry, functions and matrices	<b>Unit 2 Complex numbers, trigonometry, functions and matrices</b> Complex numbers Trigonometry and functions	<b>Unit 4 Further statistical and calculus inference</b> Integration and applications of integration Rates of change and differential equations
<b>Term 3</b>	<b>Unit 0 Foundations</b> Introduction to mathematical induction, further vectors, matrices and complex numbers, further statistical and calculus inference	<b>Unit 2 Complex numbers, trigonometry, functions and matrices</b> Trigonometry and functions Matrices	<b>Unit 4 Further statistical and calculus inference</b> Rates of change and differential equations Statistical inference
<b>Term 4</b>	<b>Unit 1 Combinatorics, vectors and proof</b> Combinatorics Vectors in the plane	<b>Unit 3 Mathematical induction, and further vectors, matrices and complex numbers</b> Proof by mathematical induction Vectors and matrices	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

The additional rigor and structure of the mathematics required in Specialist Mathematics equips students with valuable skills that will provide an excellent preparation for further study of mathematics. Specialist Mathematics is a highly desirable preparatory course for students who intend pursuing a career which is dependent on a tertiary qualification.

# Modern History

## Prerequisite studies

There are no prerequisites for this subject. Modern History continues to develop the historical concepts, knowledge and understandings taught in the *Australian Curriculum: Years 7 – 9 History*.

## Course outline

Students further develop skills in historical inquiry, analysis and interpretation of sources to formulate reasoned responses. They also learn to categorise evidence and produce credible historical narratives, enhancing their skills in analytical essay writing.

The study of history encourages students to think critically and develop a consistent philosophy of life; their ideas should not be held in a vacuum, but should be rooted in consistent beliefs about the nature of mankind and the purpose of society.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Modern History</b> 1920s and 1930s	<b>Unit 1</b> <b>Ideas in the Modern World</b> Age of Imperialism Conflicts in the global economy 1850-1914	<b>Unit 3</b> <b>National experiences in the Modern World</b> Australia 1914-1949 1942 as a major turning point in Australian history
<b>Term 2</b>	<b>Unit 0</b> <b>WW2</b> 1939-1945	<b>Unit 2</b> <b>Movements in the Modern World</b> Australian Indigenous Rights Movement from 1967 to Mabo	<b>Unit 4</b> <b>International experiences in the Modern World</b> Australia's engagement with Asia Post-World War II changes in Australian foreign and domestic policies
<b>Term 3</b>	<b>Unit 0</b> <b>The globalising world</b> Popular culture 1945 - present	<b>Unit 2</b> <b>Movements in the Modern World</b> 1960s movements for change: anti-war, civil rights, second-wave feminism or the counter-culture	<b>Unit 4</b> <b>International experiences in the Modern World</b>
<b>Term 4</b>	<b>Unit 1</b> <b>Ideas in the Modern World</b> The French Revolution The origins of the revolution to the fall of Robespierre	<b>Unit 3</b> <b>National experiences in the Modern World</b> Modern Japan 1931-1967 The rise of Japan as a global power	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Modern History prepares students for university studies in history, sociology, politics, international relations, law and theology. It teaches important analytical and writing skills that are valuable for all students. Additionally, it teaches the importance of active and informed citizenship and hopefully stimulates a life-long interest in history.

# Music

## Prerequisite studies

All students wanting to pursue Music in Year 11 need to have successfully completed an academic year of study in Music in Year 10 at Hillcrest (or at their previous school), or complete a successful audition and demonstrate an understanding of foundational Music concepts.

## Course

## outline

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. Studying music provides the basis for rich, lifelong learning.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Music Elements</b> What are the music elements and how are they used when performing, composing and responding to music?	<b>Unit 1 Designs</b> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning?	<b>Unit 3 Innovations</b> How do musicians incorporate innovative practices to communicate meaning?
<b>Term 2</b>	<b>Unit 0 Foundations</b> How are music elements used to establish contexts, genres and styles when performing, composing and responding to music?	<b>Unit 2 Identities</b> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	<b>Unit 4 Narratives</b> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?
<b>Term 3</b>	<b>Unit 0 Foundations</b> How are music elements used to establish contexts, genres and styles?	<b>Unit 2 Identities</b> How do musicians use their understanding of music elements, concepts and practices to communicate identities?	<b>Unit 4 Narratives</b> How do musicians manipulate music elements to communicate narrative?
<b>Term 4</b>	<b>Unit 1 Designs</b> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	<b>Unit 3 Innovations</b> How do musicians incorporate innovative practices to communicate meaning when performing and composing?	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Performer, composer, conductor teacher, arts administrator and management, music lawyer, music therapist, entrepreneur, sound engineer, sound archivist, sound designer, acoustic engineer, stage manager, producer.

## Music Extension (Year 12 only)

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### Prerequisite studies

The subject assumes that Units 1 and 2 of the Music syllabus (or equivalent) have been studied before commencing this syllabus. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

This subject can only be offered if students within the existing Music course demonstrate a high ability both academically and practically (at minimum of an overall "B" standard). All students undertaking the performance specialisation must also undertake private tuition from a specialist instrumental or vocal teacher on their chosen instrument.

### Course outline

Music Extension is an extension of the senior syllabus in Music. The course is studied for the two semesters of Year 12, concurrently with the parent syllabus.

The Music Extension syllabus provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations. The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning.

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

### Course overview

Year 12
<b>Unit 3</b> <b>Explore</b> Key idea 1: Initiate best practice Key idea 2: Consolidate best practice
<b>Unit 4</b> <b>Emerge</b> Key idea 3: Independent best practice

### Possible careers

Performer, composer, teacher, accompanist, répétiteur, music therapist, sound engineer, arts administrator, instrument maker, sound designer, stage manager, music producer, recording engineer, music editor, piano technician, music librarian.

# Psychology

## Prerequisite studies

The P–10 Australian Curriculum: Science is assumed knowledge for this syllabus.

## Course outline

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. As part of the course, students examine the role of the brain, cognitive development, and the human consciousness. In addition, students investigate how to classify psychological disorder and determine an effective treatment. Students also examine individual thinking and how it is determined by the brain, including perception, memory, and learning. Finally, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. It also aims to develop an appreciation of the processes that continually influence human behaviour through the critical evaluation of psychological concepts and field research.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Psychology</b> What is Psychology?	<b>Unit 1</b> <b>Individual development</b> Cognitive development Human consciousness and sleep	<b>Unit 3</b> <b>Individual thinking</b> Memory Learning
<b>Term 2</b>	<b>Unit 0</b> <b>Biological Psychology</b> Nervous system and the Brain	<b>Unit 2</b> <b>Individual behaviour</b> Psychological science B Intelligence	<b>Unit 4</b> <b>The influence of others</b> Social psychology Interpersonal processes
<b>Term 3</b>	<b>Unit 0</b> <b>Social Psychology</b> Self and others	<b>Unit 2</b> <b>Individual behaviour</b> Diagnosis Psychological disorders and treatments Emotion and motivation	<b>Unit 4</b> <b>The influence of others</b> Attitudes Cross-cultural psychology
<b>Term 4</b>	<b>Unit 1</b> <b>Individual development</b> Psychological Science A The role of the brain	<b>Unit 3</b> <b>Individual thinking</b> Localisation of function in the brain Visual perception	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible Careers

Psychology is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

# Physical Education

## Prerequisite studies

High achievement (B) in Year 10 Physical Education is required to continue to Year 11 and 12.

## Course outline

In Physical Education, students will engage with subject matter drawn from the biophysical and sociocultural bases of physical activity. This subject matter includes biomechanics, motor learning sport psychology, sociology and exercise physiology situated about, through and in movement. This active involvement contributes to the development of self-determination, values, ethics and fair play, motivation and goal setting, physical capacities and the knowledge and understanding to foster lifelong participation in movement and physical activity.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Physical Education</b> Individual performance from a selection of Netball, Volleyball, Boxing, Gymnastics	<b>Unit 1</b> <b>Access and equity in movement and physical activity</b> Does the social construct of performance impact on access to movement and physical activity? How can movement and physical activity be promoted to improve access and equity?	<b>Unit 3</b> <b>Coaching for performance</b> What do coaches need to focus on for the future? How will motor learning enable us to evaluate and improve our performance? Functional anatomy and biomechanics
<b>Term 2</b>	<b>Unit 0 Foundations</b> Touch – Team Direct Interceptiv	<b>Unit 2</b> <b>Optimising physical performance</b> How can we determine the optimal mental state of mind for peak performance? How can we analyse the physical demands of physical activities?	<b>Unit 4</b> <b>Ethics, integrity and performance</b> Can ethics influence and enhance participation and performance in movement and physical activity? Ethical actions and integrity strategies
<b>Term 3</b>	<b>Unit 0 Foundations</b> Badminton – Indirect Interceptiv Biomechanics	<b>Unit 2</b> <b>Optimising physical performance</b> Can we identify specific fitness levels for physical activity? How can we optimise mental and physical capabilities to produce peak performance?	<b>Unit 4</b> <b>Ethics, integrity and performance</b> How can ethical conduct ensure integrity in individual and team activities?
<b>Term 4</b>	<b>Unit 1</b> <b>Access and equity in movement and physical activity</b> Has the culture of physical activity changed over time? Equity in movement	<b>Unit 3</b> <b>Coaching for performance</b> What makes an effective coach? How can a coach impact the learning environment to improve performance?	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Physical education teacher, recreation officer, sports coach, physiotherapist, health surveyor, sports administrator, paramedic, occupational therapist, nurse.

# Physics

## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

It has always been a part of the human condition to marvel at the world we live in – stars and rainbows, the apple that falls to the ground or the lodestone that always points north – and to ask why the world should be that way.

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1 students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2 students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3 students engage with the concept of gravitational and electromagnetic fields and the relevant forces associated therein. Finally, in Unit 4, students study modern physics' theories and models that, despite being counter-intuitive, are fundamental to our understanding of many common observable phenomena.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Physics</b> Essential Skills in the mathematical language and tools of physics Essential Applications in creating, making and evaluating practical experiments	<b>Unit 1</b> <b>Thermal, nuclear and electrical physics</b> Ionizing radiation and nuclear reactions Electrical circuits	<b>Unit 3</b> <b>Gravity and electromagnetism</b> Electromagnetism
<b>Term 2</b>	<b>Unit 0</b> <b>Foundations</b> An overview of thermodynamics, nuclear physics and electrical circuits	<b>Unit 2</b> <b>Linear motion and waves</b> Linear motion and force	<b>Unit 4</b> <b>Revolutions in modern physics</b> Special relativity Quantum theory
<b>Term 3</b>	<b>Unit 0</b> <b>Foundations</b> An overview of linear motion, force and waves	<b>Unit 2</b> <b>Linear motion and waves</b> Waves	<b>Unit 4</b> <b>Revolutions in modern physics</b> Quantum theory The Standard Model
<b>Term 4</b>	<b>Unit 1</b> <b>Thermal, nuclear and electrical physics</b> Heating processes	<b>Unit 3</b> <b>Gravity and electromagnetism</b> Gravity and motion	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Engineering, applied science (in numerous fields), medicine, aviation, mining, teaching, architecture, physiotherapy, sports science, surveying, information technology, veterinary science.

## Sport & Recreation (Applied subject)

### Prerequisite studies

There are no prerequisites for this subject.

### Course outline

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

### Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction</b> Introduction to the syllabus of Sport and Recreation and development of required basic sporting skills and techniques.	<b>Unit 1</b> <b>Sport officiating</b> Development of knowledge and skills required to officiate sporting games and/or competitions as a referee or linesman.	<b>Unit 3</b> <b>Event management — Tournament organisation</b> Develops understanding of policies and procedures involved in event management and tournament organisation. Students will apply their knowledge to organise and conduct a tournament
<b>Term 2</b>	<b>Unit 0</b> Overview of Sport Nutrition and Sport Officiating	<b>Unit 2</b> <b>Coaching your team</b> Development of the understanding of coaching principles and allows students to demonstrate and refine their coaching skills in different physical performance contexts.	<b>Unit 4</b> <b>Sport medicine and first aid</b> Develops students' understanding of first aid principles and injury prevention strategies for sports.
<b>Term 3</b>	<b>Unit 0</b> Overview of Coaching and Training for Fitness	<b>Unit 2</b> <b>Training for fitness — Strength and conditioning</b> Develops understanding of strength and conditioning fitness requirements and how they can enhance physical performance.	<b>Unit 4</b> <b>Sport, recreation and fitness industry</b> Develops understanding of the resources and agencies available for sport, recreation and fitness, as well as available vocational and employment pathways
<b>Term 4</b>	<b>Unit 1</b> <b>Sport Nutrition</b> This module develops students' understanding of nutrition and nutritional requirements for performance in sport.	<b>Unit 3</b> <b>Training for fitness — Resistance training</b> Develops understanding of resistance training and how it can enhance physical performance.	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

### Possible careers

Opportunities in fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

# Study of Religion

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## Prerequisite studies

There are no prerequisites for this subject.

## Course outline

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own beliefs and the religious beliefs of others

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Study of Religion</b> Introduction to religion in the world and beliefs in everyday life	<b>Unit 1</b> <b>Sacred texts and religious writings</b> Abrahamic traditions	<b>Unit 3</b> <b>Religious ethics</b> Ethical relationships
<b>Term 2</b>	<b>Unit 0</b> <b>Jerusalem: A significant and holy place</b>	<b>Unit 2</b> <b>Religion and ritual</b> Lifecyle rituals	<b>Unit 4</b> <b>Religion, rights and the nation-state</b> Religion and the nation-state
<b>Term 3</b>	<b>Unit 0</b> <b>Role of religion in Australian society</b>	<b>Unit 2</b> <b>Religion and ritual</b> Calendrical rituals	<b>Unit 4</b> <b>Religion, rights and the nation-state</b> Religion and human rights
<b>Term 4</b>	<b>Unit 1</b> <b>Sacred texts and religious writings</b> Sacred texts	<b>Unit 3</b> <b>Religious ethics</b> Social ethics	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

# Visual Art

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## Prerequisite studies

There are no prerequisites for this subject; however, students who have studied Visual Art in the middle years will have had the opportunity to establish a strong skill set in creative design and application as well as understand the visual diary process.

## Course outline

Visual Art students have opportunities to construct knowledge and communicate personal meaning by working as both artist and audience. In making artworks, students define and solve visual problems by experimenting, selecting and applying visual language, expression, materials and technologies to communicate thoughts, feelings, ideas, experiences and observations regarding research. On their individual journey of exploration and expression, students learn to work independently. Students develop linguistic and non-linguistic skills and knowledge by using diverse media to create individualised responses.

## Course overview

Term	Year 10	Year 11	Year 12
<b>Term 1</b>	<b>Introduction to Visual Art</b> Photography, Digital Manipulation, Drawing. Aesthetic investigation to photograph, manipulate and draw natural and man-made forms.	<b>Unit 1</b> <b>Art as Lens</b> Two-dimensional Mixed Media and technology. How artists' viewpoints and representations challenge audience perspectives.	<b>Unit 3</b> <b>Art as Knowledge</b> Student-directed project. Students select 'what, how and why' they will solve visual problems. Investigation + artwork
<b>Term 2</b>	<b>Unit 0</b> <b>Social Commentator</b> Painting, Installation and New Media (technology). How visual language communicates a social commentary viewpoint.	<b>Unit 2</b> <b>Art as Code</b> Two-dimensional, Three-dimensional and time-based Media 'Art as code'	<b>Unit 4</b> <b>Art as Alternate</b> Students continue and build on their artist practice from unit 3 through the concept 'Art as Alternate'
<b>Term 3</b>	<b>Unit 0</b> <b>Social Commentator</b> Painting, Installation and New Media (technology). Viewpoint through visual language. Innovative display.	<b>Unit 2</b> <b>Art as Code</b> Two-dimensional, Three-dimensional art forms and Time-based media. Student-directed investigation.	<b>Unit 4</b> <b>Art as Alternate</b> Resolution of ideas and concepts. Self-directed body of work.
<b>Term 4</b>	<b>Unit 1</b> <b>Art as Lens</b> Two-dimensional Mixed Media and technology. Applying different lenses or viewpoints.	<b>Unit 3</b> <b>Art as Knowledge</b> Student-directed project.	<b>Week 1 to 3</b> Preparation for exams <b>Week 4 to 6</b> External exams <b>Week 7</b> Graduation

## Possible careers

Artist, visual art teacher, advertising – account executive, architect, graphic designer, arts and cultural planner, industrial designer, web designer/developer, interior designer, art gallery director, set and stage designer, industrial designer, gallery curator, art critic, arts journalist, prosthetics sculptor, film artist, animator, sculptor, art agent.

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