YEARN 11 AND 12

COURSE INFORMATION
AND SUBJECT CHOICES
Year 11/12 Course Information and Subject Choices
For Students entering Year 11 in 2017

Contents

Introduction............................................................Page 2
Procedure for Subject Selection..............................Page 2
Choosing Senior Subjects........................................Page 3
Senior Subjects with Prerequisites..........................Page 12
Changing Subjects..................................................Page 12
Assessment Policy..................................................Page 12
Course Outlines for Subjects ..................................Page 15
INTRODUCTION

This booklet has been produced to assist Year 10 students and their parents make informed choices of subjects for their final two years of secondary education at St Andrews Lutheran College.

Please read the information provided here and other sources referred to later.

If there are any concerns or questions please do not hesitate to contact me at the College.

Christina Wrigley
Director of Learning and Teaching and Career Development Advisor
christina@salc.qld.edu.au
CHOOSING SENIOR SUBJECTS

It is important to choose Senior Subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success in your studies.

Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task rationally and logically.

**Overall Plan**

As an overall plan, you are advised to choose subjects:
- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your chosen course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

**Suggested Guidelines**

It is very helpful if you have a few career choices in mind before choosing subjects. If you are uncertain about this at present, seek help in trying to choose a course that will keep several career options open to you.

The following resources are available to students and give information on subjects and courses needed for careers:
- ‘Tertiary Prerequisites 2019: Summary of Selection Criteria for entry to Universities and TAFE QLD’. All Year 10 students will be issued with their own copy in Term Three at the Senior Studies Expo.
- Christina Wrigley, our Career Development Advisor is available for meetings with students and/or parents.

**Note:**
By checking this information you will become aware of the distinction between:
- **Prerequisite subjects** (subjects which must be taken for future courses or careers)
- **Recommended subjects** (not essential, but which are likely to make future courses easier to follow)
- **Useful subjects** (not essential, but give a general background to help develop particular skills)

Finally, make a decision about a combination of subjects that suits your requirements and abilities.

There are some traps to avoid when making a selection of subjects that suit you:
- do not select certain subjects because someone has told you that they “help get you good results and give you a better chance of getting into university”.
- try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when he/she studied it.
**TERTIARY STUDY**

If you are interested in tertiary study (a university course) there are some points that you will need to consider carefully:

a) To qualify for tertiary entrance it is necessary for students to select a minimum of 5 Authority* subjects at the beginning of Year 11 (and to continue to study the equivalent of 5 Authority* subjects right through Years 11 and 12). See page 9 for OP eligibility.

b) Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:

   (i) Select all prerequisite subjects for preferred courses.
   (ii) Check to ensure that you are eligible for tertiary entrance.
   (iii) Check to see if you will qualify for the Field Positions which may be used in the selection of final places in the tertiary courses in which you are interested.

   (NB: The vast majority of students will be selected for tertiary courses without the need for Field Positions to be considered).

*Refers to Queensland Curriculum and Assessment Authority (QCAA)
Occupations Related to Subjects in Years 11 & 12

The next three pages may help you investigate occupations by providing you with a selection of occupational titles that are related to the subjects you may be studying.

The following steps are recommended.
- Identify the subjects you enjoy and in which you have some success.
- Use this section to find the names of occupations that are related to these subjects.
- Gather information about these occupations. Use the Jobguide or access the information online at www.jobguide.dest.gov.au or www.jobsearch.gov.au
- Discuss other possibilities with the College’s Career Development Advisor.

Although related to the occupations in the charts which follow, the subjects are not necessarily prerequisites for them.

Subject entry requirements should be investigated for any courses or occupations that interest you.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>AUTHORITY* SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Languages other than English</td>
<td>Japanese, German</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Geography, Modern History</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics A, Mathematics B, Mathematics C</td>
<td>Pre-Vocational Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Biological Science, Chemistry, Physics</td>
<td></td>
</tr>
<tr>
<td>Business Education/Legal Studies</td>
<td>Business Communication Technology, Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management, Accounting, Legal Studies</td>
<td></td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>Technology Studies, Graphics</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td></td>
<td>Introduction to Hospitality</td>
</tr>
<tr>
<td>The Arts</td>
<td>Drama, Music, Music Extension (Performance),</td>
<td>Visual Art, Music Studies</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td></td>
</tr>
<tr>
<td>Computer Studies</td>
<td>Information Technology Systems (ITS)</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Religious and Ethical Studies</td>
<td></td>
<td>Christian Studies</td>
</tr>
</tbody>
</table>

* ‘Authority’ refers to the QCAA
<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>AUTHORITY* SUBJECTS</th>
<th>AUTHORITY-REGISTERED SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH LANGUAGES OTHER THAN ENGLISH – (LOTE)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Languages other than English (LOTE)</td>
<td>Social Sciences/Religious &amp; Ethical Studies</td>
</tr>
<tr>
<td>Actor</td>
<td>Airline passenger officer</td>
<td>Archaeologist</td>
</tr>
<tr>
<td>Announcer</td>
<td>Announcer</td>
<td>Cartographer</td>
</tr>
<tr>
<td>Archivist</td>
<td>Anthropologist</td>
<td>Community worker</td>
</tr>
<tr>
<td>Barrister</td>
<td>Australian Federal police officer</td>
<td>Criminologist</td>
</tr>
<tr>
<td>Copywriter</td>
<td>Customs officer</td>
<td>Cultural heritage officer</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Diplomatic officer</td>
<td>Employee relations officer</td>
</tr>
<tr>
<td>Editor</td>
<td>Exporter/importer</td>
<td>Geographer</td>
</tr>
<tr>
<td>Events coordinator</td>
<td>Foreign affairs and trade officer</td>
<td>Guide dog instructor</td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Flight attendant</td>
<td>Historian</td>
</tr>
<tr>
<td>Journalist</td>
<td>Hotel/motel front office clerk</td>
<td>Home care worker</td>
</tr>
<tr>
<td>Lawyer</td>
<td>International/overseas officer</td>
<td>Market researcher</td>
</tr>
<tr>
<td>Librarian</td>
<td>Interpreter</td>
<td>Museum curator</td>
</tr>
<tr>
<td>Publisher</td>
<td>Journalist</td>
<td>Police officer</td>
</tr>
<tr>
<td>Proof reader</td>
<td>Marketing officer</td>
<td>Psychologist</td>
</tr>
<tr>
<td>Public relations officer</td>
<td>Police officer</td>
<td>Public relations officer</td>
</tr>
<tr>
<td>Speech pathologist</td>
<td>Teacher – LOTE</td>
<td>Rehabilitation counsellor</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Tourism manager</td>
<td>Residential care worker</td>
</tr>
<tr>
<td>Teacher – secondary English</td>
<td>Tourist information officer</td>
<td>Social worker</td>
</tr>
<tr>
<td>Teacher – English as a second language</td>
<td>Tour guide</td>
<td>Town planner</td>
</tr>
<tr>
<td>University lecturer</td>
<td>Translator</td>
<td>Welfare worker</td>
</tr>
<tr>
<td></td>
<td>Travel consultant</td>
<td>Youth worker</td>
</tr>
<tr>
<td><strong>INFORMATION TECHNOLOGY SYSTEMS (ITS)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architectural drafter</td>
<td>Beauty therapist</td>
<td>Accountant</td>
</tr>
<tr>
<td>Business systems analyst</td>
<td>Cook/chef</td>
<td>Auctioneer</td>
</tr>
<tr>
<td>Computer tester</td>
<td>Dressmaker</td>
<td>Bank/building society/credit union officer</td>
</tr>
<tr>
<td>Computer systems engineer</td>
<td>Events coordinator</td>
<td>Court and Hansard reporter</td>
</tr>
<tr>
<td>Computer hardware service technician</td>
<td>Flight attendant</td>
<td>Court registrar</td>
</tr>
<tr>
<td>Computer systems auditor</td>
<td>Florist</td>
<td>Economist</td>
</tr>
<tr>
<td>Data processing operator</td>
<td>Food technologist</td>
<td>Health information manager</td>
</tr>
<tr>
<td>Database administrator</td>
<td>Functions coordinator</td>
<td>Hospital administrator</td>
</tr>
<tr>
<td>Desktop publisher</td>
<td>Gaming worker</td>
<td>Human resources officer</td>
</tr>
<tr>
<td>Games developer (multimedia developer)</td>
<td>Hairdresser</td>
<td>Insurance officer</td>
</tr>
<tr>
<td>Help desk operator</td>
<td>Home care worker</td>
<td>Lawyer – barrister; solicitor</td>
</tr>
<tr>
<td>Multimedia developer</td>
<td>Home economist</td>
<td>Legal practitioner</td>
</tr>
<tr>
<td>Programmer</td>
<td>Hospital food service manager</td>
<td>Legal secretary</td>
</tr>
<tr>
<td>Software designer</td>
<td>Hotel/motel front office clerk</td>
<td>Management consultant</td>
</tr>
<tr>
<td>Software engineer</td>
<td>Kitchen hand</td>
<td>Merchant banker</td>
</tr>
<tr>
<td>Systems architect</td>
<td>Nanny</td>
<td>Purchasing officer</td>
</tr>
<tr>
<td>Systems designer</td>
<td>Retail buyer</td>
<td>Real estate salesperson</td>
</tr>
<tr>
<td>Training officer</td>
<td>Tour guide</td>
<td>Receptionist</td>
</tr>
<tr>
<td>Technical writer</td>
<td>Tourist information officer</td>
<td>Records manager</td>
</tr>
<tr>
<td>Telecommunications engineer</td>
<td>Waiter/food and beverage attendant</td>
<td>Sales assistant</td>
</tr>
<tr>
<td>Web developer</td>
<td></td>
<td>Secretary</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural and resource economist</td>
<td>Accountant</td>
<td>Architectural drafter</td>
</tr>
<tr>
<td>Agricultural scientist</td>
<td>Actuary</td>
<td>Aircraft maintenance engineer</td>
</tr>
<tr>
<td>Animal attendant</td>
<td>Analyst (information technology)</td>
<td>Automotive electrician</td>
</tr>
<tr>
<td>Botanist</td>
<td>Bank/building society/credit union officer</td>
<td>Building contractor</td>
</tr>
<tr>
<td>Bushland regenerator</td>
<td>Credit and loans officer</td>
<td>Cabinetmaker</td>
</tr>
<tr>
<td>Environmental engineer</td>
<td>Costing officer</td>
<td>Dental technician</td>
</tr>
<tr>
<td>Farmer/farm manager</td>
<td>Economist</td>
<td>Engineering tradesperson – electrical</td>
</tr>
<tr>
<td>Fisheries officer</td>
<td>Financial planner</td>
<td>Fitter</td>
</tr>
<tr>
<td>Food technologist</td>
<td>Geographic information systems officer</td>
<td>Furniture polisher</td>
</tr>
<tr>
<td>Forester</td>
<td>Inventory and supply officer</td>
<td>Glazier</td>
</tr>
<tr>
<td>Gardener</td>
<td>Market researcher</td>
<td>Heavy vehicle motor mechanic</td>
</tr>
<tr>
<td>Horticultural technical officer</td>
<td>Mathematician</td>
<td>Industrial designer</td>
</tr>
<tr>
<td>Jackeroo/Jillaroo</td>
<td>Physicist</td>
<td>Locksmith</td>
</tr>
<tr>
<td>Landscape gardener</td>
<td></td>
<td>Metal machinist</td>
</tr>
<tr>
<td><strong>Continued over…</strong></td>
<td></td>
<td><strong>Continued over…</strong></td>
</tr>
<tr>
<td><strong>Agriculture Continued</strong></td>
<td></td>
<td><strong>Mathematics Continued</strong></td>
</tr>
<tr>
<td><strong>Design Technology Continued</strong></td>
<td></td>
<td><strong>Design Technology Continued</strong></td>
</tr>
<tr>
<td>Stable hand</td>
<td>Programmer (information technology)</td>
<td>Motor mechanic</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Pest and weed controller</td>
<td>Purchasing officer</td>
<td>Optical mechanic</td>
</tr>
<tr>
<td>Stock and station agent</td>
<td>Quantity surveyor</td>
<td>Panel beater</td>
</tr>
<tr>
<td>Sugar cane analyst</td>
<td>Statistician</td>
<td>Plumber</td>
</tr>
<tr>
<td>Timber/forest products worker</td>
<td>Taxation agent</td>
<td>Shipwright</td>
</tr>
<tr>
<td>Veterinary nurse</td>
<td>Teacher</td>
<td>Soft furnishing maker</td>
</tr>
<tr>
<td>Wool classer</td>
<td>University lecturer</td>
<td>Tiler – roof; wall and floor</td>
</tr>
</tbody>
</table>

### Chemistry/Physics

<table>
<thead>
<tr>
<th>Astronomer</th>
<th>Agricultural scientist</th>
<th>Ambulance officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemical scientist</td>
<td>Agricultural technical officer</td>
<td>Audiologist</td>
</tr>
<tr>
<td>Chemical plant operator</td>
<td>Biochemist</td>
<td>Cardiac technologist</td>
</tr>
<tr>
<td>Chemist</td>
<td>Biotechnologist</td>
<td>Chiropractor</td>
</tr>
<tr>
<td>Engineering – Aerospace; Biomedical; Chemical; Civil; Electrical; Electronic; Industrial; Marine; Macaronic; Mechanical; Minerals processing; Mining; Materials; Telecommunications, etc.</td>
<td>Botanist</td>
<td>Dental hygienist</td>
</tr>
<tr>
<td>Geologist</td>
<td>Conservator</td>
<td>Dental therapist</td>
</tr>
<tr>
<td>Geophysicist</td>
<td>Environmental scientist</td>
<td>Dentist</td>
</tr>
<tr>
<td>Geoscience technician</td>
<td>Fisheries officer</td>
<td>Dietician/nutritionist</td>
</tr>
<tr>
<td>Metallurgist</td>
<td>Forensic scientist</td>
<td>Medical practitioner</td>
</tr>
<tr>
<td>Metallurgical technician</td>
<td>Forest technical officer</td>
<td>Medical imaging technologist</td>
</tr>
<tr>
<td>Meteorologist</td>
<td>Geologist</td>
<td>Medical scientist</td>
</tr>
<tr>
<td>Naval architect</td>
<td>Geoscience technician</td>
<td>Naturopath</td>
</tr>
<tr>
<td>Patent examiner</td>
<td>Horticultural scientist</td>
<td>Nurse - enrolled</td>
</tr>
<tr>
<td>Physicist</td>
<td>Hydrographer</td>
<td>Nurse – registered</td>
</tr>
<tr>
<td>Pilot</td>
<td>Marine biologist</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Quality assurance inspector</td>
<td>Marine scientist</td>
<td>Optometrist</td>
</tr>
<tr>
<td>Sound technician</td>
<td>Meteorologist</td>
<td>Orthoptist</td>
</tr>
<tr>
<td>Surveyor</td>
<td>Microbiologist</td>
<td>Osteopath</td>
</tr>
<tr>
<td>Surveying technician</td>
<td>Natural resource manager</td>
<td>Pharmacologist</td>
</tr>
</tbody>
</table>

### Biological Science/Geography

<table>
<thead>
<tr>
<th>Biological Science – Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science – Health Sciences</td>
</tr>
</tbody>
</table>

### Creative/Performing Arts

<table>
<thead>
<tr>
<th>Conservator</th>
<th>Ambulance officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craftsperson</td>
<td>Diver</td>
</tr>
<tr>
<td>Dancer</td>
<td>Environmental health officer</td>
</tr>
<tr>
<td>Film and television lighting operator</td>
<td>Ergonomist</td>
</tr>
<tr>
<td>Film, stage and television director</td>
<td>Fitness instructor</td>
</tr>
<tr>
<td>Fashion designer</td>
<td>Health promotion officer</td>
</tr>
<tr>
<td>Graphic designer</td>
<td>Lifeguard</td>
</tr>
<tr>
<td>Interior designer</td>
<td>Massage therapist</td>
</tr>
<tr>
<td>Jeweller</td>
<td>Naturopath</td>
</tr>
<tr>
<td>Musician</td>
<td>Nutritionist/dietician</td>
</tr>
<tr>
<td>Milliner</td>
<td>Occupational health and safety officer</td>
</tr>
<tr>
<td>Make-up artist</td>
<td>Occupational therapist</td>
</tr>
<tr>
<td>Model</td>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Museum technician</td>
<td>Recreation officer</td>
</tr>
<tr>
<td>Multimedia developer</td>
<td>Sports administrator</td>
</tr>
<tr>
<td>Music therapist</td>
<td>Sports coach</td>
</tr>
<tr>
<td>Musical instrument maker</td>
<td>Sports commentator</td>
</tr>
<tr>
<td>Set designer</td>
<td>Sports development officer</td>
</tr>
<tr>
<td>Sound technician</td>
<td>Sports medicine practitioner</td>
</tr>
<tr>
<td>Stage manager</td>
<td>Podiatrist</td>
</tr>
<tr>
<td>Visual merchandiser</td>
<td>Sport psychologist</td>
</tr>
</tbody>
</table>

### Physical Education

<table>
<thead>
<tr>
<th>Teacher – health and physical education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher – health and physical education</td>
</tr>
</tbody>
</table>

Source: Education Queensland, Curriculum Strategy Branch.
The Queensland Certificate of Education (QCE) is an achievement-based certificate that recognises a broad range of learning. It attests to a significant amount of learning in the Senior Phase of Learning at or above the set standard, and it includes achievement in literacy or numeracy.

The QCE will be awarded when a young person has:

- attained at least 20 credits for learning achievements of which:
  - at least 12 credits are gained from completed courses of study, at or above the set standard of achievement, selected from the core courses of study
  - up to eight credits are gained from core, preparatory, enrichment and/or advanced courses of study or part completion of some specified courses of study.
- met the set standards for literacy and numeracy.

A credit describes the basic unit of learning and denotes the minimum amount of successfully achieved learning that can contribute to the certificate.

A fundamental principle underpinning the QCE is that if the learning meets the Quality Criteria, is of the appropriate standard, and there is clear evidence of the learning, then the learning will gain credit towards the QCE.

Young people need to know in advance how learning options can contribute to the award of the QCE. The use of credits provides a way of helping people see how different learning achievements contribute towards the amount they need, how much they have banked, and when they have enough credits for the award of the QCE.

Examples of a credit contributing to the QCE from a broad range of learning, include:

- a semester unit of an Authority or Authority-registered subject at a Sound Achievement or above.
- 25 per cent of the competencies in a Certificate II and above vocational qualification
- A specified level for recognised certificate or award, for example the award of AMEB Grade 5.

Eligibility Patterns:

The 20 credits must include at least 12 credits gained from completing core courses, such as:

- At least a Sound Achievement in four semesters of an Authority subject.
- At least a Sound Achievement in four semesters of an Authority-registered subject.
- At least a Sound Achievement in a Senior External Examination.
- An award of a VET Certificate II – IV.
- A completed school-based traineeship.
- Competence in a school-based apprenticeship.

The 20 credits can include a maximum of eight credits from:

- core courses of study
- preparatory courses of study
- enrichment courses of study
- advanced courses of study.
PREREQUISITES FOR UNIVERSITY AND COLLEGE COURSES

Subjects which are prerequisites are listed in the booklet titled ‘Tertiary Prerequisites: Summary of Selection Criteria for entry to Universities and TAFE QLD’. However, the following general points should be noted.

1. Different institutions have different prerequisites for similar courses.
2. English is a prerequisite for the majority of Tertiary Courses.
3. Maths and Science subjects are most commonly listed as prerequisites.
4. While some subjects are not listed as prerequisites, progress at University will be easier if they are studied in Years 11 and 12.
5. A number of subjects offered at St Andrews Lutheran College have prerequisites of their own. Please take careful note of the prerequisites for particular subjects.

OVERALL POSITION and SELECTION RANK

An **Overall Position** is your rank order position from 1 (highest) to 25 (lowest) based on your overall achievement in Authority subjects. It indicates how well you’ve done in comparison to all other OP-eligible students in Queensland.

Approximate distribution of students across OP bands:
- Band 1 — about 2% of students
- Band 2 to 6 — about 21% of students
- Band 7 to 21 — about 73% of students
- Band 22 to 25 — about 4% of students.

To be eligible for an OP you need to:
- study 20 semester units of Authority subjects with at least 3 subjects for 4 semesters each
- sit all 4 subtests of the Queensland Core Skills (QCS) Test
- remain at school until the final day of Year 12.

OP calculations take into account the results of your best five Authority subjects. In calculating OPs, all subjects are treated equally. There is no bias in favour of certain subjects (e.g. maths or science).

Your OP result is determined by how well you perform in your senior studies when compared with all other OP-eligible students in Queensland. It is not determined by the school you attend.

School and subject-group data from the QCS Test are used as part of a statistical scaling process that enables the QCAA to make a fair and reasonable comparison of the performance of students across Queensland.

A **Selection Rank** is a rank based on the achievement in your best 20 semesters or the equivalent on your Senior Statement.

Selection ranks for OP-ineligible students are calculated using a schedule developed by QCAA and QTAC in consultation with tertiary institutions.

Selection ranks are made up from your results in a mixture of Authority subjects, and/or Authority-registered subjects, and/or vocational education units of competency/modules undertaken in Years 11 and 12. Only the best 20 semester units of study are used.

The maximum selection rank you can get is around 90 (equivalent to an OP 6).

**Overall Position and Selection Rank** can provide pathways to tertiary education.
Field Positions (FPs)

Students wishing to gain entrance into highly competitive courses at tertiary institutions need to take note of the fields various institutions specify as part of their minimum entry requirements and ensure that they qualify for these fields by having at least 60 points in the required field by the end of Year 12.

Field A: Complex written analysis and synthesis
Field B: Basic English or foreign language skills
Field C: Basic Numeracy
Field D: Complex mathematical operations
Field E: Practical Skills

The QCAA-determined weighting for these fields in each subject (per semester) is indicated in the table of Subject Weights on the next page. Where a student changes a subject, fewer semesters will be completed. Therefore great care must be taken when changing subjects to ensure the desired minimum requirements are still maintained.

These field weightings become significant for students who find themselves on the borderline when the cut off for admission into a particular tertiary course is made within an OP band. To take a purely hypothetical example, if a University decided the cut off for entrance into their Journalism course could go as low as OP 10 but they could not take all of the candidates with that OP score, then they might elect to consider only those candidates who qualify for Field A within the band.

As most students qualify by obtaining an OP higher than the cut off level, you could disregard the field weighting when making your initial selection and choose subjects that you are good at and which you will enjoy. Of course, if you desire to get into a course for which there is fierce competition you will need to check to ensure you meet the desired requirements.

Field positions will be allocated by the Queensland Curriculum and Assessment Authority on rank order of 10 bands, 1 through to 10, with 1 being the highest band.
## Weighting of Field Positions - Year 12 2018

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Accounting</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>42</td>
<td>Biology</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>28</td>
<td>Business Communication and Technology</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>64</td>
<td>Business Management</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>Chemistry</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>85</td>
<td>Dance</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>88</td>
<td>Drama</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/A</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>English</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>Geography</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>German</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>76</td>
<td>Graphics</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>65</td>
<td>Information Technology Systems</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Japanese</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>Legal Studies</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>21</td>
<td>Modern History</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>N/A</td>
<td>3</td>
</tr>
<tr>
<td>36</td>
<td>Maths A</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>37</td>
<td>Maths B</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>38</td>
<td>Maths C</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>91</td>
<td>Music</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>94</td>
<td>Music Extension</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>90</td>
<td>Physical Education</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>41</td>
<td>Physics</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>78</td>
<td>Technology Studies</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>80</td>
<td>Visual Art</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: QCAA 2016

### Field Positions (FPs)

A student may receive up to five FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (the highest) to 10 (the lowest) in the following fields:

- **Field A**: extended written expression involving complex analysis and synthesis of ideas
- **Field B**: short written communication involving reading, comprehension and expression in English or a foreign language
- **Field C**: basic numeracy involving simple calculations, and graphical and tabular interpretation
- **Field D**: solving complex problems involving mathematical symbols and abstractions
- **Field E**: substantial practical performance involving physical or creative arts or expressive skills.

Tertiary courses often require students to be eligible for particular field positions (see QTAC booklet). To be eligible in a field position a student must have a total of 60 weighted semester units (WSU) across their subjects.

The following is an example of Field Position Calculations for one subject:

<table>
<thead>
<tr>
<th>Subject Name</th>
<th>No. Sem.</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>5</td>
<td>20</td>
<td>4</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The subject (English) is entered, together with the No. Semester Units (4). The field weights are copied from the table above into the FW column. No. of Sem. Units is multiplied by the FW value and the result (20) entered in the WSU column. The totals in the WSU column for each field are added after all subjects have been entered. Eligibility is achieved with totals of 60 or greater. The total in the No. Sem. Units column should be 20 or greater to qualify for an OP.
SENIOR SUBJECTS WITH PREREQUISITES

To study certain Senior Subjects students must satisfy the appropriate prerequisites. At the present time the only subjects with definite prerequisites are: 1) Mathematics B and Mathematics C where students must achieve at least a B level of achievement in Year 10 Pre-Maths B, and 2) Japanese, where students must achieve at least a Sound Achievement in Year 10 Japanese. However, most other subjects have provided guidelines, in terms of students' abilities, in their course outlines. These should be seriously considered when selecting subjects in Year 11.

APPRENTICESHIPS/TRAINEESHIPS

St Andrews, through its association with numerous training organisations, is able to offer students the opportunity to begin an apprenticeship or traineeship whilst still studying at school. Normally a student studies a reduced number of school subjects and attends work for one day per week. See Mrs Wrigley for more details.

CHANGING SUBJECTS

From time to time students find they wish to change a subject. This should be done only with proper advice and consideration. All applications to change or drop a subject must be supported by the parents in the first instance and must discussed with the Director of Learning and Teaching to ensure that the future consequences of the proposed change are fully understood. The teacher of the proposed new subject will also need to be consulted to ensure that a vacancy exists in the class and that the structure and assessment program of the course will permit a late commencement. Only after the consent of all parties affected by the change has been obtained, will the Director of Learning and Teaching permit the student to commence the new subject. The freedom to change a subject should not be taken for granted.

Changing a subject should not be considered as the solution to poor performance in a subject or a loss of interest in it. Lack of motivation or poor work habits will ultimately lead to poor performance in the new subject as well. It is important to note that any completed semester unit of a subject will be included on the Senior Certificate. A rating will be recorded, and the unit may count towards the OP, Selection Rank and/or QCE.

Ideally, subject changes will be considered within the first three weeks of the first semester (all subjects) and the first two weeks of the second semester.

ASSESSMENT POLICY

This is a College policy that expresses the essence of the Queensland Curriculum and Assessment Authority policy on late submission and non-submission of assignments, and not complying with the requirements of the course of study. The QCAA policy clearly states the student requirements with regard to assessment items:

"Authority and Authority-registered subjects are made by matching a body of evidence provided by students’ responses to assessment instruments to the standards associated with exit criteria outlined in the relevant syllabus. In cases where students do not submit a response to an assessment instrument by the due date, judgments should be made using evidence available on or before the due date. Under current legislation, if an enrolled student at a school is deemed not to have substantially completed a subject and been adequately assessed the student and the QCAA must be notified that no result for that subject will appear on the Senior Certificate. " (QCAA Policy Statement on late submission and non-submission of student assessment in Authority subjects and Authority-Registered Subjects: Jan 2015)
Continued…
What the College will do.

The following will apply with regard to assignments and other assessment items. This is to ensure that students submit work on time and thus fulfil course requirements.

1. All students will produce either a draft or a significant plan of the assignment. This is required about approximately one to two weeks prior to the submission of the final copy.
2. If not submitted, then students attend a lunchtime or after-school detention to provide a draft.
3. Reminders are provided to students about due date.
4. On the due date, if a final copy is not submitted the teacher will:
   - Mark the draft.
   - Keep the student back that day and collect whatever is done in that time for marking.

This will then provide the grade for that assignment that will be included in the student’s profile and any late submissions will not be marked.

5. Extensions are only given under conditions provided in student booklet and must be applied for well before due date, with evidence (e.g. Doctor’s certificate) to support the reason for an extension. Students need to consult with their subject teacher before seeking an extension form from the Director of Learning and Teaching.
6. If a student is away on the day an assignment is due, then they must get it delivered to the College through a sibling, parent or friend by 3.30pm. Alternatively, the draft or assignment can be sent by email to the teacher by 3.30pm, on the due date, and a hard copy of the assignment provided when the student returns to school.

EXAMINATIONS

It is very important for our students’ academic success, their development in responsibility and the good order of the College for students to attend school on all school days unless they are ill or there are some special unavoidable circumstances affecting the family, such as bereavement. Taking a holiday early, especially given that students already have three weeks’ holiday between semesters, is not seen by the College or by the Queensland Curriculum and Assessment Authority to be an unavoidable circumstance.

If students are considering taking holidays during or at the end of the school term they should contact the Deputy Principal first to find out what implications the absence may have. It must not be assumed leave will automatically be given, or that examinations and assignments will be changed to suit students’ circumstances.

SPECIAL PROVISION

“Special provisions is a positive act of making reasonable adjustment to assessment requirements and conditions to ensure that assessment is equitable for all students. All students, including those with specific educational needs, should have opportunities to demonstrate their current knowledge and skills.” QCAA policy on Special Provisions for school based assessments in Authority and Authority-Registered Subjects (2009).

Students are entitled to receive special provision for tests and assignments if their work is affected by CIRCUMSTANCES BEYOND THEIR CONTROL.

Special Provision could be given for the following reasons:
- medical: chronic illness, short term illness, accident
- medical: psychological
- disabilities
- personal trauma
- ESL – English as a Second Language
- Excessive SCHOOL RELATED commitments e.g. National Sports Representation.

Special consideration can also be obtained for QCS tests but the criteria are very strict. Application for special provision for the QCS must be made through the QCAA.
All cases require application in writing and medical certificates or other relevant documentation, especially for Year 11 and 12.

**PLEASE NOTE**

1. All subjects are dependent on sufficient student numbers enrolling for the subject.

2. If a student is specifically interested in a subject not offered as a 'class' at St Andrews, it may be possible for an alternative study method to be considered, for example, Distance Education, Open Learning Institute (TAFE). See Mrs Wrigley for further details.

3. The subject descriptions provided in this booklet should be treated as a guide only. Some details may alter as work programs are updated by the QCAA.
ACCOUNTING

DESCRIPTION

Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources. The study of Accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making.

WHY STUDY ACCOUNTING?

The 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. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in the business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners.

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

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

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

WHAT IS STUDIED?

The course is organised around core and electives grouped under “Recording and controls” and “Reporting and decision making”. The accounting procedures taught are consistent with the practices of professional bodies.

During the two year course, Accounting students will study:

- principles of double-entry accounting
- accrual accounting and accounting for the GST
- accounting packages
- control of the major financial elements of a business – cash, credit transactions, inventories and non-current assets
- preparation of accounting records and reports and the use of ICTs relevant to the preparation of accounting records and reports
- analysis and interpretation of financial and company reports
- personal financing and investing

Knowledge and application of spread sheeting is essential to this subject and students are required to design and construct spreadsheets.

Continued…
HOW IS STUDENT WORK ASSESSED?

In Accounting, students are assessed using three criteria:

- Knowledge and procedural practices requires students to explain and apply fundamental accounting concepts and procedures to a broad range of accounting information
- 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

Assessment techniques used by schools include those requiring short and/or extended responses and the demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports. Non-written presentations such as multimedia presentations, seminar presentations, and mock interviews may also be used.

PREREQUISITES

There are no prerequisites for the study of Accounting. However students who have studied a selection of Business elective subjects during Years 8, 9 and/or 10 are encouraged to study Accounting. It is preferred that students choosing to study Accounting have achieved a passing grade in Year 10 Maths.

POSSIBLE PATHWAYS

Accounting will provide the foundation skills required to undertake further tertiary studies including a Bachelor of Business or Bachelor of Commerce. This course is recommended for students planning to have careers in accountancy, financial planning and business management.
BIOLOGY

DESCRIPTION

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

WHY STUDY BIOLOGY?

The study of Biology provides students with opportunities to:

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

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

WHAT IS STUDIED?

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

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

1. At the cellular level
2. Epidemics
3. Green behind the Gold
4. The Coastal Strip
5. The Human Body
6. Genes and the Future
7. From Origins until Tomorrow

HOW IS STUDENT WORK ASSESSED?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding Biology, Investigating Biology, and Evaluating Biological Issues, as outlined in the syllabus. There are three assessment tasks used to assess Biology. They are Extended Response Tasks (ERT), Written Tasks (WT) and Extended Experimental Investigations (EEI).

RECOMMENDED PREREQUISITES

Students should achieve at least a C+ Grade or better in Year 10 Science.

POSSIBLE PATHWAYS

This subject is recommended for students who enjoy science and studying the natural world and who are considering careers in environmental studies, agriculture, health sciences, psychology and education.
BUSINESS COMMUNICATION and TECHNOLOGIES

DESCRIPTION

Business Communication and Technologies (BCT) is a Queensland Curriculum and Assessment Authority registered subject offering opportunities for students to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment. Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

WHY STUDY BUSINESS COMMUNICATION & TECHNOLOGY?

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. So that young people can contribute to the dynamic and constantly changing business environment, and make informed and reasoned decisions about their role in it, they need business knowledge, skills and strategies.

This course of study engages students in learning activities that require higher-order cognition to analyse, evaluate and propose recommendations from multiple perspectives across a range of business contexts. These activities build skills to enhance their confidence and ability to participate effectively as members of the business world and as citizens dealing with issues emanating from business activity.

WHAT IS STUDIED?

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students encounter throughout their lives.

The business contexts may include: Events Management, Entertainment, Hospitality, Tourism, Education, Small Business, Retail, Construction, Finance, Legal, and Medical.

The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills.

The course will include up to eight units from the following topics of study:

- Business environments
- Workplace health, safety and sustainability
- Social media
- International Business
- Events administration
- Financial administration
- Organisation and work teams
- Managing workplace information
- Industrial relations

HOW IS STUDENT WORK ASSESSED?

In Business Communication and Technologies students are assessed against the following standards:

- **Knowledge and understanding business** involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to develop an understanding of business knowledge.
- **Investigating business issues** involves exploring and dissecting business data and information to identify and analyse business issues.

Continued over………. 
• **Evaluating business decisions** involves communicating and synthesising understandings gained to make judgments about the performance of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

• Assessment techniques include short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used.

### RECOMMENDED PREREQUISITES

Students who have studied a selection of Business and Information Communication and Technologies elective subjects during Years 8, 9 and/or 10 are suited to studying Business Communication and Technologies. It is expected students have general computer literacy skills and a basic understanding of business environments.

### POSSIBLE PATHWAYS

Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment. This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in the fields of business, business management, hotel management, events management and human resources.

Students of BCT who are OP eligible are offered the opportunity to participate in the Year 12 Griffith Business Workshops during year 12. This course enables successful students to gain guaranteed admission into a business program at Griffith University.
BUSINESS MANAGEMENT

DESCRIPTION

Business Management is a Queensland Curriculum and Assessment Authority registered course which builds students’ understanding of the important role that managers play in businesses that vary in size and nature. Students develop knowledge and understanding of business management as they explore the main functions of businesses. Learning through case studies in authentic local, national and global business contexts, students apply their knowledge to business situations in order to identify issues. Students analyse and interpret business information and management strategies, evaluating the success of these in meeting business outcomes. Simulating the role of business managers, students formulate and justify management strategies and recommendations that impact on business objectives.

Working individually, in partnerships, small groups and teams, students will make decisions as business managers in practical and authentic business situations. This will involve students using innovation and creativity to develop feasibility studies or undertake business ventures.

WHY STUDY BUSINESS MANAGEMENT?

Businesses are complex and dynamic entities that continually change to meet the demands of consumer markets. Business managers work to meet market demands and reach business goals by formulating strategies concerning marketing, operations, human resources, finance, and business development activities. At the same time, business managers strive to develop ethical business strategies that consider the concerns of all stakeholders while achieving profitability. Business managers engage and communicate with all parties, including team members and stakeholders, when working to meet business objectives.

A course of study in Business Management can establish a basis for further education and employment.

In Business Management students will:
- investigate case studies which may be local, national and global business contexts
- identify key issues that impact businesses
- collect and organise business information
- analyse information to identify trends, patterns and relationships
- simulate the role of a business manager
- suggest management strategies and recommendations aimed at achieving business objectives
- work in partnerships, small groups and teams on short- and long-term projects
- develop communication and management strategies
- participate in business ventures

WHAT IS STUDIED?

This subject comprises six key concepts which are studied in a variety of relevant contexts. The key concepts are:
- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development

Business Management enables the key concepts to be integrated into relevant contexts which may include; e-business, small-to-medium businesses, importing and exporting overseas, not-for profit organisations, club management and etc.

Continued over……..
HOW IS STUDENT WORK ASSESSED?

In Business Management, students are assessed using three dimensions:

- **Knowledge and understanding business management**: This 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.

Assessment techniques include examinations (short response test and extended response test), extended response (written, spoken or multimodal), and feasibility studies.

RECOMMENDED PREREQUISITES

Students who have studied a selection of Business elective subjects during Years 8, 9 and/or 10 are encouraged to study Business Management.

POSSIBLE PATHWAYS

A course of study in Business Management provides a pathway into 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.

Students who study this course and are OP eligible are offered the opportunity to participate in the Year 12 Griffith Business Workshops during Year 12. This course can enable successful students to gain guaranteed admission into a business program at Griffith University.
CHEMISTRY

DESCRIPTION

Chemistry involves an exciting, dynamic and engaging study of the matter of which the universe is made: from the investigation of gas particles in a far-off supernova to the intricacies involved in mapping the human genome; from the development of life-saving medicines to the fabrication of the latest fashion material. Chemistry as a discipline is a field of human endeavour based on a broad understanding of physical concepts and models and united by common procedural and intellectual processes. As a result, it is embedded in almost all scientific undertakings so that the boundaries between the ‘traditional’ sciences are blurring.

WHY STUDY CHEMISTRY?

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also makes links with other branches of natural science.

Knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries which provide our food, clothing and many articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society.

Responsible decisions on possible future activities can be made, among other things, in light of the fullest understanding of the chemical consequences of those activities. Problems have sometimes arisen in the past because of the limitations of our chemical understanding. The solutions to these problems will usually require the application of chemical knowledge. An understanding of chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered.

WHAT IS STUDIED?

Students will study a broad range of chemical substances and chemical theories and will apply this information in a variety of contexts. The contexts studied include Materials & Properties, Transport: A necessary evil, Water: A unique material, Air: Something we all share, Electrochemistry, Pool Chemistry, Food Chemistry and Forensic Science. Laboratory skills and experimental design are emphasised throughout the course.

HOW IS STUDENT WORK ASSESSED?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance in the general objectives of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding, as outlined in the syllabus. There are three types of assessment tasks used to assess the Chemistry course. They are Extended Response Tasks (ERT), Supervised Assessments (SA) and Extended Experimental Investigations (EEI). Students will be assessed by 2 or 3 of these tasks each semester.

RECOMMENDED PREREQUISITES

Students who attain an A or B in Mathematics and an A or B in a Year 10 Science elective should have a sound basis from which to attempt Chemistry.

POSSIBLE PATHWAYS

This subject is recommended for anyone considering tertiary study in pure science or industry-based Chemistry; it is also for anyone looking to follow a medical, hospital, and veterinary science career. Chemistry is often a prerequisite for biological, bioscience, engineering and environmental science tertiary courses.
CHRISTIAN STUDIES

STATUS: SCHOOL SUBJECT - COMPULSORY FOR ALL STUDENTS. FOR SUCCESSFUL COMPLETION OF YEAR 10, 11 and 12 CHRISTIAN STUDIES. STUDENTS WILL RECEIVE 4 POINTS TOWARDS THEIR QCE. CHRISTIAN STUDIES (DOES NOT CONTRIBUTE TO AN OP BUT DOES CONTRIBUTE TO THE SELECTION RANK. THE ST ANDREWS CHRISTIAN STUDIES COURSE IS ACCREDITED BY QCAA.

DESCRIPTION

Christian Studies as a discipline of learning introduces students to the worlds of religion and spirituality which are integral components of the fabric of all cultures. At St Andrews the course is based upon Lutheran Education Australia’s Christian Studies Framework.

WHY STUDY CHRISTIAN STUDIES?

We need to participate in Christian Studies because many of our deeply held views are adopted without critically examining the positive and negative impact these views have for ourselves, those we interact with directly and the wider world community. Christian Studies provides a forum to seriously analyse the validity of our worldview.

Creating meaning in our world is a difficult challenge that all of us grapple with throughout our lives. Christian Studies provides an environment where different ways of creating meaning can be investigated and explored. The nature of the course is such that a Christian perspective is generally used as a benchmark to help in exploring issues. This does not exclude the positive acknowledgement of a variety of differing worldviews to that contained within the traditional Christian worldview.

An attitude of inclusiveness toward differing views is encouraged so that all students feel safe in expressing where they are in their spiritual journey. Through this, all members of the class, teacher included can examine and re-examine how the views they hold contribute to the enhancement of their own life and the life of others.

WHAT IS STUDIED?

In Year 11 and 12 Christian Studies is conducted in seminar mode, within school hours or during camps and retreats. During these seminars the students are engaged in a variety of experiences that may include: guest speakers, multi-media presentations, small-group discussions, quiet reflections and journaling. Students and teachers are involved together as inquirers and learners. Wherever possible the topic of the seminars is related to real-life activities or concerns of the students. During their senior years students are involved in service-learning projects according to their own interests and engage in small groups and individually with a companion-teacher. Topics discussed may include social justice, other religions, personality, work and vocation, ethics and decision-making personal spirituality and service.

HOW IS STUDENT WORK ASSESSED?

Assessment items include stimulus response essays and reflections based upon the students’ journals.

RECOMMENDED PREREQUISITES

Nil.

POSSIBLE PATHWAYS

This subject is valuable for students planning careers in education, youth work, religion, ethics and communication.
DANCE

DESCRIPTION

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Over the course of study, students are exposed to a variety of dance genres and develop an awareness of dance in various contexts.

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

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

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others' aesthetic responses to dance. As well, students can build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research when critiquing dance and dance works.

WHY STUDY DANCE?

Dance is a human activity of ancient tradition, and a fundamental and evolving form of expression. Dance fulfills various functions in society. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

- Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas.
- It provides a basis for post-secondary involvement in dance and related arts for employment and leisure.
- Students' self-confidence and the necessary social skills to work effectively, individually and in teams, are developed within dance education.
- Dance heightens awareness of, and develops respect for, the body and increases the quality of a person's physical wellbeing.
- Creative and problem-solving abilities are fostered through research, synthesis and communication of ideas, images and feelings.

WHAT IS STUDIED?

<table>
<thead>
<tr>
<th>YEAR 11 UNITS</th>
<th>Choreography</th>
<th>Performance</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Inspiration – Alvin Ailey “Revelations” (Contemporary)</td>
<td>Performance</td>
<td>Appreciation</td>
<td></td>
</tr>
<tr>
<td>Dance Pathways (Dance in Musical Theatre)</td>
<td>Appreciation</td>
<td></td>
<td>PowerPoint presentation of a selected Musical Theatre production. Presentation must outline, historical, cultural, and geographical context of the production and include evaluation of one section of the musical. Audience directed questions and discussion.</td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td>Teacher devised sequence in jazz style utilizing a prop.</td>
</tr>
</tbody>
</table>

Continued Over...
### YEAR 12 UNITS

<table>
<thead>
<tr>
<th></th>
<th>Appreciation</th>
<th>Performance</th>
<th>Choreography</th>
<th>Appreciation</th>
<th>Performance</th>
<th>Choreography</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contrasting Forces</strong></td>
<td>Extended written detailing a comparative analysis of two dance works from different genres.</td>
<td>Teacher devised technique exercises from two contrasting genres.</td>
<td>Student devised choreography that is a narrative of a social/political issue.</td>
<td>Persuasive Essay in response to a dance work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballet and Hip Hop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Ballet and Hip Hop)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Political Inspiration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Christopher Bruce “Ghost Dancers” (Contemporary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural Inspiration</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephen Page “Ochre’s” (Contemporary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dance and Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students own choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HOW IS STUDENT WORK ASSESSED?

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Over the course of study, students are exposed to a variety of dance genres and develop an awareness of dance in various contexts.

- **Choreography** – Making Dance – Supporting work with journals and choreographic outlines.
- **Performing** – Presenting dance – Teacher devised routines and adapted repertoire.
- **Appreciation** – Analysis and evaluation of dance works.

### RECOMMENDED PREREQUISITES

Year 10 Dance is highly recommended

### POSSIBLE PATHWAYS

This subject is recommended for students who are considering a career in the performing or visual arts, humanities, education and public relations.
DRAMA

DESCRIPTION

Throughout history theatre has been used to entertain, to educate, to raise awareness of issues, to evoke social change, to celebrate, to protest and to challenge.

Through workshop, rehearsal and performance experiences, students not only acquire a body a dramatic skills and understanding of a variety of theatrical styles, they also extend their own potential for communication and self expression.

Students are required to develop roles, devise performances, interpret text and analyse specific theatrical styles, texts and performances. Students are also required to make aesthetic responses to social and cultural issues, as part of developing awareness that whilst theatre can entertain, it can also educate and encourage social change.

WHY STUDY DRAMA?

Students who study Drama:

- develop an understanding of dramatic skills, theatrical styles and expressive forms
- have the opportunity to express opinion and comment upon social issues through drama
- develop effective social interaction and team building skills
- explore and develop competencies and communication skills appropriate to a wide range of career and other life paths
- have the opportunity for self expression through creativity

WHAT IS STUDIED?

Year 11

Realism

- Stanislavski’s System of Actor Training
- Study of Realistic plays:
  - The Crucible by Arthur Miller
  - A Doll’s House by Henrik Ibsen
  - A Glass Menagerie by Tennessee Williams
  - Pygmalion by George Bernard Shaw
- Direction of a scene
- Performance of a Realistic Science

Traditional Tragedy for Modern Audience

- Study of Traditional Greek and Shakespearean Tragedy
- Performance of Shakespearean scene
- Study of Contemporary Theatre styles – Physical Theatre, Visual Theatre
- Dramatic Treatment of a scene from a classic tragedy
- Analysis of Zen Zen Zo’s The Tempest

Response to Live Theatre Experience

Students attend a play and respond to how effectively the dramatic languages were manipulated to shape dramatic meaning

Continued....
Year 12 (New course implemented in 2015)

Australian Theatre
- Study of various Australian plays
- Workshop conventions associated with Aus Gothic and Verbatim Theatre
- Scriptwriting – Verbatim Theatre
- Dramatic Treatment applying Australian Gothic Techniques
- Performance of a scene from an Australian Play

Brecht
- Study of various conventions associated with Brecht’s Epic Theatre
- Study of Caucasian Chalk Circle
- Performance of a scene from one of Brecht’s Political Parables

Response to Live Theatre Experience
Students attend a play and respond to how effectively the dramatic languages were manipulated to shape dramatic meaning

Post Verification
Written response to a Brechtian influenced production, analysing how specific dramatic languages were manipulated to shape dramatic action

HOW IS STUDENT WORK ASSESSED?

Within Senior Drama, there are three dimensions:

Forming: The creation of a dramatic performance or concept
Presenting: Performance – both scripted and devised
Responding: Analysis and evaluation of specific theatrical texts, styles or performances

Students complete a variety of tasks – both performance based and written within the above dimensions.

RECOMMENDED PREREQUISITES

Year 10 Drama.

POSSIBLE PATHWAYS

This subject is recommended for students who are considering a career in the performing or visual arts, humanities, education and public relations.
ENGLISH

DESCRIPTION

Senior English builds on the principles of the Years 7 – 10 programme. Both programmes are based on the idea that people use language in purposeful ways for self-expression and in interactions with a wide range of people. Language used is influenced by the social and cultural contexts and also by the purpose and audience.

WHY STUDY?

In order to function as fully educated, literate and critically discerning members of the community, it is imperative that students study their home language.

Senior English aims to develop the following skills in students:

- the capacity to compose and comprehend language in variety of contexts
- skills in interpreting and controlling the textual features of language (e.g. spelling, punctuation, grammar)
- critical awareness about the nature and uses of language
- deep enjoyment of and interest in using the language

WHAT IS STUDIED?

Students explore language through a variety of texts including novels, biographies, short stories, documentaries, films, poetry, plays, magazines and newspapers.

Students examine the nature of texts and how they are constructed to enable readers to derive their own meanings as well as to discern the author’s intended or preferred reading. They also examine how cultural contexts influence the reading and production of texts.

Students’ control of language features is also refined through the two-year programme. At times, they are taught separately and at other times, integrated into the unit of work.

HOW IS STUDENT WORK ASSESSED?

Students are assessed throughout the year and must gain at least a Sound Achievement in both spoken and written tasks in order to gain a Sound Achievement overall in Senior English. They are assessed using a combination of assignments and tests. Key genre areas assessed are:

- creative (e.g. short story, dramatic monologue)
- informative (e.g. expository essay, report, feature)
- persuasive (e.g. debate, speech)
- analytical (e.g. essay)
- transactional (e.g. interview)
- personal (e.g. journal, reflective writing)
- opinionative (e.g. essay, editorial, review)

RECOMMENDED PREREQUISITES

Students will need to achieve a Sound in English at Year Ten working on an unmodified programme. Students who achieve a C- or below in Year 10 must discuss their options with the Head of the English Department in relation to selecting a suitable course and helping the student to meet the literacy requirements of the QCE.

POSSIBLE PATHWAYS

Employers and all further education courses will require English as a prerequisite. The QCE requires a Sound Achievement in English, English Communication or a VET Literacy Course.
GEOGRAPHY

DESCRIPTION

Geography is the study of the earth’s surface as a space in which people live. Geography includes studies of place and people-environment relationships.

WHY STUDY GEOGRAPHY?

Geography is a really exciting subject concerned with various spatial systems that are under constant change. The subject is also viewed as providing training in the study of a variety of environmental, urban, rural, social, economic, and world issues related to the future of the planet.

Geography can provide the structure for the development of skills, concepts and attitudes which are essential to making rational and balanced judgments on local, regional, national and global issues affecting the future of society. These skills have particular importance in relation to the Core Skills Test which is undertaken in Year 12 to help calculate the student’s OP score.

WHAT IS STUDIED?

The course uses four semester units and combines elements of physical, human and integrated approaches to the study of Geography. Students undertake field studies of local areas to understand the local natural and social environments.

The course of study is based on four themes, with two core units per theme and a range of elective units.

The following four units will be covered during the two years of study:

- Managing the natural environment
  - Responding to natural hazards
  - Managing catchments
- Social environments
  - Sustaining communities
  - Connecting people and places
- Resources and the environment
  - Living with climate change
  - Sustaining Biodiversity
- People and development
  - Feeding the world’s people
  - Exploring the geography of disease

HOW IS STUDENT WORK ASSESSED?

Students are assessed through the following range of assessment techniques:

1. Short Response Tests
2. Practical Exercises
3. Extended Written Responses
4. Stimulus Response Essays
5. Reports
6. Non-written Responses

RECOMMENDED PREREQUISITES

At least a Sound Achievement in English and a SOSE subject in Year 10.

POSSIBLE PATHWAYS

As Geography sits between the sciences-humanities divide, it can have direct relevance to a wide variety of different careers, but it would definitely be advantageous for students wishing to study courses such as environmental science, town planning, tourism and sustainable development at tertiary institutions.
GERMAN

DESCRIPTION

German is a valuable language for Australians to learn. Learning German contributes to and enriches the educational, intellectual, personal, social and cultural development of students and has the potential to improve the quality of their participation in a rapidly changing world. In Senior German students will be involved in using language for real purposes in realistic contexts. The primary objective of the course is that students should be able to communicate in German.

WHY STUDY GERMAN?

The German course aims to enable students:

• to understand oral communications in Standard German;
• to express ideas orally on topics within the student's experience;
• to read with comprehension both known and new material in German, involving grammatical expressions within the suggested topics;
• to write letters, diary extracts, dialogues, narrative and descriptive passages.
• to develop an appreciation of some of the special characteristics of German culture and Society.

By the end of Year 12 students should be able to communicate their needs and opinions and converse within the limits of the functions studied. This study will provide a basis for further work in the language leading to vocational opportunities within the fields of law, industry education, hospitality and tourism amongst many others.

WHAT IS STUDIED?

The Year 11-12 course follows on from the Year 10 course.

The following four units will be covered during the two years of study:

• Family and community
• Leisure, recreation and human creativity
• School and post-school options
• Social Issues

HOW IS STUDENT WORK ASSESSED?

Students will be given a variety of formative assessment tasks in all four macro skills (listening, speaking, reading and writing) throughout the course. Reading, writing, speaking and listening will be assessed summatively once a semester. Assessment tasks will allow students to demonstrate their ability to communicate in the language. Authentic texts will be used and tasks will be as realistic as possible. They will include unpredictable language and give students the opportunity to respond spontaneously in unprepared situations.

RECOMMENDED PREREQUISITES

Minimum of Sound Achievement in Year 10 German.

POSSIBLE PATHWAYS

There are career opportunities for speakers of German in the fields of law, industry, education, hospitality and tourism amongst many others. German is the most widely spoken language in Europe and there are over 120 million native speakers around the globe. Germany's economic strength equals business opportunities and Germans are the biggest spenders of tourist dollars in the world. There are also excellent opportunities for international exchanges for scholars, scientists and educators in Germany. The successful completion of a language other than English (LOTE) subject can earn students two bonus points towards the calculation of their OP or Selection Rank.
GRAPHICS

DESCRIPTION

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. Students explore design problems through the lens of a design process where they identify and explore a need or opportunity of a target audience; research, generate and develop ideas; produce and evaluate solutions. Students communicate solutions in the form of graphical representations using industry conventions where applicable.

Graphics develops students’ understanding of design factors and design processes in graphical contexts. Design problems provide settings for units of work where students create graphical representations of design solutions for a range of audiences, including corporate and end-user clients. These design settings are based in the real-world design areas of industrial design, graphic design and built environment design (architecture, landscape architecture and interior design).

WHY STUDY GRAPHICS?

Graphics is an exciting subject full of challenges. The course allows students to experience a variety of design pathways in one place. There is an emphasis on the skills that a young person would need to enter the design industry, including sketching, formal drawing and learning CAD software in the Autodesk suite. Students can engage in the latest technologies including digital drawing tablets, vinyl cutting (liveries), and 3D printing.

WHAT IS STUDIED?

Explicit teaching of design factors is delivered and then students have the opportunity to implement the design factors into the design process to develop solutions to real-world problems. Design factors include; user-centred design, elements and principles of design, technologies, legal responsibilities, design strategies, project management, sustainability and materials. Students engage in three units; Graphic Design, Industrial Design and Built Environment. The course is set up where Year 11 is a foundation year and students consolidate their learning by repeating these units in different contexts in Year 12. Students use software including Autodesk Inventor and Revit as well as Adobe Photoshop.

HOW IS STUDENT WORK ASSESSED?

Students will be assessed by completing design folios as well as examinations. Design folios include planning a design process, creating design criteria, and then using annotations, sketches and 2D and 3D drawings to generate concepts. Students may have the opportunity to realise a miniature prototype model using one of our 3D printers. Examinations are either short response or extended response.

Graphics is assessed in three dimensions; Knowledge and understanding; Analysis and application and Synthesis and evaluation.

RECOMMENDED PREREQUISITES

Although there are no formal prerequisites for Graphics, having studied Graphics & Technology in Year 10 would be advantageous. Knowledge of the design process and the Autodesk and Adobe suites is also an advantage.

POSSIBLE PATHWAYS

Senior Graphics is an interesting and challenging subject and is useful for a number of tertiary courses such as: structural engineering, civil engineering, mechanical engineering, micro-electrical engineering and environmental engineering. The Design element has applications in Fashion Design, Interior Design, Architecture, Engineering, Drafting, Graphic Design, Animation, Digital Design, 3D Design, and various trades, Surveying, Town Planning, Printing and Building.
# HEALTH AND PHYSICAL EDUCATION

**STATUS:** SCHOOL SUBJECT. DOES NOT CONTRIBUTE TO AN OP nor SELECTION RANK COMPULSORY FOR ALL STUDENTS.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education involves students learning in, about and through physical activity. This subject focuses on developing individual physical skills and promoting a healthy and active lifestyle utilising a range of activities. There is an emphasis on participation for all in a supportive and productive physical environment. Students are encouraged to participate positively in team situations and to support others by actively engaging in the range of activities covered.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHY STUDY PHYSICAL EDUCATION - CORE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in, about and through physical activity will enable students to acquire skills and understandings directly and indirectly to enhance their capacities to engage in physical activity as a lifelong participant. Active engagement in physical activity recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a means for learning. Health and Physical Education encourages students to recognise the significance of physical activity in their lives and contribute to developing confidence to participate in community based physical activities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IS STUDIED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the course, the students will participate in competitive and non-competitive physical activities. It is intended that by introducing students to as many activities as possible and developing basic skills pertaining to these activities, they will be better prepared to participate in constructive leisure activities as adults, thus utilising their leisure time productively. Hence, they will learn about and participate in sports such as AFL, Touch, Futsal, Soccer, Volleyball, Netball, SpeedMinton, Gaelic Football, Ultimate Disc, Basketball, Social Dance and Athletics. They also experience talks on a range of health and leadership issues from guest speakers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW IS STUDENT WORK ASSESSED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be assessed on their participation and conduct in lessons.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED PREREQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nil</td>
</tr>
</tbody>
</table>
HOSPITALITY

DESCRIPTION

Hospitality Practices is an Authority-Registered Subject. The course of study over four semester units provides students with a range of interpersonal skills with a general application in personal and working life as well as specific skills related to employment within the industry. This subject is a Study Area Specification subject. **A student's exit assessment will not contribute to the calculation of an Overall Position (OP) or Field Position (FP) but will contribute to Selection Rank calculation.**

Note: Students can still qualify for an OP if they study 5 Authority subjects plus Hospitality.

WHY STUDY HOSPITALITY?

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This study area specification is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context and standards in which students not only learn to understand the industry's workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths.

A program of study derived from this study area specification assists students to develop:

- the knowledge and skills essential for effective participation in the workforce in general and the hospitality industry in particular
- a responsible attitude toward the safety, health and wellbeing of self and others in work-related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formals
- the skills associated with team work, cooperative planning solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry
- an awareness of ethical and responsible attitudes in the work environment.

WHAT IS STUDIED?

The three core units are:

- Navigating the Hospitality industry
- Working effectively with others
- Hospitality in practice

Elective units:

- Kitchen operations
- Beverage operations and service
- Food and beverage service

HOW IS STUDENT WORK ASSESSED?

Written and practical assignment work will be incorporated.

RECOMMENDED PREREQUISITES

Nil. Year 10 Introduction to Hospitality is an advantage.

COURSE REQUIREMENTS

Students are required to purchase a Hospitality uniform through the Home Economics Department. Cost is approximately $70.

POSSIBLE PATHWAYS

This is recommended for students interested in pursuing a career in the hospitality and tourism industries. It is also useful to develop organisational and managerial skills.
# INFORMATION TECHNOLOGY SYSTEMS (ITS)

## DESCRIPTION

The subject Information Technology Systems (ITS) is a practical discipline which prepares students to meet the rapid changes in Information Technology (IT), and to respond to emerging technologies and trends. Students involve the use of technologies by which they manipulate and share information in its various forms — text, graphics, sound and video — and the range of devices used to perform these functions. ITS provide students with the knowledge and skills used in the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

## WHY STUDY INFORMATION TECHNOLOGY?

ITS develops students with the ability to adapt to changes in technology and to independently learn and use new technologies as they arise throughout their lifetime. The course material prepares students to respond to emerging technologies and information technology (IT) trends.

Students are encouraged to focus their studies through complex problem solving and detailed projects which emphasises management skills, the ability to work individually and in teams, effective communication, the development of productive relationships with clients, and consideration of the social and ethical issues related to their studies.

## WHAT IS STUDIED?

The course covers a blend of the following five elements:

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

The two-year course will be delivered within four contexts:

- Animation
- Game design
- Multimedia
- Web design

## HOW IS STUDENT WORK ASSESSED?

Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation.

Assessment techniques will be in the form of short and/or extended responses, research assignments, projects and practical exercises, multimodal presentations such as seminar presentations, multimedia presentations and reports.

## RECOMMENDED PREREQUISITES

Students should achieve at least a C+ Grade of better in Information Technology in Year 10.

## POSSIBLE PATHWAYS

ITS should prove especially relevant to students in the way it prepares them to cope with, and harness to their advantage, the rapid changes and significant opportunities associated with IT, now and into their future. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.
JAPANESE

DESCRIPTION
Japanese is a valuable language for Australians to learn. Japan is Australia's third largest trading partner and past students report frequently using their language skills in a wide range of professional contexts. Learning Japanese contributes to and enriches the educational, intellectual, personal, social and cultural development of students and equips the learner for the demands of a rapidly changing and interconnected world. In Senior Japanese, students will use language for life-like purposes in realistic contexts. The primary objective of the course is that students should be able to communicate in Japanese in a variety of contexts for a range of practical purposes.

WHY STUDY JAPANESE?
The Japanese course aims:
1. to equip students with the oral and written communication skills needed to get by in Japan either as a tourist or as a resident.
2. to enable students to gain an appreciation of the culture and way of life of the Japanese people.
3. to provide a basis for further work in the language such as advanced study at a tertiary level.

Specifically, students learn:
- to understand oral communication in Standard Japanese;
- to express ideas orally on topics within the student's experience;
- to read with comprehension both known and new material in Japanese script involving a range of grammatical expressions within the studied topics;
- to write letters, diary extracts, dialogues, narrative and informative passages.
- to develop an appreciation of some of the special characteristics of Japanese culture and society.

This course provides the foundation leading to vocational opportunities within the fields of law, engineering, medicine, education, hospitality, business and tourism amongst many others.

WHAT IS STUDIED?
The Year 11-12 course follows on from the Year 10 course.
The following four units will be covered during the two years of study:

Family and Community
- Celebrations- Diary entries, Special Occasions (Japan & Australia)
- Family Life – Similarities and differences between Australian and Japanese daily customs
- Special Occasions – Formal Parties, Festivals, Schoolies

Leisure, Recreation and Human Creativity
- Interests and Hobbies
- Sports and Fitness
- Holiday Planning – Itinerary, Accommodation and Transport

School and Post-School Options
- Student exchange – Self Introductions, Home life and House, Customs and Rules
- Tourism and Hospitality – Tour Guide, Part-time work, Restaurant
- Future Plans – Living and Working in Japan, Travel

Social Issues
- Environment – Recycling, Saving Water and Wild Animals
- Adolescence – Driving Licence, The Senior Years of School

HOW IS STUDENT WORK ASSESSED?
Students will complete formative assessment tasks in all four macroskills. Reading, writing, speaking and listening will be assessed summatively once a semester. Tasks will allow students to demonstrate their ability to comprehend and communicate in the language. Authentic texts will be used and tasks will be as realistic as possible. They will include some unfamiliar language and give students the opportunity to respond spontaneously in unrehearsed situations.

PREREQUISITES
Minimum of Sound Achievement in Year 10 Japanese.

POSSIBLE PATHWAYS
Learning any foreign language is an enriching experience, and Japanese is particularly valuable to students in Queensland given the links in trade, business and tourism that exist between here and Japan. Japan remains Australia’s third largest trading partner. The successful completion of a language other than English (LOTE) subject can earn students two bonus points towards the calculation of their OP or Selection Rank.
LEGAL STUDIES

DESCRIPTION
All citizens should develop a basic understanding of the operation of the Australian legal system in order to appreciate the role of ‘law in a society’. Students also need to be equipped to act responsibly in situations that necessitate a balanced approach to their rights and responsibilities, now and in the future.

WHY STUDY LEGAL STUDIES?
The Course focuses on ‘legal awareness’. It has been designed for students who, whatever their post-school destinations, wish to be better equipped to participate in and accept responsibilities in wider society.
This subject will benefit those students who have an interest in:
• knowledge of the relationships between law and society.
• knowledge of citizens’ rights and responsibilities.
• understanding of the historical development of our legal heritages.
• developing skills in the use of this information,
• communicating with others about legal matters in socially relevant situations.
• thinking about the role and functions of law in a society.
• responsible social action as community members.

WHAT IS STUDIED?
Topics covered in the two year course may include:
• Introduction to the Australian Legal System
• Statutory Interpretations
• Courts of Law
• Criminal Law
• Civil Wrongs (Torts)
• Agreements (Contracts)
• Renting and Buying a Home
• The Family
• Independent Research Topic
• An Overview of Law in Our Society

HOW IS STUDENT WORK ASSESSED?
Students are assessed through the following range of assessment techniques:
1. Objective short answer tests
2. Extended response to open questions which have a range of possible answers – essays, assignments, reports
3. Project/practical work
4. Non-written presentation (This needs to be accompanied by supportive written material such as research notes, organisation, planning, reflection and script).

These assessment techniques will be assessed through the following range of criteria:
1. Knowledge and Understanding of the law
2. Investigation of Legal Issues
3. Responding to the law

RECOMMENDED PREREQUISITES
Students should have achieved at least a High Sound Achievement in English and a Social Science (History, Geography, Legal Studies) subject in Year 10. If not, students will struggle significantly with the reading and writing demands in the Senior School. They also need a willingness to read in some depth, think critically and write extended responses.

POSSIBLE PATHWAYS
This subject is not only recommended for anyone considering law but also those considering careers in business, justice studies, commerce, management, human resources and social welfare.
MATHEMATICS A

DESCRIPTION
In Mathematics A, the skills needed to make decisions which affect students’ everyday lives are developed. These skills are also called upon in other subjects and provide a good general background for many areas of tertiary study. The study of Mathematics A will emphasise the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving and applications, working systematically and logically, and communicating with and about mathematics.

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

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

WHAT IS STUDIED?
Students study the following topics in Mathematics A:

- Managing money I and II—bank interest, credit cards, loans, taxation, budgeting, investments
- Elements of applied geometry—simple trigonometry, area and volume, latitude, longitude and time zones
- Linking two and three dimensions—scale drawings and plans, estimation of quantities and costings
- Data collection and presentation—graphical and tabular presentations, simple methods for describing and summarising data
- Maps and compasses involving either navigation or land measurement—practical use of a variety of maps, compass bearings, orienteering, navigation, site plans
- Exploring and understanding data—summary statistics, simple probability, interpretation of reports in the media.

HOW IS STUDENT WORK ASSESSED?
Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake pen and paper tests.

RECOMMENDED PREREQUISITES
There are no prerequisites for studying Mathematics A.
Note: It is expected all students will study either Mathematics A or B. Students who have difficulty achieving a Sound in Year 10 Maths should discuss their options with the Head of Maths to assist in selecting a course that will help them to meet the QCE numeracy requirements.

POSSIBLE PATHWAYS
This subject is recommended for students considering training in a trade, tourism, hospitality and administration in a wide range of industries. It is also suitable as a precursor to tertiary studies in areas with a moderate demand of mathematics.
MATHEMATICS B

DESCRIPTION

Mathematics B is designed to raise students’ competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

WHY STUDY MATHEMATICS B?

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

WHAT IS STUDIED?

Students study the following topics in Mathematics B:

- Introduction to functions—linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of change—instantaneous and average rates of change
- Periodic functions and applications—recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications—exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives—differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration—applications of integration
- Applied statistical analysis—types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

HOW IS STUDENT WORK ASSESSED?

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.

PREREQUISITES

To be successful in Mathematics B in Years 11 and 12 students need to have a very solid understanding of Year 10 Maths, and should have attained a minimum level of B at the conclusion of Year 10.

Note: It is expected all students will study either Mathematics A or B.

POSSIBLE PATHWAYS

This subject is recommended for students planning tertiary studies in areas with a high demand of mathematics, especially in the areas of science, engineering, mining, medicine, information technology, finance, business economics, agriculture, food technology, geography and management.
MATHEMATICS C

DESCRIPTION

Mathematics C is an elective Maths subject, as it is expected that all students will study Maths A or Maths B. Students studying Mathematics C must study Mathematics B, as aspects of the Mathematics C course require knowledge of some Mathematics B topics.

WHY STUDY MATHEMATICS C?

Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

The additional rigour and structure of the mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses, for example Engineering, Information Technology, Economics, Finance.

WHAT IS STUDIED?

Students study the following topics in Mathematics C:

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns
- Dynamics
- Advanced periodic and exponential functions

HOW IS STUDENT WORK ASSESSED?

Students will be assessed in a variety of ways. Students may be required to construct models, use computer software or graphing calculators, write assignments or research articles, carry out investigations or give oral presentations on a prepared topic, as well as undertaking pen and paper tests.

PREREQUISITES

To take Mathematics C in Years 11 and 12, a student should have attained a minimum level of B+ Achievement in Maths in Year 10.

Note: Mathematics C is an elective Maths subject, as it is anticipated that all students will study Maths A or Maths B. Students studying Mathematics C must study Mathematics B, as aspects of the Mathematics C course require knowledge of some Mathematics B topics. It is often an advantage to study both Maths C and Physics.

POSSIBLE PATHWAYS

This subject is recommended for any student considering the study of Mathematics at the tertiary level, but also highly useful for engineering, information technology, economics, and finance.
MODERN HISTORY

DESCRIPTION

Modern History students will be exposed to a course of study that challenges students to develop a greater understanding of contemporary local, national and international events. Through the study of a range of time periods and different geographical locations, core concepts including Nationalism, Internationalism, Racism, Conflict, Power and Peace will be investigated.

WHY STUDY MODERN HISTORY?

Modern History is:
- interesting and relevant to contemporary life.
- it is an academic subject which will greatly develop writing, research and critical thinking skills which are very important and required for most social science, business, finance, management, legal, communication, arts and education degrees. These skills will also assist in the core skills test which is undertaken in Year 12 to calculate a student’s OP score.
- may assist in future career choices.
- may assist in dealing with people and problems through analytical thinking (Social Worker, Counselling, Psychology).

WHAT IS STUDIED?

1. Study of Conflict
   - Who was guilty of causing World War One?
   - How successful has the United Nations been in reducing conflict?
   - Can peace ever be achieved? Is peace possible in the Arab- Israeli conflict?
   - Australia’s relations with Indonesia including the communist confrontation and East Timor.
2. Studies of Power
   - How effective was Mao Zedong as a leader of China?
   - How power in Russia was gained and maintained?
   - Should the atomic bomb have been dropped on Japan? Was it a necessary evil or a misuse of power?
   - How are enemies depicted in war situations?
3. National History
   - The rise of Nazism in Germany and the Nazi State to 1945.
4. Studies of Co-operation
   - The United Nations and its peace keeping role. How effective is this organisation which relies on co-operation?

HOW IS STUDENT WORK ASSESSED?

Assessment in Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are: Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.

Students will be assessed in each of three categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions; multimodal presentations that may include non-written and visual presentations such as video, Powerpoint or interactive CD-ROM materials, short response tests and response to stimulus tests.

RECOMMENDED PREREQUISITES

Willingness to research widely and a High Achievement in Year 10 English will provide a sound base for students to do well in this academic subject. It is hoped students would have completed at least two Social Science semesters in Year 10 and achieved at least a High Achievement to cope with this academic subject.

POSSIBLE PATHWAYS

Information gathering skills and the production of well reasoned reports are essential at the tertiary level and in the work-place. Modern History would be useful to any student considering careers in law, education, diplomacy, journalism, public relations, local government, information management studies, tourism and human resources.
MUSIC

DESCRIPTION
Students in Senior Music will study music from a wide variety of contexts and styles, and be involved in music-making through experiences as composers, performers and audience members. This subject seeks to develop in students an openness to all music, a critical ear, musical knowledge and awareness, technical ability and a desire to be involved with music throughout their lives.

WHY STUDY MUSIC?
Senior Music develops a broad and integrated understanding of music. The course focuses on three areas: Analysing Repertoire, Composing and Performing. These three areas are emphasised equally and combine to develop a holistic approach to music. Integral to this study is the musical repertoire of many times and places. In this course, students are asked to make aesthetic judgements, solve problems, use higher-order thinking skills and make creative, expressive, analytical and critical responses to their own music and that of others.

WHAT IS STUDIED?
Unit Topics in this course are:
- **Count Me In** - a study of the amazing ways composers use elements of rhythm in music.
- **Pitch Perfect** - a study of the varied ways composers manipulate the elements of pitch in music.
- **Evolution** – a study of the development of instrumental and vocal music before the 20th century.
- **Revolution** – a study of the ways in which music has changed from the mid 20th century to the present day
- **Wide Horizons** - an independent unit exploring more complex aspects of a topic chosen by the student.

Each topic includes work in the areas of:
- **ANALYSING REPERTOIRE** involves understanding and finding aesthetic meaning in music through visual analysis of scores and aural analysis of performances. Students deconstruct repertoire from many different styles, with an emphasis on Western Art Music.
- **COMPOSING** involves developing a vocabulary of sounds and compositional techniques (learned through analysing repertoire) which students use in the creation of their own original music. They will learn to use computer software to help notate and record their compositions. Compositions may be in any style, and student compositions will demonstrate knowledge of the characteristic ways in which sound is manipulated to define the chosen style.
- **PERFORMING** involves the presentation of music at the highest technical level possible for each student. Performance may be instrumental or vocal, as a soloist or in ensembles, and may include conducting and improvisation. Students will interact with audiences in their performances, seeking to communicate the essence of the piece through a valid interpretation of style, which is derived from study and analysis.

HOW IS STUDENT WORK ASSESSED?
- **ANALYSING REPERTOIRE** - Formal examination, extended analytical or comparative essay, seminar or presentation
- **COMPOSING** - Original music in notated score and/or recording with a detailed journal of the composition process
- **PERFORMING** - Ensemble or solo performances at least 3 minutes in length which are recorded onto DVD

RECOMMENDED PREREQUISITES
Students who wish to study Senior Music need to have studied Music in Years 8-10 (ideally every semester) and achieved sound results in Year 10 Music. It is essential that they have performance skills, music reading ability and theory knowledge, and be taking individual tuition on an instrument or voice from a qualified and experienced tutor. Students who wish to choose Senior Music but do not meet these prerequisites will be assessed as to their readiness. In addition, it is assumed that Music students be regular members of a choir and/or band throughout their senior years.

POSSIBLE PATHWAYS
This subject is essential for students who wish to pursue tertiary study of music, and advisable for those thinking about a career in music. The study of Senior Music can also lead to career opportunities in education, radio, TV, film, the recording industry and many other areas.
MUSIC EXTENSION – YEAR 12

DESCRIPTIONS

Music Extension provides students who have successfully completed Year 11 Music and who are studying Music in Year 12 with an opportunity to undertake work at a deeper and more challenging level. It has expectations of a very high level of independent learning, and extends the demands on students to make thoughtful, expressive and technically advanced musical statements. In Music Extension, students choose an area of specialisation from the three areas of Composition, Musicology or Performance and undertake detailed studies in a project of their own devising.

WHY STUDY MUSIC EXTENSION?

The objectives of the Music Extension course seek to develop in students the ability to make sophisticated, substantiated musical judgements, responses and statements in one area of musical specialisation chosen from Composition, Musicology or Performance. These objectives are:

Affective including:
- to value the diversity of music in different cultures and contexts and the contribution of musicians to society
- to value the need for precision and mastery of technique
- to develop creative, innovative and inventive approaches to communicating musical ideas
- to develop skills in working independently and self management in order to plan and achieve goals

Investigating including:
- to explore, analyse and synthesise evidence from musical sources to form and support their musical ideas, whether as composer, musicologist or performer.

Realising including:
- to develop their work as composer, musicologist or performer by applying an understanding of musical elements and demonstrating specific musical skills and techniques as they prepare their work.
- to express their ideas as composer, musicologist or performer by engaging and communicating with an audience in the presentation of their completed work.

HOW IS STUDENT WORK ASSESSED?

MUSICOLOGY
Extended analytical or comparative task on a devised topic negotiated with the class teacher.

COMPOSING
Folio of original music in notated score and/or recording with a detailed journal of the composition process.

PERFORMING
Ensemble or solo performances which are recorded onto DVD

RECOMMENDED PREREQUISITES

Students must:
- have successfully completed Year 11 Music
- be studying Music in Year 12
- have advanced music reading and theory skills
- be able to accept music from many styles and make complex aesthetic judgements about it

In addition:
- students choosing the performance specialisation must demonstrate advanced technical and expressive skills on their instrument or voice
- students choosing the composition specialisation must be developing their own individual style as a composer

Music Extension students should be taking individual tuition on an instrument or voice from a qualified and experienced tutor.

It is assumed that Music Extension students be regular members of a choir and/or band throughout the course.

POSSIBLE PATHWAYS

This subject is essential for students who wish to pursue further study in music at a tertiary institution. The study of Music Extension can also lead to career opportunities in education, radio, TV, film, the recording industry and many other areas. For those not envisaging a career in music or an associated area, it is a valuable and meaningful life skill set.
PHYSICS

DESCRIPTION

Physics is one of the fundamental sciences in that its principles are applied to varying extents in other science disciplines as well as to our real world. It is more mathematical than other sciences and so students of Physics can expect to use concepts from mathematics.

It has always been part of the human condition to marvel at the world we live in — stars and rainbows, the apple that falls to the ground or the lodestone that always points north — and to ask why the world should be that way. In Western culture, this way of speculating about the world became known as natural philosophy, and over time separated into distinct sciences such as biology, chemistry and physics. Physics developed particular methods and procedures that valued precise measurement and highly reproducible experiments, and developed a powerful and fruitful partnership with mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

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.

WHY STUDY PHYSICS?

The subject Physics is an appropriate choice for students with a strong background in Mathematics and Science at Year 10 level. Physics is valuable background knowledge to professional studies in science, engineering, medicine, pharmacy, physiotherapy and agriculture and as such should be a primary choice for students who anticipate entering these courses. It is certainly a desirable choice for students who intend to pursue secondary science teaching, paramedical and health-care courses or various trade apprenticeships, especially in applied electrical fields.

WHAT IS STUDIED?

Students will be involved in a range of learning activities. Typical learning experiences encountered in a Physics course include: demonstration/lecture, problem-solving sessions, oral reports, audiovisual observation and analysis, laboratory activities and experiments, computer simulations and interfacing, independent study and library research. A significant part of the study of Physics will be spent in observation and measurement exercises as well as mathematical analysis of quantitative problems and models. Often an assignment on one or more topics is completed. Each student will be expected to develop manipulative skills in practical work and to learn the correct care and operation of precision equipment. Laboratory safety is of prime importance in the use of all physics equipment, especially where electrical topics are studied.

Core topics found in the Physics course are:

- Our Visual World
- The Physics of Sport
- Sparks to Generators
- Quantum Physics
- Cars: Speed and Safety
- Materials and Structures: Bridges
- Electric Devices and Automation
- Space: The Final Frontier

HOW IS STUDENT WORK ASSESSED?

The achievement level awarded to each student will be based on the student performance in the general objectives of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding. The three types of assessment tasks used to assess the Physics are Extended Response Tasks (ERT), Supervised Assessments (SA) and Extended Experimental Investigations (EEI).

RECOMMENDED PREREQUISITES

Students who attain an A or B in Mathematics and an A or B in Year 10 Science should have a sound basis from which to attempt Physics.

POSSIBLE PATHWAYS

This is recommended for students thinking of a science, technology or engineering related career, some trades, working in the mines and is often required for the defence forces.
PHYSICAL EDUCATION

DESCRIPTION

Physical Education involves the study of physical activity and engages students as intelligent performers learning in, about and through physical activity. This subject focuses on the complex interrelationships between biomechanical, psychological, physiological and sociological factors which influence individual and team physical performances. Students are engaged not only as performers but also as analysts, planners and critics in, about and through physical activity.

WHY STUDY PHYSICAL EDUCATION?

This course of study is designed to develop in students their ability to perform physical skills together with their understanding and application of tactical principles and ways in which to improve their performance. Independence in learning, demonstrated through reflection and evaluation of their own work and progress, under the guidance of the teacher is essential.

WHAT IS STUDIED?

Integrated practical and theoretical units will run concurrently with an overlap of content occurring between practical and theory lessons. That is, knowledge gained through theoretical concepts will be used to understand and enhance physical performances and vice-versa. Students study four physical activities over the course with equal time and emphasis given to each activity. Each will be covered for a term in Year 11 and revisited in Year 12. The four areas will be Volleyball, Netball, Touch and Surfing. Subject matter is drawn from three focus areas which are:

- **Skill Learning** - Learning physical skills related to the activities, how the body learns skills, psychology of learning and biomechanical principles involved in skills.
- **Exercise Science** – How the body functions and responds to training, the processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
- **Social Aspects of Sport** – Social forces present within society and how these impact upon physical activity with sport, physical activity and exercise being considered within the context of Australian society.

HOW IS STUDENT WORK ASSESSED?

A wide range of assessment techniques can be used including physical, oral and written activities. The subject assessment program will include such tasks as the demonstration of skills in a particular physical activity, research reports based on performances in physical activities, essays, multi-modal presentations and reflections through journals. The achievement level awarded to each student on exit from the course will be based on information about student performance in the assessable exit criteria of the course which are:

- **Acquiring** (ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity; involves the retrieval and comprehension of information and the reproduction of learned physical responses.)
- **Applying** (ability to apply knowledge, understandings, capacities and skills in, about and through physical activity; involves the application of acquired information and learned physical responses.)
- **Evaluating** (ability to evaluate knowledge, understandings, capacities and skills in, about and through physical activity; uses information, understandings and skills previously gained in Acquiring and Applying to make decisions, reach conclusions, solve problems and justify solutions and actions.)

RECOMMENDED PREREQUISITES

Successful completion of the Year 10 Physical Education elective and/or proven ability to meet the specific physical and theoretical demands of the course.

POSSIBLE PATHWAYS

This is recommended for students thinking about pursuing careers in education, recreation, sports science, sports management, health and welfare and careers in any of the people professions.
TECHNOLOGY STUDIES

**DESCRIPTION**

Technology Studies empowers students to explore the relationships between technology and society in order to be informed, responsible and responsive users and creators of technology. Technology encompasses the purposeful application of knowledge, resources, materials and processes to develop solutions.

Technology Studies engages students in responding to real-world problems. These problems are based on identified human needs or become opportunities for improvement or advancement. These real-world problems are referred to as design problems. In design problems, students consider the impact of sustainable design when developing innovative ideas and producing products. Sustainable design considers ethical perspectives through the principles of social, economic and environmental sustainability.

Technology Studies encourages creative thinking and problem solving.

**WHY STUDY TECHNOLOGY STUDIES?**

Technology Studies excels in being a problem solving subject which applies knowledge gained to create practical solutions. The course develops the student's abilities in research and evaluation. Students will also gain an understanding of Occupational Health & Safety procedures.

**WHAT IS STUDIED?**

Explicit teaching of Design Factors is delivered and students have the opportunity to implement the Design Factors in developing solutions to real-world problems. Design Factors include; user-centred design, legal responsibilities, sustainable design, elements and principles of design, design strategies, communication, manufacturing technologies, materials and project management skills. There are six units covered over the two year course, and students have the opportunity to design for an individual as well as a community twice over those two years. Engineering themes are embedded within units in each year of the course. In Year 11, students are asked to design, build and test a bridge for a community taking in the principles of structural engineering. In Year 12 students explore an environmental engineering unit in looking at sustainable housing solutions.

**HOW IS STUDENT WORK ASSESSED?**

Students will be assessed by completing design folios as well as reports. Design folios include analysing design problems, creating design criteria, and then using annotations, sketches and formal drawings to generate concepts which lead to the realisation of a prototype model built by the student in the College workshop. Report content includes analysing products and systems and expounding a viewpoint, and then making recommendations and proposing solutions.

Technology Studies is assessed in three dimensions; Analysing design problems, applying design factors and communicating and Synthesising and evaluating designs.

**RECOMMENDED PREREQUISITES**

Although there are no formal prerequisites for Technology Studies, having studied Graphics & Technology in Year 10 would be advantageous. Knowledge of the design process and Autodesk Inventor is also an advantage.

**POSSIBLE PATHWAYS**

This subject would be useful for students considering careers in engineering, industrial design, trade and manufacturing industries.
VISUAL ART

DESCRIPTION

“The Arts are fundamental resources through which the world is viewed, meaning is created and the mind is developed”. Elliot Eisner (1997). Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/ or producer of artworks. Visual communication is the most dominant mode in a mediatized world, and young people need to make sense of it and be discriminating.

WHY STUDY VISUAL ARTS?

Visual Art helps students to identify and develop their own specific talents by developing each student’s sensitivity to the characteristics of materials. Students develop the skills and techniques necessary to achieve greater control and fluency in expression. Visual Art enables students to develop a broader cultural background through exploration of the arts, crafts and technology of present and past cultures. It establishes an atmosphere in which curiosity, enthusiasm, integrity, confidence and tolerance can flourish.

WHAT IS STUDIED?

The students will study a Visual Studies unit in Year 11 which will enable them to acquire a thorough understanding of design concepts. Students will develop skills in the solving of design problems using observation, knowledge, experimentation and creativity. They will have the opportunity to experiment with a variety of skills, techniques and media. Two- Dimensional media includes: Printmaking, Photographic Art, Drawing and Painting. Three- Dimensional Objects include: Sculpture, Ceramics, Performance Art, Wearable Art and Body Adornment and Installation. Design: Built, Public and Environment Design, Cross- Arts Events.

In Year 12, students will have the opportunity to specialise in different art areas. They will produce two bodies of work with associated resolved artworks, visual diaries and developmental work. A body of work consists of individual student responses to making and appraising tasks. It shows a student’s progress through the inquiry learning model (researching, developing, resolving and reflecting). In creating a body of work, students develop their ideas over time, exploring and experimenting with concept, focus, contexts and media area/s. The body of work comes to represent a coherent journey which may attempt divergent paths but eventually moves toward resolution.

Note: Students should complete the majority of their practical work during class time as well as at home. The work in the visual diary is ongoing and should be completed for homework as it sets the foundation for the practical work. It is recommended that students studying Senior Visual Art will use their lunch hours and time allotted after school to work on their bodies of work in consultation with their teacher.

HOW IS STUDENT WORK ASSESSED?

Assessment procedures are designed to be as objective as possible in order to arrive at a just and fair statement of student achievement.

Year 11- Visual Studies (diversification) is formative, students will work through a variety of making and appraising tasks covering the characteristics, elements and principles of design.

Year 12- Each body of work comprises a series of Making and Appraising assessment tasks, use of the inquiry learning model, developmental ideas, analysis, stimulus, documentation, formal and informal explorations with media, evidence of an evolving personal aesthetic, resolved work/s, and informal and formal display options. A Visual Diary is an integral part of each unit area and the daily life of a Visual Art student.

RECOMMENDED PREREQUISITES

It is strongly recommended that students intending to study Year 11 and 12 Visual Art have achieved at least a B in Year 10 Visual Art. An ability to communicate visually through drawing, an ability to think creatively and the ability to organize work time are imperative in the study of Visual Art.

POSSIBLE PATHWAYS

People in our community who use Visual Art as part of their working lives are: artists, architects, photographers, interior designers, landscape designers, teachers, calligraphers, picture framers, sign writers, cartoonists, illustrators, fashion designers, jewellers, technicians in theatre and television, arts administrators, arts lawyers, event organisers, graphic artists, florists, colour consultants, furniture designers.