

## BUSINESS

## Accounting – Year 11 &amp; 12



## SUBJECT PREREQUISITES

No pre-requisite

## SUBJECT OUTLINE

Accounting is designed for students who have a special interest in business studies and in the management of financial resources. This course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

## COURSE OUTLINE (TOPICS)

The course is organized under two areas of study which may include the following listed topics:

Core Studies		Proposed Electives	
CS1	Core Studies 1	ES1	School-developed Investigation FRAUD
CS2	Core Studies 2	ES2	Accounting for Cash
CS3	Accounting Package	ES4	Accounting for Inventories
CS4	Budgeting	ES5	Accounting for non-current assets
		ES8	Accrual Accounting
		ES9	Analysis of Accounting reports
		ES11	Cash Flow Statements
		ES13	Personal Finance and Investing

## DIMENSIONS USED IN ASSESSMENT

**Knowledge and procedural practices** requires students to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information in routine situations

**Interpretation and evaluation** requires students to analyse a variety of accounting situations, develop logical arguments and communicate a justified position.

**Applied practical processes** requires students to synthesise challenging practical accounting situations by recording, processing and reporting accounting information.

## PROPOSED ASSESSMENT

Semester 1	Assignment, Practical Application/Short response Questions
Semester 2	Practical Application (3), Exam including Extended Response
Semester 3	Practical Application (2), Exam including Extended Response
Semester 4	Accounting Package Exercise, Practical Application, Extended Response (spoken/multi-modal)

## POSSIBLE CAREERS PREREQUISITES

The career paths are many and varied, and many find that Accounting provides the stepping stone for further advancement in the business world.

The study of Accounting will provide a sound basis for study in numerous courses including, Accounting, Commerce, Business Management, Project Management, Real Estate and Development, etc.

*Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.*

## SOCIAL SCIENCES

## Ancient History – Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

- Year 10 Senior Social Science is recommended, but not essential.
- A reasonable standard of English is important

## SUBJECT OUTLINE

This is no traditional Ancient History course. The subject is enhanced through activities such as: participating in an archaeological dig; trying one's hand at mummification; heading off to the Greek Club or equivalent cultural venue for lunch; and viewing movies such as *Troy* and *Gladiator* during the 'History Versus Hollywood' unit.

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. There is a perception that Ancient History is not as relevant as Modern History, but this premise can – and should – be challenged. The history of humankind from the very earliest times is part of everyone's heritage and the study of the subject Ancient History ensures that this heritage is not lost.

In Ancient History, understandings are developed through processes of critical inquiry, debate, reflection and decision-making.

## COURSE OUTLINE

During the two-year course, students undertake inquiry studies within the following themes:

**Year 11**

Studies of Archaeology *Indiana Jones meets CSI* – Pompeii and Iceman case studies, forensic archaeology, hands-on 'dig' experience

Studies of Funerary Practices *Can't Take It With You* – Ancient Egypt

Studies of Everyday Lives of People in Ancient Societies *What's for Dinner, Mum?* – Sparta and Athens  
or

Studies in Religion *Sons of God* – mythology, Alexander the Great, Augustus and the rise of Christianity

Personalities in History *He'll Go Down in History* – Choice of any ancient historical personality

**Year 12**

Studies of Power *Yertle the Turtle* – The Roman Republic and the Power of the Roman Emperors

Studies of Conflict *Hollywood and History* – Analysis of films *Troy* and *Gladiator*

Europe in Transition *Caught in the Middle* – Collapse of the Roman Empire, the Middle Ages and the Black Death

The course in Ancient History:

- Provides an insight into how other societies, remote from us in time, coped with the same sort of problems that confront us today
- Shows how many contemporary ideas and practices have evolved over time from ancient origins
- Focuses on values – by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable world for all people
- Increases general knowledge

In general, however, the focus is likely to be on areas such as the various types of political and social organisations that have emerged in the different civilisations and the forces that led to these; the contributions of particular individuals and groups to the society; the achievements of the civilisations under study in visual arts, literature, philosophy, science and technology, theatre and warfare.

## SOCIAL SCIENCES

## Ancient History – Year 11 &amp; 12



## CRITERIA USED IN ASSESSMENT

**Criterion 1: Planning and using an historical research process** - planning and putting into effect the procedural and organisational structures of a research task.

**Criterion 2: Forming historical knowledge through critical inquiry** - the development of historical knowledge and cognitive skills through critical engagement with historical sources.

**Criterion 3: Communicating historical knowledge** - presenting the results of historical research demonstrating knowledge and understanding of historical topics by producing written and non-written responses in appropriate genres, with logical historical arguments and meeting language conventions.

## TYPES OF ASSESSMENT

A variety of assessment instruments will be used to provide information on student progress. These will include written research assignments, multimedia presentations, and exams that involve a combination of source analysis, essay writing or short responses.

Assessment will be continuous through Years 11 and 12. Year 11 consists of formative assessment (not contributing towards the final subject result). In cases of special consideration or if a student leaves the subject in Year 11, formative assessment may be used to determine exit levels. All Year 12 work is summative and, consequently, is used to determine the exit level of achievement at the completion of the course.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in each of the three criteria, the following table is used to determine the exit level of achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Many professions and occupations value people who have the ability to develop and express reasoned opinion. The study of Ancient History helps develop these important attributes of an educated person. Studies in Ancient History may help young people gain employment in advertising, journalism, public relations, the public service, teaching, the travel industry, paleontology or archaeology and research work in a variety of fields such as consumerism and industrial relations. Studies in numerous tertiary courses (e.g. anthropology, archaeology, architecture, art, commerce and economics, education, English, geography, government, law, history, journalism, media studies, music, psychology, and social work) are all greatly aided by a knowledge of history and the skills developed through its study.

*Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.*

## SCIENCE

## Biology – Year 11 &amp; 12



## SUBJECT PREREQUISITES

A minimum requirement is a C in Middle School Science. However, students who have not done Science at Year 10 level will also be considered.

## RATIONALE

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world
- experience the processes of science, and that leads to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences of their own and society's activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world now and in the future.

The subject provides opportunities for the development of the key competencies in contexts that arise naturally from the subject matter.

## TOPICS

Year 11	Year 12
Cell Biology and Energetics – WT & EEI Ecology - ERT Internal Body Systems - WT Genetics and Molecular Biology - ERT	Reproduction and Development - WT Responsiveness and Coordination - WT Microbiology, Disease and Control - EEI Evolution and Diversity - ERT

## TYPES OF ASSESSMENT

Students will be assessed using the following types of assessment instruments:

- Written Task (WT)
- Extended Response Task (ERT)
- Extended Experimental Investigation (EEI)

## CRITERIA USED IN ASSESSMENT

Each instrument assesses the following general objectives:

- Understanding Biology
- Investigating Biology
- Evaluating Biological Issues.

## DETERMINATION OF A STUDENT'S LEVEL OF ACHIEVEMENT

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement.

When standards have been determined in each of the three criteria of Understanding Biology, Investigating Biology and Evaluation biological issues, the following table is used to determine the exit level of achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criteria
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criteria
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criteria
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

# BUSINESS

## Business Management - Year 11 & 12



### SUBJECT PREREQUISITES

There is no pre-requisite.

### SUBJECT OUTLINE

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

Students will participate in practical and authentic business situations. This may involve them using innovation and creativity to develop feasibility studies or undertake business ventures.

### COURSE OUTLINE

The study of Business Management explores key concepts relating to:

- management practices
- marketing management
- operations management
- human resource management
- finance management
- business development.

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

### DIMENSIONS USED IN ASSESSMENT

**Knowing and understanding business management** - The dimension involves the definition and use of business management terms, concepts and theories, and the explanation of management processes as students describe business situations.

**Applying and analysing management strategies** – This dimension involves students using their knowledge to identify issues in business situations, and analyse business information and management strategies to interpret trends, patterns and relationships.

**Evaluating and communicating management strategies** - This dimension involves students evaluating the effectiveness of management strategies to formulate and communicate recommendations.

### PROPOSED ASSESSMENT

In Year 12, you will complete five-to-seven assessment responses, including at least one feasibility study and at least one supervised extended response test.

### POSSIBLE PATHWAYS

A course of study in Business Management can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

**TECHNOLOGIES AND DESIGN****MEM20413 Certificate II in Engineering Pathways**

Year 11 &amp; 12

RTO: 31193 - Blue Dog Training

**SUBJECT INTRODUCTION**

This pre-vocational course, provided by Blue Dog Training and delivered by Northside Christian College Trainers, is recommended as a pre-apprenticeship pathway to an engineering trade qualification. Throughout the course students engage in practical projects to provide evidence of their competency within each unit studied.

The Certificate II in Engineering Pathways course is a two-year practical course requiring students to become competent in skills necessary for entry into several engineering, metal trades such as: Boilermaker, Fitter and Turner, Diesel Fitter, Sheet Metal Worker and Machinist.

No tuition fees are charged by the course provider (NCC subject levies apply) to the participants in the programme as the course is fully government funded. However, students cannot access funding for more than one Government-funded qualification while in school. This restriction does not apply to school-provided VET courses.

At the successful completion of this course students may gain 4 credit points toward their QCE.

**SUBJECT OUTLINE**

An outline is given below which provides a guide regarding the broad structure of the course. Due to the flexible nature of competency-based training, the actual sequencing of the units within each certificate may vary based on the needs of individual students.

<b>MEM20413 Certificate II in Engineering Pathways</b>	
MEM13014A - Apply principles of occupational health and safety in the work environment	MEMPE003A - Use oxy-acetylene and soldering equipment
MSMENV272 - Participate in environmentally sustainable work practices	MEMPE007A - Pull apart and re-assemble engineering mechanisms
MEMPE005A - Develop a career plan for the engineering and manufacturing industry	MEMPE002A - Use electric welding machines
MEMPE006A - Undertake a basic engineering project	MEMPE001A - Use engineering workshop machines
MEM16008A - Interact with computing technology	MSAPMSUP106A - Work in a team
MEM16006A - Organise and communicate information	MEM18001C - Use hand tools
	MEM18002B - Use power tools/hand held operations

**COMPETENCY-BASED ASSESSMENT**

Competency-based assessment measures an individual's ability to consistently demonstrate a particular skill, to a given standard, under given conditions. As competency-based assessment is primarily associated with workplace training, the performance standards and conditions should be consistent with the requirements of a working environment.

Competency-based assessment provides a flexible option for training as individuals may progress as quickly through a training program as their abilities allow. As soon as the student demonstrates his or her competence in performing a task, he or she may progress to the next stage of training.

**ASSESSMENT METHODS**

As each individual possesses strengths and weaknesses regarding assessment types, students are given a wide range of ways in which to demonstrate their achievement of a competency. The methods used to gather supporting evidence may include oral questioning, short answer tests, multiple choice tests, student demonstration of skills, as well as observations made by the trainer/assessor.

# TECHNOLOGIES AND DESIGN

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE  
 CHC30113 – Year 11 & 12  
 RTO: 2508 Charlton Brown Australia Nanny College



## COURSE INTRODUCTION

This course of study enables Year 11 and 12 students to achieve or work towards a Certificate III in Early Childhood Education and Care over a two year period. Charlton Brown Australia is the Registered Training Organisation with whom Northside Christian College has a joint agreement to deliver this vocational education and training qualification.

The qualification provides opportunities for students to develop knowledge and practical skills to enable them to gain employment as a Child Care Assistant in the Child Care industry. It can also provide a link for further study in Childcare or Early Childhood Studies at a tertiary level.

It is a competency-based form of qualification, where the training is delivered both on and off the job through a combination of work-based assessment and school-based training. There will be practical workshops at the College and practical experience in the field (i.e. playgroup, prep, childcare centre). The students will also have the opportunity to care for a Virtual Baby (computerised) to help develop the necessary practical skills.

At the successful completion of this course students may receive 8 credit points toward their QCE.

## COURSE OUTLINE

### Units of Competency

Core	15
Electives	3
TOTAL	18

<b>15 Core Units</b>	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
<b>Electives</b>	
CHCDIV001	Work with diverse people
CHCECE006	Support behavior of children and young people
CHCEVE012	Support children to connect with their world

# TECHNOLOGIES AND DESIGN

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

CHC30113 – Year 11 & 12

RTO: Charlton Brown Australia Nanny College 2508



## OPPORTUNITIES

Early Childhood Education and Care gives students opportunities to develop:

- A respect for young children through an awareness and understanding of their social, emotional, physical, intellectual and language development
- Knowledge and practical skills, specifically related to the care-giving role, the child-giving role and the childcare industry
- Knowledge and understanding of childhood environments, the role of parents, caregivers and early childhood professionals in providing suitable environments and programs
- Self-confidence, independence and a readiness for, and responsible attitude to, the workplace and parenthood

There is an additional cost required to complete this training package. By the completion of Year 12, if students do not fully complete the requirements of the course, they will receive a Statement of Attainment for the units of work that they complete.

**This subject does not contribute towards an Overall Position (OP), but enables students to be allocated a Tertiary Selection Rank.**

# VISUAL ARTS

## Certificate III in Visual Arts - Year 11 & 12

CUV30111

RTO: 30519



### INTRODUCTION

The CUV30111 Certificate III in Visual Arts is based on units of competency selected from the CUV111 Visual Arts, Crafts and Design Training Package.

To achieve the qualification, students must achieve competence in units that meet the qualification packaging rules. The certificate will be assessed using a competency-based approach and will be issued with a qualification or statement of attainment.

Training packages are amended periodically to reflect the latest industry practices. The qualification Certificate III in Visual Arts is essentially a pathway qualification that enables students to develop the practical skills, creativity, industry practice and visual literacy needed by visual artists and craftspeople.

### FRAMEWORK OF COURSE

The outline for this two year course is structured in a flexible, workable framework.

The competency units are in clusters and individual units:

one (1) core unit and two (2) elective units per semester.

By the end of the course students will have the means to create a folio of work that can be used to apply for further study and will have developed skills in:

#### **Core units**

BSBOHS201A Participate in OHS processes

CUVACD201A Develop drawing skills to communicate ideas

CUVPRP301A Produce creative work

CUVRES301A Apply knowledge of history and theory to own arts practice

#### **Elective Units**

1. CUVDRA301 Produce drawings
2. CUVPR1301 Produce prints
3. BSBDES301 Explore the Use of Colour
4. BSBDES302 Explore and apply the creative design process to 2D forms
5. CUVPRP304 Participate in collaborative creative projects
6. CUVDIG301 Produce Digital images
7. CUAPAI301 Produce paintings
8. CUAPPR302 Document the creative work progress

## VISUAL ARTS

## Certificate III in Visual Arts - Year 11 &amp; 12

CUV30111

RTO: 30519



Semester		Term	CORE	ELECTIVE	Time allocation for each elective	
Year 11	Semester 1	1	CUVACD201A Develop drawing skills to communicate ideas	CUVDRA301A Produce drawings	3 x 70 minutes lessons per week	55 hours per semester
		2		CUVPR1301A Produce prints		
	Semester 2	3	CUVRES301A Apply knowledge of history and theory to own arts practice	CUAPPR302 Document the creative work progress		
		4		CUAPAI301 Produce paintings		
Year 12	Semester 3	1	CUVPRP301A Produce creative work	CUVPRP304A Participate in collaborative creative projects		
		2		BSBDES301a Explore the Use of Colour		
	Semester 4	3	BSBOHS201A Participate in OHS processes	BSBDES302A Explore and apply the creative design process to 2D forms		
		4		CUVDIG301A Produce Digital images		

The sequencing of the delivery of the units may change according to the nature of the projects being created in any one term.

# VISUAL ARTS

## Certificate III in Visual Arts - Year 11 & 12

CUV30111

RTO: 30519



### Employability Skills Summary

*The following table contains a summary of the employability skills as identified by the visual arts, craft and design industries for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.*

Employability skill	Industry/enterprise requirements for this qualification
Communication	<ul style="list-style-type: none"> <li>passing on key safety information to colleagues</li> <li>presenting ideas to others</li> <li>interpreting design briefs</li> <li>liaising with other on design requirements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>discussing ideas, industry developments and work issues with others</li> </ul>
Problem-solving	<ul style="list-style-type: none"> <li>identifying safety issues and reporting them to appropriate person</li> <li>refining ideas to incorporate feedback from others</li> <li>responding to technical and conceptual problems in design work</li> </ul>
Initiative and enterprise	<ul style="list-style-type: none"> <li>developing different solutions to a design challenge</li> <li>producing a range of samples in response to a brief or conceptual vision</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>collecting and analysing information to develop concepts and ideas</li> <li>organising the presentation of a concept to others</li> <li>organising work tasks to ensure safety</li> <li>identifying techniques and processes required to produce digital images and graphic art work</li> <li>sourcing and analysing information to inform design practice</li> <li>organising resources, taking into account cost and other constraints</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>maintaining personal safety standards</li> <li>challenging one's own ideas and approaches</li> <li>career planning</li> </ul>
Learning	<ul style="list-style-type: none"> <li>evaluating information gained from research and integrating ideas into the development of own work</li> <li>using practice, feedback and evaluation opportunities to continuously improve skills and knowledge</li> <li>improving skills through experimentation with materials and processes</li> <li>keeping up-to-date with industry developments</li> </ul>
Technology	<ul style="list-style-type: none"> <li>using the internet for research</li> <li>using tools and technologies relevant to the given area of design</li> </ul>

### Pathways from the qualification

After completing this course, students have the opportunity to progress to other qualifications in visual arts and craft, or the creative industries more broadly.

### Assessment requirements:

- Assessment in the Certificate III is by presentation of folios of practical works at the end of each term.
- Students are required to complete a visual diary that documents their research, concept development and artistic practice.
- Written and Oral tasks are a requirement of OHS, art history and art theory units

## SCIENCE

## Chemistry – Year 11 &amp; 12



## MANDATED PREREQUISITES

A 'C' in both Mathematics and Science at Year 10 level. It is strongly recommended that Chemistry is studied in conjunction with Maths B.

## RATIONALE

Chemistry possesses a theoretical framework that allows new knowledge to be organised and related to other aspects of the discipline. The modern chemical approach seeks an understanding of natural phenomena – in the test tube, in the crust of the earth or in living organisms, and in terms of the events at the atomic and molecular level. The course should enable students to appreciate the power of this way of thinking and investigating. Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty at many levels, whether in comprehending the ordered structure of matter or in what they see in their own experiments.

Participating in a course of study derived from the Chemistry syllabus will immerse students in both the practical and contextual aspects of the discipline, through working scientifically and enacting scientific inquiries, investigations and experiments. It will facilitate the growth of student awareness of the constructions of chemical understandings from academic, personal, social and global perspectives. A course developed from this syllabus embraces the intrinsic "hands on" nature of the subject and provides students with opportunities to develop the key competencies in contexts that arise naturally from the subject matter.

## TOPICS COVERED

Topics studied in Chemistry include:

- Nanosize Me – Particle Theory – atomic structure/nanotechnology
- Mine Your Own Business – Stoichiometry in the context of the Mining Industry
- Bubble or Nothing – Structure and Reaction of Gases – addresses the impact of ecologically harmful gases and their aetiology
- I Fuel Good – Carbon Chemistry using the context of alternative fuels such as biodiesels
- Da nah nah nah nah nah na! (Courtesy of James Brown – Coal) – Thermo chemical Processes in petrochemical combustion reactions and equilibria in commercial chemical production
- Finding Nemo – Exploration of current issues regarding water quality
- Catwalk Chemistry – Chemistry in the context of modern fashion – polymerisation, colloidal systems, importance of functional groups
- Out with a Bang! – Exploring the world of reduction and oxidation processes against a backdrop of metal extraction, corrosion, salvage and fireworks

## TYPES OF ASSESSMENT

Students will be assessed using the following types of assessment instruments:

- Supervised Assessments (SA)
- Extended Response Task (ERT)
- Extended Experimental Investigation (EEI)

## CRITERIA USED IN THE ASSESSMENT

Each instrument assesses the following general objectives: Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding.

## SCIENCE

## Chemistry – Year 11 &amp; 12



## DETERMINATION OF STUDENT'S LEVEL OF ACHIEVEMENT

When standards have been determined in each of the criteria of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding, the following table is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the criteria for each level.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

<b>VHA</b>	Standard A in any two criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two criteria and no less than a D in the remaining criterion
<b>LA</b>	At least standard D in any two criteria
<b>VLA</b>	Standard E in the three criteria

## PERFORMING ARTS

## Drama – Year 11 &amp; 12



## SUBJECT PREREQUISITES

It would be highly advisable for someone attempting Senior Drama to have done Year 10 Drama or at the least Year 9 Drama, although there are no prerequisites for Drama studies.

Senior Drama is a two year program. Although year 10 Drama is not a pre-requisite, it is advisable.

## SUBJECT OUTLINE

Drama is one of the oldest art forms known. It has its origin in the impulse to imitate, symbolise and ritualise experiences in an attempt to understand and control them. Societies and cultures throughout history have developed enactive ways of making and communicating meaning that involves performers and audiences. This enactive mode of expression, integrating oral, kinaesthetic, visual and aural aspects, engages people in a suspension of disbelief in order for them to enter a fictional world, in which change can be explored and then affected in the world around us.

Young people live in an increasingly complex web of interacting cultures and subcultures. They need a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

The drama program equips students to explore the aesthetic from a Biblical world-view and challenges the students to consider "Where is God taking us as artists?" God has always cherished man's creativity from the first time he called on man to name the animals. Christians are called to be bold in their creativity but not didactic about our beliefs. Christian artists must never lose sight of our brokenness or our need for Christ and His love and redemption and so Senior Drama provides an aesthetic framework for not only knowing but also communicating ideas, values and beliefs.

Students explore, analyse, understand and use aspects of dramatic languages within the general objectives of Forming, Presenting and Responding. Forming refers to the devising/designing of Drama, Presenting refers to the performing Drama, and Responding refers to the analysing of Drama.

Drama forms an important part of a balanced Secondary education. It explores the nature of people and their responses to God, life and each other. The course affirms the spiritual dimension of mankind and seeks to challenge students in their relationship and communication with God and each other.

## DIMENSIONS OF DRAMA

**Forming:**

This refers to the process of managing the elements of Drama to make and shape dramatic action. e.g. scriptwriting, improvisation, role play, and directing.

Within this dimension students will:

- manage the elements of Drama to create and shape dramatic action
- explore, analysing and shaping dramatic text
- transform existing artistic work into new dramatic forms

**Presenting:**

This entails using the elements of drama to present and communicate dramatic action to others. e.g. a polished performance.

Within this dimension students will:

- use the elements of Drama to present dramatic action appropriate to a range of audiences
- use acting techniques in a variety of dramatic contexts
- interpret a range of dramatic styles

## PERFORMING ARTS

## Drama – Year 11 &amp; 12

**Responding:**

In this dimension, students are required to reflect upon dramatic performance and evaluate it in terms of the way the Drama works and analysing the cultural context, content and meanings of Drama. Within the dimension of Responding students will:

- demonstrate an understanding of the elements of Drama
- evaluate form and content in Drama
- communicate orally and in writing
- engage in the aesthetic of Drama

**COURSE OUTLINE**

<b>YEAR 11</b>	<b>YEAR 11</b>
<b>Unit 1:</b> <i>The Story of Drama</i> <b>Unit 2:</b> <i>Political Stories</i>	<b>Unit 3:</b> <i>Australian Stories – Discovery and Reconciliation</i> <b>Unit 4:</b> <i>My Story</i>
<b>Year 12</b>	<b>Year 12</b>
<b>Unit 5:</b> <i>The Production</i> <b>Unit 6:</b> <i>The Director</i>	<b>Unit 7:</b> <i>The Next Story</i>

**CRITERIA AND TYPES OF ASSESSMENT USED**

<b>YEAR 11</b>	<b>YEAR 12</b>
<b>Forming:</b> 3-5 minutes/600-800 words <b>Presenting:</b> 3-4 mins for individual tasks - 2-3 mins per student for pair/ group tasks <b>Responding:</b> 800-1000 words	<b>Forming:</b> 4-6 minutes/800-1000 words <b>Presenting:</b> 4-6 mins for individual tasks - 3-5 mins per student for pair/group tasks <b>Responding:</b> 1000-1200 words

**HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED**

When standards have been determined in each of the criteria of Forming, Presenting and Responding, the following table is used to determine the students' Overall Subject Result, where A represents the highest and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criteria
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criteria
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criteria
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## ENGLISH AND OTHER LANGUAGES

## English Communication – Year 11 &amp; 12



## SUBJECT PREREQUISITES

Completion of Year 10 English course or equivalent.

## SUBJECT OUTLINE

English Communication is designed to improve students' potential for effective participation in fundamental life roles related to work, personal and community life, leisure and recreation. English Communication places emphasis on developing practical language skills including:

- Composing and comprehending in writing and speaking for work, community and personal purposes
- Using text correctly for particular purposes
- Responding to literature, film and mass media

## COURSE OUTLINE YEAR 11

SEMESTER 1	SEMESTER 2
Travel and tourism Writing skills for work Media Studies – Films for leisure	Reading for pleasure Work team communication

## COURSE OUTLINE YEAR 12

SEMESTER 3	SEMESTER 4
Workplace Communication Print Media	Biographies Getting that job Job seeking skills

## TYPES OF ASSESSMENT

In English Communication, students will complete a range of written and spoken assignment tasks.

## CRITERIA USED IN ASSESSMENT

**Knowledge of contextual factors**

This criterion refers to students' ability to demonstrate knowledge about the ways that meanings in texts are shaped by their purpose, cultural context and social situation. In doing so, students should:

- know that genres have patterns and conventions to suit particular purposes and audiences
- make choices of subject matter to achieve a particular purpose
- select and synthesise subject matter and substantiate with evidence as required
- recognise and use appropriate roles and relationships
- use a variety of modes and mediums to interpret and produce texts

**Knowledge of textual features**

This criterion refers to students' ability to demonstrate knowledge of appropriateness of textual features for purposes and audiences. In producing their own texts, students should:

- demonstrate understanding that textual features are chosen according to purpose, genre and register variables
- make use of and control textual features to suit particular contexts relating to work, community and leisure
- sequence and organise subject matter including the use of cohesive ties to link ideas in a range of texts
- consider and select appropriate vocabulary
- make use of a range of sentence and clause structures, and use grammar appropriately
- control paragraphing, punctuation and spelling
- demonstrate the use of visual, auditory and digital features
- make use of a range of spoken/signed and nonverbal features

## ENGLISH AND OTHER LANGUAGES

## English Communication – Year 11 &amp; 12

**Knowledge and understanding of texts**

This criterion refers to students' ability to demonstrate and apply their knowledge of how people's different values, beliefs and attitudes influence meaning. In interpreting and constructing texts they demonstrate this through:

- exploring different representations of people, places, events and concepts in texts
- considering cultural assumptions, values, beliefs and attitudes in texts
- considering how language choices can invite readers, viewers and listeners to take up positions in relation to texts
- making language choices to invite readers, viewers and listeners to take up positions in relation to texts

**HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED**

These three criteria are integrally related and are not to be weighted. They are applied holistically to the body of work in the student folio in determining the exit level of achievement.

Students' Level of Achievement is determined by examining their achievement for tasks according to the two categories, WRITING and SPEAKING.

The following principles are applied in determining exit results:

- Year 11 English assessment is formative
- Year 12 English assessment is summative
- greatest attention should be given to a student's fullest and latest assessment
- students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement

<b>VHA</b>	Predominantly A results for both written and spoken tasks
<b>HA</b>	Predominantly B results for both written and spoken tasks
<b>SA</b>	Predominantly C results for both written and spoken tasks
<b>LA</b>	Predominantly D results for both written and spoken tasks
<b>VLA</b>	Predominantly E results for both written and spoken tasks

**POSSIBLE CAREER PATHWAYS**

Career Opportunities such as:

- Business
- Retailing
- Tourism
- Hospitality
- Information Technology

Entry to Certificate and Diploma Courses such as:

- Child Care and Education
- Recreation/Fitness
- Photography
- Beauty Therapy
- Applied Science – Community and Human Service
- Marketing
- Justice
- International Business
- Advanced Diploma of Fashion
- Arts – Graphic Design

Tertiary Entrance (where OP English isn't a requirement and student meets OP requirements in other subjects).

## ENGLISH AND OTHER LANGUAGES

## English – Year 11 &amp; 12



## SUBJECT PREREQUISITES

Pass in Year 10 English is recommended.

## SUBJECT OUTLINE

Senior English aims to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively for a range of contexts. Students will engage with a wide range of literary, media and everyday texts as they develop their understanding of how language works in our culture. They will be asked to write and speak using a range of real-life genres in response to the texts they study. Students are encouraged to gain pleasure from texts while developing their understandings of the power of texts to influence, tell the stories of a culture and promote shared understanding.

One of the aims of the course is to broaden students' experience of a wide range of literature. Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

## COURSE OUTLINE YEAR 11

TERM 1	TERM 2
Where have we come from? An Introduction to Western Literature	Who are we? Australian Identity
TERM 3	TERM 4
How do we think? The Language of Persuasion	What's next? Future Scenarios

## COURSE OUTLINE YEAR 12

TERM 1	TERM 2
The Wider World Issues of Race and Culture	The Wider World Gender Issues
TERM 3	TERM 4
The Literary World William Shakespeare	The Literary World The Canon

## TYPES OF ASSESSMENT

In the Senior English course, the syllabus requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and genre types. Tasks will include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.

In Year 11 English, all assessment is FORMATIVE.

In Year 12 English, all assessment is SUMMATIVE.

## CRITERIA USED IN ASSESSMENT

**Dimension 1: Understanding and responding to contexts**

*Students examine how texts are structured and organised for particular purposes and then apply this knowledge to produce different types of texts for particular purposes.*

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use genre patterns and conventions to achieve particular purposes
- select, sequence and organise subject matter to support opinions and perspectives
- establish roles of the writer/speaker/signer and relationships with audiences.

## ENGLISH AND OTHER LANGUAGES

## English – Year 11 &amp; 12



## CRITERIA USED IN ASSESSMENT cont

**Dimension 2: Understanding and controlling textual features**

*Students understand and control textual features, in a variety of contexts.*

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use grammar and language structures for particular purposes
- use cohesive devices to develop ideas and connect parts of texts
- use vocabulary for particular purposes
- use mode-appropriate features to achieve particular purposes.

**Dimension 3: Creating and evaluating meaning**

*Students create and evaluate texts to demonstrate how and why meaning is made.*

By the conclusion of the course, through reading, viewing, writing, designing, listening and speaking/signing, students should:

- use and evaluate ideas, attitudes and values that underpin texts and influence audiences
- create and evaluate perspectives and representations of concepts, identities, times and places in texts
- use aesthetic features to achieve purposes and evaluate their effects in texts.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

For each piece of assessment in Senior English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria for that assessment piece. Their results for the three criteria subsets (listed above) are not used separately to arrive at a grade. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In determining each student's Level of Achievement, the 5 or 6 results students have received for the assessment tasks across the year are used to determine their exit result.

The Queensland Studies Authority and the Syllabus guidelines require that the following principles be applied in determining exit results:

- Year 11 English assessment is formative.
- Year 12 English assessment is summative.
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement.

<b>VHA</b>	A results on balance for both written and spoken tasks.
<b>HA</b>	B results on balance for both written and spoken tasks.
<b>SA</b>	Predominantly C results for both written and spoken tasks. No more than one D or E result for written tasks and no more than one D or E result for spoken tasks. (If students achieve two or more results lower than a C, they cannot obtain a pass in this subject.)
<b>LA</b>	D results on balance for both written and spoken tasks.
<b>VLA</b>	E results on balance for both written and spoken tasks.

Students must also meet the Syllabus requirements of **Minimum Sound** at exit (end of Year 12). In order to meet Minimum Sound, students work must match the minimum requirements for EVERY criterion for the course. Students failing to meet the minimum requirements for one or more criterion for either written or spoken work during Year 12 will not meet Minimum Sound requirements and will not be awarded a pass in the subject.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

A Sound Achievement (SA) in English is a prerequisite for most tertiary courses and a wide range of job opportunities.

## VISUAL ARTS

## Film, Television &amp; New Media – Year 11 &amp; 12



## SUBJECT PREREQUISITES

There are no subject prerequisites required.

## SUBJECT OUTLINE

Throughout the two-year course of study, students will:

- value interacting with moving images as an enriching experience
- value and use their own knowledge, skills and experiences to explore, create and express ideas
- develop confidence in their own and others' creative and critical abilities
- appreciate the variety of technologies available for communication
- respect diverse viewpoints
- have a critical and sensitive awareness of expressive, functional and creative qualities of a range of moving images in different cultures and contexts

## COURSE OUTLINE

Year 11 Semester One	Year 11 Semester Two
<u>Visual Literacy and Technology</u> <i>Design:</i> Script and story board <i>Production:</i> 2-4 minute video <i>Critique:</i> Exam	<u>Screen Advertising</u> <i>Design:</i> Treatment and story board <i>Production:</i> 20-30 second advertisement <i>Critique:</i> Extended writing task
Year 12 Semester Three	Year 12 Semester Four
<u>Representations of Youth</u> <i>Design:</i> Treatment and Story Board <i>Production:</i> Video clip 2-4 minute <i>Critique:</i> Extended writing task	<u>Australian and National Cinemas</u> <i>Design:</i> Script and Story Boards <i>Production:</i> 2-4 minute production <i>Critique:</i> extended writing <i>Media watch:</i> Notions of Truth <i>Critique:</i> extended writing <i>Design:</i> script and storyboard

## CRITERIA USED IN ASSESSMENT

The general objectives are underpinned by five key concepts: **technologies**, **representations**, **institutions**, **audiences** and **languages**.

Students demonstrate their knowledge and understanding of the key concepts by:

- Design: creating meaning through designing proposals for moving-image products
- Production: making products
- Critique: analysing and evaluating products and their contexts of production and use

## TYPES OF ASSESSMENT

Students are assessed through the submission of Design, Critique and Production tasks. Design tasks have a combination of two-assessment areas in one semester.

These areas are: Storyboards, treatments, scripts, and three column scripts. Production tasks can only be undertaken when a design task has been completed. Only one production task will be produced a semester: 2-4 minute production, 20–30 second advertisement. Only one critique task will be required a semester: Oral presentation, exam, extended writing.

## VISUAL ARTS

## Film, Television &amp; New Media – Year 11 &amp; 12



## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

The three general objectives: *design*, *production* and *critique* are seen as equally important and this balance is reflected in the exit criteria. The following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criteria
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criteria
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criteria
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## ENGLISH AND OTHER LANGUAGES

## French – Year 11 &amp; 12



## SUBJECT PREREQUISITES

Students must have successfully completed Year 10 French or the equivalent.

## SUBJECT OUTLINE

Students learn to communicate in French using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of French culture and customs.

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

- Read and write effectively in French at an intermediate or advanced level
- Communicate effectively in French on the following themes:
  1. Family and Community
  2. Leisure and Recreation and Human Creativity
  3. School and Post School Options
  4. Social Issues

## COURSE OUTLINE

Semester	Topics
1 - Yr 11	Youth issues // Family roles, structures and events // The media
2 - Yr 11	Environmental issues // Tourism and travel
3 - Yr 12	Sport // Employment // Consumerism, Shopping
4 - Yr 12	French history // French culture // Literature

## TYPES OF ASSESSMENT

In the Senior French course, the Syllabus requires students to complete a range of tasks. Tasks will include reading, writing, speaking and listening exams.

## CRITERIA USED IN ASSESSMENT

Students will be assessed according to their proficiency in each of the four macroskills:

- Listening** To comprehend content, deduce meaning, recognise and appreciate register
- Speaking** Conveying meaning using vocabulary, structure, register and grammar accurately and by using conversational routines, non-verbal features, fluency, pronunciation, rhythm, stress and intonation effectively
- Reading** To comprehend content and deduce meaning
- Writing** Conveying meaning using a range of vocabulary, grammar and structures accurately

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Students will be given opportunities throughout the year to demonstrate their achievement in each of the four macroskills. Each macroskill is to make an equal contribution to the determination of achievement.

Once standards have been determined for each of the macroskills, the following table is used to determine the level of achievement.

<b>A</b>	Standard A in any two macroskills and no less than a B in the remaining macroskills
<b>B</b>	Standard B in any two macroskills and no less than a C in the remaining macroskills
<b>C</b>	Standard C in any three macroskills; no less than a Standard D in the remaining macroskills
<b>D</b>	Standard D in any three macroskills; Standard E in the remaining macroskills
<b>E</b>	Does not meet the requirements for a D

## ENGLISH AND OTHER LANGUAGES

## French – Year 11 &amp; 12



## UNIVERSITY ENTRANCE

The University of Queensland, Queensland University of Technology and Griffith University are all currently offering “bonus points” towards tertiary entrance to students who have studied a language at senior level. For more information, speak to Mr Robin Grant, Careers Adviser.

## POSSIBLE CAREER PATHWAYS

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning French offers students many opportunities. A command of French offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

*National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2.*

# TECHNOLOGIES AND DESIGN

## Graphics - Year 11 & 12



### SUBJECT INTRODUCTION

**Graphics** allows students to explore design problems, generate ideas to satisfy design criteria and to present their solutions as graphical products. By utilizing a design process, students generate solutions through problem and audience analysis, the consideration of relevant design factors and the evaluation of their own and others' graphical solutions. Design problems in Graphics are nested within the areas of industrial design and built environment and students communicate solutions in the form of graphical representations using industry conventions. Graphics contributes significantly to students' technology literacy and analytical problem solving skills.

### SUBJECT OUTLINE

Students plan and produce graphical representations in simulated, real-world contexts. Topics include:

- Freehand sketching
- Developing spatial cognition and visualisation
- Producing technical, graphical representations in 2-D and 3-D formats
- Using design processes in graphical contexts
- Formulating design ideas and solutions using design factors
- Creating and communicating design solutions in the form of graphical representations
- Applying industry conventions where applicable
- Developing design solutions for a range of audiences

### ASSESSMENT FOCUS

**Knowledge and Understanding:** Explaining design problems using design factors, identifying and describing design criteria, comprehending graphical principles, procedures and conventions.

**Analysis and Application:** Applying design factors to develop ideas, analyse and interpret graphical information and use graphical skills to produce products for specific audiences.

**Synthesis and Evaluation:** Synthesis of ideas to produce solutions, evaluate design and graphical representations and proposing recommendations and justifying decisions.

### ASSESSMENT METHODS

A variety of methods will be used to provide information on student progress. These typically include short response tests and design folio assignments.

# TECHNOLOGIES AND DESIGN

## Home Economics - Year 11 & 12



### SUBJECT INTRODUCTION

**Home Economics** is a science-based, technology subject with a balance of theoretical, technological and practical learning opportunities for students. This involves enabling students to undertake studies that will ultimately enhance their personal and family growth and development; make decisions about establishing and maintaining new relationships; embark on career pathways and understand the importance of working together.

The subject encourages students to develop research skills, higher cognitive levels of processing information and practical skills. In a design challenge or practical task students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production will be used to determine and justify the effectiveness of actions.

### SUBJECT OUTLINE

The Home Economics syllabus offers the following three areas of study within the two year course:

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

Each area of study is underpinned by broad understandings that guide a course of study. These broad understandings are that:

- the wellbeing of individuals, families and communities is explored through various points of view;
- purposeful and informed decision-making and action as citizens and consumers will help bring desired results and;
- a range of practical skills is essential for resourceful, creative and innovative design and production.

There will be two substantial units of work — one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study. These main study strands, together with biblical principles, have the potential to disciple and improve the quality of life of the individual within the family, church and society.

### ASSESSMENT FOCUS

Assessment in Home Economics involves students in:

- Applying knowledge and understandings from the three areas of study across a range of situations.
- Using research techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Students will be required to complete independent research.
- Producing a product in food and textile contexts involves planning, evaluating and reflecting as well as the performance of a range of practical skills.

### ASSESSMENT METHODS

To determine a student's level of achievement, schools may select from, and combine in a variety of ways, the following techniques:

- Supervised written assessment
- Research assessment
- Product assessment

# TECHNOLOGIES AND DESIGN

## Information Technology Systems - Year 11 & 12



### SUBJECT INTRODUCTION

**Information Technology Systems (ITS)** seeks to prepare students to meet the rapid changes in technology, the need for responsiveness to emerging technologies and trends, as well as the needs in specialist and technical aspects of Information. Information Technology Systems concentrates on the use of Software Applications with a multimedia focus.

### SUBJECT OUTLINE

During the course the students will study core and extension material. The core covers the foundation knowledge and skills required for I.T. fluency. The extension material provides opportunities to explore the diversity of the I.T. industry through a range of contexts.

The subject matter is organized in five interwoven threads:

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

These threads are explored through the following contexts:

- Graphic design
- Website design
- Animation
- Game design
- Mobile technology
- Video production
- Multimedia

### ASSESSMENT FOCUS

**Knowledge and communication** - refers to comprehending, understanding and communicating the terms, concepts, principles and design process associated with information technology.

**Design and development** - involves determining the intended purpose, the needs of the client and proposing and testing possible solutions.

**Implementation and evaluation** - The quality and effectiveness of the solution is to be evaluated against the client needs and the defined criteria formulated during the design and development phase.

### ASSESSMENT METHODS

Semester 1	Product: Practical exercise Product: Project 800-1000 words
Semester 2	Exam: Supervised written Product: Project 800-1000 words
Semester 3	Extended response: 5 minutes spoken Exam: Supervised written Product: Project 1000–1500 words
Semester 4	Product: Project 1000-1500 words Product: Practical exercise

## ENGLISH AND OTHER LANGUAGES

## Japanese – Year 11 &amp; 12



## SUBJECT PREREQUISITES

Students must have successfully completed Year 10 Japanese or the equivalent.

## COURSE OUTLINE

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

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

- Read and write fluently in Hiragana and Katakana
- Read and write at least 200 Kanji
- Communicate effectively in Japanese on the following themes:
  1. Family and Community
  2. Leisure and Recreation and Human Creativity
  3. School and Post School Options
  4. Social Issues

Year 11	Topics	Year 11	Topics
<b>Semester 1</b>	Student Exchange; Self-introduction; School visits; Customs and Appropriate Ways of Behaving; Celebrations in Australia and Japan	<b>Semester 2</b>	Interests and Hobbies; Sport and Health; Entertainment; Environment: Recycling, Saving Water and Animal Protection
<b>Year 12</b>		<b>Year 12</b>	
<b>Semester 3</b>	Adolescence and Driving; Dreams, Future Plans and Preparation for Work; Parties and Celebrations	<b>Semester 4</b>	Holiday Planning, Itineraries, Accommodation, Transport and Travel. Tourism and Hospitality; Volunteers Abroad; Working in Japan

## TYPES OF ASSESSMENT

In the Senior Japanese course, the Syllabus requires students to complete a range of tasks. Tasks will include reading, writing, speaking and listening exams.

## CRITERIA USED IN ASSESSMENT

Students will be assessed according to their proficiency in each of the four macroskills:

- Listening** To comprehend content, deduce meaning, recognize and appreciate register.
- Speaking** Conveying meaning using vocabulary, structure, register and grammar accurately and by using conversational routines, non-verbal features, fluency, pronunciation, rhythm, stress and intonation effectively.
- Reading** To comprehend content and deduce meaning.
- Writing** Conveying meaning using a range of vocabulary, grammar and structures accurately.

## ENGLISH AND OTHER LANGUAGES

## Japanese – Year 11 &amp; 12



## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Students will be given at least three opportunities throughout the year to demonstrate their achievement in each of the four macroskills. Each macroskill is to make an equal contribution to the determination of exit achievement.

The Queensland Curriculum and Assessment Authority and the Syllabus guidelines require that the following principles also be applied in determining exit results:

- Year 11 Japanese assessment is formative
- Year 12 Japanese assessment is summative
- Greatest attention should be given to a student's fullest and latest assessment

Once standards have been determined for each of the macroskills, the following table is used to determine the exit level of achievement.

<b>VHA</b>	Standard A in any two macroskills and no less than a B in the remaining macroskills
<b>HA</b>	Standard B in any two macroskills and no less than a C in the remaining macroskills
<b>SA</b>	Standard C in any three macroskills; no less than a Standard D in the remaining macroskills
<b>LA</b>	Standard D in any three macroskills; Standard E in the remaining macroskills
<b>VLA</b>	Does not meet the requirements for a D

## UNIVERSITY ENTRANCE

The University of Queensland, Queensland University of Technology and Griffith University are all currently offering "bonus points" towards tertiary entrance to students who have studied a language at senior level. For more information speak to our Careers Advisor.

## POSSIBLE CAREER PATHWAYS

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

*National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2.*

# BUSINESS

## Legal Studies – Year 11 & 12



### SUBJECT PREREQUISITES

A demonstrated competence in oral and written expression would be advantageous.

### SUBJECT OUTLINE

Legal Studies is about developing an understanding of the Australian legal system and how it affects basic rights, obligations and responsibilities. Students will explore how to become an active and informed citizen learning how to constructively question the framework of laws and legal processes which shape our society.

### COURSE OUTLINE

The Legal Studies course enables students to learn through the investigation of legal issues, exploring four core areas of study:

- the legal system
- criminal law
- introduction to civil obligations
- human rights

In addition, students will investigate several of these possible elective areas of study:

- civil wrongs (torts) and the law
- indigenous law
- family and the law
- housing and the law
- international law

### DIMENSIONS USED IN ASSESSMENT

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

**Investigating legal issues** – This dimension involves exploring legal situations through selecting, organising and analysing information to demonstrate legal inquiry processes.

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

### PROPOSED ASSESSMENT

Students will be required to complete a minimum of four to a maximum of six assessment pieces in Year 11 and Year 12.

In Year 12, students will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question to meet verification requirements.

### POSSIBLE CAREERS PATHWAYS

A course of study in Legal Studies can contribute 4 credits towards the Queensland Certificate of Education (QCE), and open a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.

## MATHEMATICS

## Mathematics A- Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

A minimum of a C grade in Year 10 Pre-Mathematics A or B.

## SUBJECT OUTLINE

Mathematics A is intended to provide learning experiences which extend student's exposure to Mathematics in the real world and to familiarise them with current, useful technology where possible. There is an emphasis on life-related experiences, individual as well as group work, discussion and research. Thus the course is inherently practical and does not require the same depth of abstract reasoning as do Mathematics B and Mathematics C. However, this does not diminish the level of difficulty or usefulness of Mathematics A as a subject.

At the conclusion of the course students will have been exposed to a detailed development of many aspects of mathematics that are essential survival skills in life.

## COURSE OUTLINE

Mathematics A follows a spiralling and integrated sequence, consisting of six core and two option topics.

Year 11 Semester One	Year 11 Semester Two
Managing money 1 Elements of applied geometry Linking two and three dimensions Data collection and presentation	Managing money 2 Exploring and understanding data <i>Elements of applied geometry</i>
Year 12 Semester Three	Year 12 Semester Four
Elements of applied geometry Maps and compasses - Land measurement Exploring and understanding data Introduction to models for data Managing money 3	Introduction to models for data Managing money 4 Linking two and three dimensions

## CRITERIA USED IN ASSESSMENT

Three criteria are assessed –

**Knowledge and Procedures**

- accurate use of rules and formulas in simple through to complex situations
- application of simple through to complex sequences of mathematical procedures in routine and non-routine situations
- appropriate selection and accurate use of technology

**Modelling and Problem Solving**

- use of strategies to model and solve problems in complex routine through to simple non-routine situations
- investigation of alternative solutions and/or procedures to complex routine through to simple non-routine problems
- informed decisions based on mathematical reasoning in complex routine through to simple non-routine situations
- reflection on the effectiveness of mathematical models including recognition of the strengths and limitations of the model

## MATHEMATICS

## Mathematics A- Year 11 &amp; 12



## CRITERIA USED IN ASSESSMENT (cont)

**Communication and Justification**

- Accurate and appropriate use of mathematical terminology and conventions in simple non-routine through to complex routine situations
- Organization and presentation of information in a variety of representations in simple non-routine through to complex routine situations
- Analysis and translation of information displayed from one representation to another in complex routine situations
- Use of mathematical reasoning to develop logical sequences in simple non-routine through to complex routine situations using everyday and/or mathematical language
- Justification of the reasonableness of results obtained through technology or other means

## TYPES OF ASSESSMENT

A variety of instruments will be used to provide information on a student's progress. These will include mid semester and end of semester written examinations and a report/extended modeling and problem-solving task per semester.

Assessment will be continuous through Years 11 and 12. Year 11 consists of **formative assessment** (not contributing towards the final subject result). Formative work may contribute to the overall result of a student if they leave the subject early. All Year 12 work is **summative** and, as a consequence, will be used to determine the students **exit level of achievement** at the completion of Year 12.

## HOW THE EXIT LEVEL OF ACHIEVEMENT IS DETERMINED

Queensland Curriculum and Assessment Authority guidelines state that student's results are determined on the basis of greatest attention given to fullest and latest assessment. This means the student's achievement in the later work in Year 12 holds increased significance.

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of **levels of exit achievement**.

Exit levels are awarded according to minimum standards in each of the three criteria as outlined below.

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion.
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion.
<b>SA</b>	Standard C in any two exit criteria, one of which must be the Knowledge and Procedures criterion, and no less than a D in the remaining criterion.
<b>LA</b>	Standard D in any two exit criteria, one of which must be the Knowledge and Procedures criterion.
<b>VLA</b>	Does not meet the requirements for Limited Achievement.

## POSSIBLE CAREER PATHWAYS

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- tool making, auto mechanics etc
- tourism and hospitality
- architecture and nursing

*Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.*

## MATHEMATICS

## Mathematics B – Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

At least a strong C grade in Year 10 Pre-Mathematics B

## SUBJECT OUTLINE

Mathematics B may be studied in addition to Mathematics C. The intent of Mathematics B is to encourage students to develop positive attitudes towards Mathematics by an approach involving problem solving and applications. Students will also be encouraged to work systematically and logically, and to communicate with and about Mathematics.

## COURSE OUTLINE

Mathematics B follows a spiralling and integrated sequence, consisting of seven core topics.

Year 11 Semester One	Year 11 Semester Two
Linear Functions Trigonometry Periodic Functions Composition of Functions	Exponential & Log Functions & Applications Summary Statistics Rates of Change Differentiation & Applications
Year 12 Semester Three	Year 12 Semester Four
Differentiation Optimisation and Curve Sketching Modelling of Exp and Log Functions Derivative of Exp & Log Functions Derivative of Periodic functions	Hypothesis Testing and Normal distributions

## CRITERIA USED IN ASSESSMENT

**Three criteria are assessed –**

**Knowledge and Procedures**

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

**Modelling and Problem Solving**

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

**Communication and Justification**

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logical supported arguments.

## TYPES OF ASSESSMENT

A variety of instruments will be used to provide information on a student's progress. These will include mid semester and end of semester written examinations and a report/extended modelling and problem-solving task per semester.

Assessment will be continuous through Years 11 and 12. Year 11 consists of **formative assessment** (not contributing towards the final subject result). Formative work may contribute to the overall result of a student if they leave the subject early. All Year 12 work is **summative** and, as a consequence, will be used to determine the students **exit level of achievement** at the completion of Year 12.

## MATHEMATICS

## Mathematics B – Year 11 &amp; 12



## HOW THE EXIT LEVEL OF ACHIEVEMENT IS DETERMINED

Queensland Curriculum Assessment and Authority guidelines state that student's results are determined on the basis of greatest attention given to fullest and latest assessment. This means the student's achievement in the later work in Year 12 holds increased significance.

**Exit levels are awarded according to minimum standards in each of the three criteria as outlined in the following table.**

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion.
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria, one of which must be the Knowledge and Procedures criterion, and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria, one of which must be the Knowledge and Procedures criterion
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Medical and health science
- Engineering sciences
- Pure mathematics etc.

*Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.*

## MATHEMATICS

## Mathematics C – Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

A 'B' grade in Year 10 Pre-Mathematics B and the student must be taking 11 Mathematics B.

## SUBJECT OUTLINE

Mathematics C may be taken in addition to Mathematics B by students with a strong interest in Mathematics. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular in the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning.

## COURSE OUTLINE

Mathematics C follows a spiralling and integrated sequence, consisting of six core and two option topics.

<b>Year 11 Semester One</b> Real and complex number systems Introduction to groups Vector and applications Matrices and applications Structure and patterns	<b>Year 11 Semester Two</b> Matrices and applications Conics Vectors and applications Structure and patterns Dynamics or Advanced periodic and exponential functions
<b>Year 12 Semester Three</b> Structure and patterns Vector and applications Matrices and applications Real and complex number systems Dynamics or Advanced periodic and exponential functions	<b>Year 12 Semester Four</b> Conics Calculus Dynamics or Advanced periodic and exponential functions

## CRITERIA USED IN ASSESSMENT

**Three criteria are assessed –**

**Knowledge and Procedures**

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology, and to demonstrate knowledge and application of the nature of mathematical proof.

**Modelling and Problem Solving**

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situation, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models, and, when appropriate, modify mathematical models.

**Communication and Justification**

This criterion refers to the student's ability to interpret, translate, communicate, present, justify and prove mathematical arguments and propositions, using mathematical and everyday language and symbols to provide supporting arguments in the form of proof.

## MATHEMATICS

## Mathematics C – Year 11 &amp; 12



## TYPE OF ASSESSMENT

A variety of instruments will be used to provide information on a student's progress. These will include mid semester and end of semester written examinations and a report/extended modelling and problem-solving task per semester.

Assessment will be continuous through Years 11 and 12. Year 11 consists of **formative assessment** (not contributing towards the final subject result). Formative work may contribute to the overall result of a student if they leave the subject early. All Year 12 work is **summative**, and, as a consequence, will be used to determine the students exit level of achievement at the completion of Year 12.

## HOW THE EXIT LEVEL OF ACHIEVEMENT IS DETERMINED

Queensland Curriculum Assessment and Authority guidelines state that student's results are determined on the basis of greatest attention given to fullest and latest assessment. This means the student's achievement in the later work in Year 12 holds increased significance.

**Exit levels are awarded according to minimum standards in each of the three criteria as outlined below.**

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria, one of which must be the Knowledge and Procedures criterion, and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria, one of which must be the Knowledge and Procedures criterion
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural any physical sciences, especially physics and chemistry
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
- Mathematical applications in:
  - energy and resources – management and conservation
  - climatology
  - design and built environment
  - industry, manufacturing and trades

*Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.*

## SOCIAL SCIENCES

## Modern History – Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

- Year 10 Senior Social Science is recommended, but not essential.
- A reasonable standard of English is important

## SUBJECT OUTLINE

The Modern History course in Year 11 and 12 is concerned with contemporary world history – the themes and movements that are and were of significance to the lives of men and women in the 20<sup>th</sup> and 21<sup>st</sup> centuries, and the roots of these movements in the nineteenth century.

For each student, the course provides an opportunity to think about and develop an understanding of the great issues of our time, many of which arise daily in the newspapers and other media. This is a desirable background for all students, whether their interests lie chiefly in the sciences, the arts, humanities or commercial studies. It is also an excellent opportunity for developing the higher order thinking skills which employers look for.

## COURSE OUTLINE

During the two-year course, students undertake inquiry studies within the following themes:

<b>Year 11</b>
Studies of Conflict (Nationalism, World War I, League of Nations, The Nazi State) Studies of Power (Imperialism, The British Raj, The Vietnam War)
<b>Year 12</b>
The History of Ideas and Beliefs (Marxism, Communism, Racism, Violence and Non-Violence) The Individual in History (Personalities and Notoriety) Studies in Hope (Philosophy)

The course in Modern History:

- Encourages students to develop empathy
- Shows how many contemporary ideas and practices are legacies of the past
- Focuses on values – by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable world for all people
- Increases general knowledge

## CRITERIA USED IN ASSESSMENT

**Criterion 1 - Planning and using an historical research process** - Planning and putting into effect the procedural and organisational structures of a research task.

**Criterion 2 - Forming historical knowledge through critical inquiry** - The development of historical knowledge and cognitive skills through critical engagement with historical sources.

**Criterion 3 - Communicating historical knowledge** - Presenting the results of historical research demonstrating knowledge and understanding of historical topics by producing written and non-written responses in appropriate genres, with logical historical arguments and meeting language conventions.

## SOCIAL SCIENCES

## Modern History – Year 11 &amp; 12



## TYPES OF ASSESSMENT

A variety of assessment instruments will be used to provide information on student progress. These will include written research assignments, multimedia presentations, and exams that involve a combination of source analysis, essay writing or short responses.

Assessment will be continuous through Years 11 and 12. Year 11 consists of formative assessment (not contributing towards the final subject result). In cases of special consideration or if a student leaves the subject in Year 11, formative assessment may be used to determine exit levels. All Year 12 work is summative and, consequently, is used to determine the exit level of achievement at the completion of the course.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in each of the three criteria, the following table is used to determine the exit level of achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Students who have completed the course in the past have found it valuable, both personally and for purposes of preparation for tertiary studies.

Students at tertiary institutions have found it useful for studies in law, government, psychology, sociology, social work, the full range of the arts, journalism and education, as well as for all the latest multi-disciplinary courses. It is useful in terms, not only of the course content, but also of the skills of research, discussion and written expression that it develops.

Modern History prepares you for such careers as: Anthropologist, Sociologist, Theologian, Minister of Religion, Criminologist, Secondary School Teacher, Librarian, Archivist, Museum Curator, Historian, Diplomat, Reporter, Judge, Lawyer, Solicitor, Patent Attorney. Studies in Modern History may help young people gain employment in the travel industry, journalism, advertising, public relations, the public service, and research work in a variety of fields such as consumerism and industrial relations.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The study of Modern History helps to develop such major skills in the all-round educated person.

*Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.*

## PERFORMING ARTS

## Music – Year 11 &amp; 12



## SUBJECT PREREQUISITES

Students would be expected to have successfully completed Year 10 Music; otherwise, an interview/audition will be arranged.

## SUBJECT OUTLINE

In relation to Senior Music, Northside Christian College helps students to develop an appreciation for music and the impact it has had on all cultures and societies, past and present. Students are not merely given facts, but acquire an awareness and enthusiasm for musical elements, forms and style periods, through listening and performance.

A course in Senior Music addresses the following objectives:

- [1] a study of the history of music from the 16<sup>th</sup> century to the present day.
- [2] a study of the nature of music including notation, chord structure and composition.
- [3] performance utilising both voice and instruments.

## COURSE OUTLINE

Throughout the course of Senior Music students will study the following units:

- Passion, Rebellion and Identity (Culturally impacting musical styles)
- From Chant to Scream (A study of vocal music styles)
- Keep on Rockin'
- Australian Music
- Music of the Theatre
- Anthems (what makes a truly memorable song?)
- Beyond the Classroom
- Film Music

## CRITERIA USED IN ASSESSMENT AND TYPES OF ASSESSMENT

A course in Senior Music addresses the following objectives:

- **Musicology** involves deconstructing music as a way of evaluating repertoire from a variety of social and cultural contexts. Students will complete on **in-class written exam** and one **essay (600 – 800 words)** in both Year 11 and 12.
- **Composition** involves the creation of music in a variety of genres and styles by combining musical elements and compositional devices. Students will complete **two compositions** (16 bars written, or 30 seconds recorded) in both Year 11 and 12.
- **Performance** involves interpreting musical repertoire by playing an instrument, singing or conducting. Performing may include solo or ensemble experiences. Students will complete **two performances** (3 minutes minimum, group or solo) in both Year 11 and 12.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

When standards have been determined in each of the three criteria of Analyzing, Composing and Performing, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## PHYSICAL EDUCATION

Year 11 &amp; 12



## SUBJECT PRE-REQUISITES

Year 10 Health and Physical Education, achieving at least a High C (recommended).

## SUBJECT OUTLINE

Physical Education is performance-based education, where processes support products, and where each is as important as the other. The terms *learning in physical activity*, *learning about physical activity* and *learning through physical activity*, reflect Arnold's (1985) three dimensions of movement.

*Learning in physical activity* refers to experiential outcomes, where students directly acquire knowledge, understandings and skills as a result of thoughtful participation in physical activity (e.g. applying tactics and strategies in a game, appraising the physical capacities and requirements of an activity).

*Learning about physical activity* refers to a rational form of inquiry, where students directly acquire knowledge and understandings as a result of studying and participating in physical activity (e.g. examining the impact of gender stereotypes on participation in physical activity, planning psychological strategies for pre-match preparation). These understandings are applied in the interpretation, analysis, synthesis and evaluation of experiences in studying physical activity.

*Learning through physical activity* refers to instrumental outcomes where students indirectly acquire understandings, capacities and attitudes as a result of studying and participating in physical activity (e.g. increased physical fitness, aesthetic appreciation of a performance, continued participation in a physical activity).

## COURSE OUTLINE

YEAR 11			
Term 1	Term 2	Term 3	Term 4
Tennis	Touch	Soccer or Volleyball	Competitive Aerobics
Skill Acquisition	Training Program Design	Money, Media and Power	Psychology of Performance

YEAR 12			
Term 1	Term 2	Term 3	Term 4
Tennis	Touch	Soccer or Volleyball	Competitive Aerobics
Energy Systems and Training Programs	Psychology of Performance	Values and Morality in Sport	Socio-cultural Factors Influencing Participation

Integration: Physical Education therefore involves students in closely integrated written, oral, physical and other learning experiences based on the study of selected physical activities.

## CRITERIA USED IN ASSESSMENT

<b>Acquiring</b>	This objective involves the retrieval and comprehension of information and the reproduction of learned physical responses.
<b>Applying</b>	This objective involves the application of acquired information and learned physical responses.
<b>Evaluating</b>	This objective utilises information, understandings and skills previously gained in acquiring and applying to make decisions, reach conclusions, solve problems and justify solutions and actions.

## PHYSICAL EDUCATION

Year 11 &amp; 12



## TYPES OF ASSESSMENT

A variety of instruments will be used to provide information on a students' progress. These will include Research and Investigation Assignments, and written exams. (One mark for each criteria: Acquire, Apply, and Evaluate).

Students will be assessed on all physical performances. (One mark for each criteria: Acquire, Apply, and Evaluate).

Year 11 consists of **formative** assessment (not contributing to the final subject result).

All Year 12 work is **summative** and as a consequence it will be used to determine the student's exit level of achievement at the completion of year 12.

## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories.

When standards have been determined in each of the three criteria of acquiring, applying and evaluating, the following table is used to determine the exit level of achievement, where *A* represents the highest standard and *E* the lowest.

## Minimum requirements for exit levels

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Students who have successfully completed this course have moved into careers such as: Physical Education Teacher, Human Movement studies, Physiotherapy, Sports Management, Sports Science, Exercise Science, and Health Promotion.

**Disclaimer**

*This subject may or may not be beneficial to your future studies. Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.*

## SCIENCE

## Physics – Year 11 &amp; 12



## MANDATED PREREQUISITES

A minimum 'C+' in both Pre-Mathematics B and Science at Year 10 level

It is strongly recommended that Physics is studied in conjunction with Mathematics B.

## RATIONALE

Physics is not a static body of facts. It is a collection of mutually supporting physical and mathematical models that gives the best explanation of natural phenomena and provides simultaneously a platform for deeper understanding. These models and theories are used to predict the outcomes of other new situations. If experiments do not verify these predictions, or if certain behaviours are found that cannot be explained by the relevant theory, then the model has to be redefined or discarded. Thus, quite often, presently accepted theories need to be modified as the results of more accurate observation and experimental data come to hand.

The study of Physics gives students a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills, and a stepping stone for further study. An understanding of Physics adds to and refines the development of students' scientific literacy. Participating in a course of study derived from the Physics syllabus, working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and the conceptual aspects of the discipline.

Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future. Telecommunications, electrical appliances and computers have had a profound impact on social structures. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. A knowledge of Physics is useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

## TOPICS

Topics studied in Physics include:

- On the Road – Physics of Transport
- Physics of Sport
- From sticks and stones to skyscrapers – Physics of Structure
- Amusement Park Physics
- The Sounds of Music – Physics of Music
- Electricity in the Home
- Power Supply and Consumption
- Electronics Systems
- Medical Physics

## TYPES OF ASSESSMENT

Students will be assessed using the following types of assessment instruments:

- Supervised Assessments (SA)
- Extended Response Task (ERT)
- Extended Experimental Investigation (EEI)

## SCIENCE

## Physics – Year 11 &amp; 12



## CRITERIA USED IN ASSESSMENT

Each instrument assesses the following general objectives: Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding.

## DETERMINATION OF STUDENT'S LEVEL OF ACHIEVEMENT

When standards have been determined in each of the criteria of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding, the following table issued to award exit levels of achievement, where A represents the highest standard and E the lowest.

The table indicates the minimum combination of standards across the criteria for each level.

<b>VHA</b>	Standard A in any two criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two criteria and no less than a D in the remaining criterion
<b>LA</b>	At least standard D in any two criteria
<b>VLA</b>	Standard E in the three criteria

# MATHEMATICS

## Pre-Vocational Mathematics – Years 11 & 12

THIS IS AN AUTHORITY-REGISTERED SUBJECT AND CANNOT CONTRIBUTE TO A STUDENT'S OP, ONLY TO THEIR SELECTION RANK.



### SUBJECT PREREQUISITES

Year 10 Pre-Mathematics A or B

### SUBJECT OUTLINE

The intent of Prevocational Mathematics is to encourage students to develop positive attitudes towards Mathematics by an approach involving contextualised tasks. Prevocational Mathematics, is a non-OP subject. It is designed to raise the level of competence of the Mathematics required for intelligent citizenship and to increase student's confidence in using Mathematics to solve problems.

### COURSE OUTLINE

#### Course Outline 1 (Standard)

Prevocational Mathematics follows a spiralling and integrated sequence, consisting of five core topics.

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

<b>YEAR 11</b>	<b>YEAR 11</b>
<b>Semester One</b>	<b>Semester Two</b>
Maths in hospitals Earning money, paying tax Health and exercise	Travelling in the local area Cars and mobile phones Practical statistics Poverty and literacy
<b>Year 12</b>	<b>Year 12</b>
<b>Semester Three</b>	<b>Semester Four</b>
Planning to leave home Buying your first property Renovating a Property Building a new home	Investing your money Travelling Overseas Organising an event Starting a business

### CRITERIA USED IN ASSESSMENT

Three criteria which are assessed:

<b>Knowing</b>	Demonstrate knowledge of content and use given rules, operations and procedures to carry out, familiar tasks.
<b>Applying</b>	Interpret and analyse different contexts, identify familiar mathematics, develop strategies, then select and apply rules and procedures to carry out tasks.
<b>Explaining</b>	Use basic mathematical and everyday language to present and explain responses to tasks.

### TYPE OF ASSESSMENT

Assessment will be continuous through Years 11 and 12.

A variety of instruments will be used to provide information on a student's progress. Assessment instruments can be written or non-written. Written assessment includes exams and extended written responses. Non-written responses include oral presentations and role play etc.

# MATHEMATICS

## Pre-Vocational Mathematics – Years 11 & 12

THIS IS AN AUTHORITY-REGISTERED SUBJECT AND CANNOT CONTRIBUTE TO A STUDENT'S OP, ONLY TO THEIR SELECTION RANK.



### HOW THE EXIT LEVEL OF ACHIEVEMENT IS DETERMINED

Queensland Curriculum and Assessment Authority guidelines state that student's results are determined on the basis of greatest attention given to fullest and latest assessment. This means the student's achievement in the later work in Year 12 holds increased significance.

When standards have been determined in each of the three criteria of *knowing, applying and explaining*, exit levels are awarded according to minimum standards in each of the three criteria as outlined below.

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion.
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion.
<b>SA</b>	Standard C in any two exit criteria, one of which must be the Knowledge and Procedures criterion, and no less than a D in the remaining criterion.
<b>LA</b>	Standard D in any two exit criteria, one of which must be the Knowledge and Procedures criterion.
<b>VLA</b>	Does not meet the requirements for Limited Achievement.

### POSSIBLE CAREER PATHWAYS

Students should refer to individual universities/learning institutions and tertiary institutions for course pre-requisites.

## PHYSICAL EDUCATION

## Recreation - Year 11 &amp; 12



## SUBJECT OUTLINE

Recreation is a two year course of study which deals with the physical and recreational activities within the community and society. The subject centres on the study of recreation activities and aims to allow students to acquire knowledge, develop skills and abilities and formulate positive attitudes and values in recreational activities thereby enhancing the student's opportunities for employment.

## OBJECTIVES

The objectives of *acquiring, applying and evaluating* within Recreation Studies refer to the process of learning about and actively participating in recreation activities.

The objective of *appreciating* compliments and encompasses each of the abovementioned objectives.

By the completion of the course of study all four objectives must be covered.

## COURSE ORGANISATION

The basis of study under Recreation Studies will encompass the study-area core:

- **Recreation, you and the community**                      Examining the effects of recreation on individuals and communities
- **Physical activity and healthy lifestyle**                      Investigating the role of physical activity in maintaining good health
- **Safety, risk awareness and health concerns**                      Evaluating strategies to promote health and safety
- **Interpersonal and group dynamics**                      Investigating personal and interpersonal skills to achieve goals

## PROGRAM OUTLINE

Semester	Activity
1	Indoor Rock Climbing Orienteering
2	Ultimate Disk Aerobics
3	Beach Volleyball Indigenous Games
4	First Aid Lifesaving

Students will experience:

1. The development of capacities for functioning and learning in varied activities
2. Continuing active involvement and participation in personal and community activities
3. The challenge and fun of participation in new and varied physical activities including: weight training, basketball, ultimate disc, aerobics, boot camp, tennis and touch football.

***NB: This course of study contributes to 4 credit points on the QCE and is a Non-OP subject that contributes to a Rank only.***

## SOCIAL SCIENCES

## Study of Society – Year 11 &amp; 12



## SUBJECT PREREQUISITES

- Year 10 Senior Social Science is recommended
- A reasonable standard of English is important

## SUBJECT OUTLINE

Study of Society has the potential to lead students to a broad understanding of the behaviour of individuals, groups and institutions within societies and the interaction of these elements in a society. As well, it provides a sound basis from which future citizens may consider their roles in society and possible solutions to social problems.

The subject matter for Study of Society is derived from the areas of sociology, anthropology, social psychology and the sociology of politics and law. These are important areas of social and human study which are not covered elsewhere in the Queensland curriculum. Study of Society relies heavily on the students themselves being involved in the learning process.

## COURSE OUTLINE

During the two-year course, students undertake inquiry studies within the following themes:

- **Socialisation** What shapes the individual? How do people view social behaviour?
- **Culture** Cultural differences; Diversity of cultural meanings and interpretations
- **Inequality** Who gets what? How and why?
- **Power, decision-making and social change** Who is in control? Law and politics in their social context  
Who is in control? Law and politics in their social context

## CRITERIA USED IN ASSESSMENT

**Criterion 1 Knowledge and understanding** The ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

**Criterion 2 Critical processes** Applies to the collecting, analysing and organising of information, and to many of the processes and skills of problem solving and decision making.

**Criterion 3 Communication** Refers to the range of ways in which students can present the results of their learning experiences in spoken, written, graphic, audiovisual and electronic format. This also refers to the formulation of research tasks, questions and hypotheses, to the collecting and recording of data, and to the active participation of students in planning and organising their own research activities for the collection of data.

## TYPES OF ASSESSMENT

A variety of assessment instruments will be used to provide information on a student's progress. These will include written research assignments, multimedia presentations, and exams that involve a combination of source/data analysis, essay writing or short responses.

Assessment will be continuous through Years 11 and 12. Year 11 consists of formative assessment (not contributing towards the final subject result). In cases of special consideration or if a student leaves the subject in Year 11, formative assessment may be used to determine exit levels. All Year 12 work is summative and, consequently, is used to determine the exit level of achievement at the completion of the course.

## SOCIAL SCIENCES

## Study of Society – Year 11 &amp; 12



## HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in each of the four criteria, the following table is used to determine the exit level of achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## POSSIBLE CAREER PATHWAYS

Students who have completed the course in the past have found it valuable, both personally and for purposes of preparation for tertiary studies.

Students at tertiary institutions have found it useful for studies in law, government, psychology, sociology, social work, the full range of the arts, journalism and education, as well as for all the latest multi-disciplinary courses. It is useful in terms, not only of the course content, but also of the skills of research, discussion and written expression that it develops.

This subject could be of vital importance to any student considering a career in sociology, psychology, early childhood, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The study of Study of Society helps to develop such major skills in the all-round educated person.

*Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.*

## VISUAL ART

## Visual Art - Year 11 &amp; 12



## SUBJECT PREREQUISITE:

Whilst it may be of some advantage to have completed Year 10 Art, it is not a prerequisite to have studied Visual Art previously.

## INTRODUCTION

It is through Visual Art that “new” visual knowledges are created; meanings are communicated and the significance of these meanings is connected to the present lives of young people. On their personal journey of exploration and expression, Visual Art students engage with a range of concepts and related learning experiences.

## SUBJECT OUTLINE:

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

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression).

At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.

Visual Art uses an *inquiry* learning model, enabling multimodal thinking and individual responses through:

- researching
- developing
- resolving
- reflecting

Through *making and appraising*, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists and designers.

In *making* art, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations.

In *appraising* art, students investigate artistic expression and critically analyse artworks within diverse contexts. Communication of ideas and information about artworks involves planning, collecting, organising and analysing.

## CRITERIA USED IN ASSESSMENT

Processes and Media areas include, but are not restricted to, the list below:

<b>2-D media</b>	Drawing Painting	Photographic Printmaking
<b>3-D objects</b>	Sculpture Ceramics Installation	Performance art Fibre art Wearable art & body adornment
<b>Design</b>	Costume, make-up and stage Built environment and public space Graphic / illustration	Product Curatorial Cross-arts projects/events
<b>Time-based media</b>	Electronic imaging & Digital manipulation	Film and animation

## VISUAL ART

## Visual Art - Year 11 &amp; 12



## CRITERIA USED IN ASSESSMENT (cont)

**Body of work** - A body of work consists of individual student responses to making and appraising tasks and shows a student's progress through the inquiry learning model (researching, developing, resolving, reflecting), as he/she integrates the components of the course (concept, focus, context, media area(s) and visual language and expression). The body of work comes to represent a coherent journey which may attempt divergent paths but eventually moves towards resolution.

## COURSE OUTLINE

Yr	Concept	Focus	Instrument	Time
11	Identity	Characteristics and culture	Body of work - Experimental 2D Folio	8–12 weeks
			Comparative Analysis	4 weeks
11	Time and Change	Disintegration / Restoration	Body of Work. Developmental time-based and New Media folio	8-12 weeks
			Research Assignment	4 weeks
11	Dimension	Inside / Outside	Body of work – Developmental 3D Folio	8–12 weeks
			Written Critique	4 weeks
12	Apocalypses	Student choice	Body Of Work 1	14 weeks
			Research Assignment (Extended written task)	5 weeks
12	Synergy	Student choice	Body Of Work 2	14 weeks
			Research Assignment (Extended written task)	5 weeks
12	Apocalypses and/or Synergy	Student choice	Extension Folio <i>or</i> Research Essay	4-6 weeks

## TYPES OF ASSESSMENT

In Year 11, practical work is assessed via three Bodies of Work over the year. These bodies include a range of developmental, developed and resolved works of art. These will be divided via media – 2D, printmaking, 3D, New Media.

There is also a variety of Appraising criteria, critiques, written and extended writing tasks, which are always linked to the practical work concurrently studied.

In Year 12, practical work is assessed via two Bodies of Work over the first three terms, followed by an Extension folio in Term 4. These will be resolved and developmental works.

There are 2-3 Appraising tasks in Year 12.

## HOW THE STUDENTS FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

Exit levels are awarded according to minimum standards in each of the three criteria, as outlined in the following table:

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria, <b>one of which must be the Knowledge and procedures criterion</b> , and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria, <b>one of which must be the Knowledge and procedures criterion</b>
<b>VLA</b>	Does not meet the requirements for Limited Achievement

## VISUAL ART

**Visual Art - Year 11 & 12**

## UNIVERSITY ENTRANCE

Some university courses in Visual Art require students to submit a folio of work. This is usually due August/September of year 12. Each university and college has its own prerequisites, and students should become familiar with what those requirements are in each year. Their classroom teacher, Head of Department or the College Guidance Officer are all able to assist with this.

## PERFORMING ARTS

# Music Extension

## Only 2 Semester Units from Year 12



### SUBJECT PREREQUISITES

To enroll in Music Extension, students are required to be doing Year 11 Music. An interview / audition will also be required.

**This course comprises only two units of study that are acknowledged by the QCAA – semesters completed in Year 12.**

### SUBJECT / COURSE OUTLINE

Music extension offers students a chance to specialise in one aspect of music. Students select one of the following areas of study:

#### Performance

Students focus on musical performance on the instrument of their choice. This may include voice. Students will focus upon both solo and ensemble work. The suggested repertoire for Music Extension is of a 6th Grade A.M.E.B. standard.

#### Composition

Students will compose approximately 10 minutes of music throughout the year for mixed instrumental and vocal ensembles.

#### Musicology

Students will focus upon research and written analysis of a variety of pieces from varied musical styles and genres.

### HOW THE STUDENT'S FINAL LEVEL OF ACHIEVEMENT IS DETERMINED

When standards have been determined in one of the three criteria of Performance, Composition and Musicology, the following table is used to determine the exit level of achievement, where A represents the highest and E the lowest.

<b>VHA</b>	Standard A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	Standard B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	Standard C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	Standard D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement