INTRODUCTION

Dear Students

Congratulations and well done on reaching the final stage of your schooling. We are very excited about the road ahead for all of us and we are planning on working together to achieve success.

In developing our Senior Program we considered a number of pathway options that we will make available to you. We want to ensure that you have the support and pathways necessary for you to successfully move from schooling into the workplace or further education. Our academic pathway will include a selection of Authority and Authority Registered subjects as well as access to university subjects through QUT and Sunshine Coast University. Our vocational pathway offers VET certificate courses in partnership with Brisbane North Institute of TAFE, now TAFE Brisbane, and TAFE East Coast, formerly the Sunshine Coast Institute of TAFE. We also have available School-based Traineeships & Apprenticeships. Our program is flexible enough to allow you the opportunity to keep your options open by doing both academic and VET courses. Changes to TAFE funding arrangements suggest that doing a Cert III level course is best undertaken within the context of a school-based traineeship. We also have access to Distance Education subjects.

Your decision to enter Years 11 and 12, in consultation with your parent/s, has placed on you greater responsibilities for self-learning, independent organisation and increased expectations with assessment and assignment submissions. As the senior students of this College, not only are you required to be a positive and exemplary role model to other students, but you now have a greater responsibility in your approach to studies, so that you can afford yourself the best opportunity for achieving your goals.

Our purpose in these years is quite clear; to provide the opportunities, the motivation and the encouragement to enable you to achieve your potential in the subjects you choose to study. We aim to provide a caring Christian educational environment that allows growth and change while at the same time giving safety and direction. This is a delicate balance that requires much attention to detail. We understand that Years 11 and 12 can be an exciting, stressful, joyous, sad, busy and fulfilling time. It is a time where you are closer to being adults than children, but at times it will feel like you are treated like a child and adult simultaneously. We want you to leave this College knowing that you have stretched yourselves as far as you can go, that you have asked for help as you have needed it, and in hindsight that you can confidently say that you made the most of your opportunities.

We believe that God has a plan for each of you and it is often at this stage of your life that His plan is revealed and started. This is an exciting time and we want to encourage you to work with friends, family and staff under the leadership of Jesus Christ to be all that you have been created to be.

Our goal is to ensure that both you and your parent/s are adequately informed to make decisions regarding subject selection. The purpose of this booklet is to provide you with information you will require to make successful subject choices for your Year 11 studies.

God bless you as you move forward into this next exciting phase of your life!
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FOREWORD

With the knowledge explosion of the Computer Age; knowing that many of the jobs of the future which our children will enter do not presently exist; and with the prospect that each working person can expect to change jobs two to three times in their working life….

*Education must equip students intellectually, physically, socially and spiritually to:*

- cope with change;
- have skills, not just knowledge;
- know how to access more knowledge;
- be able to effectively interact with others;
- have "get up and go" and initiative;
- appreciate aesthetics;
- enjoy "leisure time";
- productively contribute to society; and
- have a fulfilling life and close relationship with God.

The co-curricular activities offered at Glasshouse Country Christian College, sporting, social, cultural and spiritual, complement the academic curriculum in ensuring that students are well equipped to meet the future.

**In making choices, students should consider:**

- choosing subjects they will enjoy;
- choosing subjects in which they can achieve;
- endeavouring to gain a rounded education incorporating the arts, languages, social sciences and technical studies;
- future career aspirations and related areas of study; and
- future tertiary courses, prerequisite subjects and conditions of entry.

For further information regarding course selection, contact the Dean of Studies (Mr. Rob Steffler) or the Future Pathways Coordinator (Mr Paul Nash).
YEAR 11 SUBJECT SELECTIONS

There are three types of courses for Year 11 and 12 seniors:

1. **Core study** of Religion and Ethics & Pastoral Care classes that will incorporate study skills, leadership training, QCS test preparation, career education etc. All students study these courses over the two years.

2. **Core electives** of English and Mathematics - all students must study an English and a Mathematics subject. There is a choice of Authority and Authority-Registered subjects in each area to allow for different levels of ability.

3. **Elective studies** consist of Authority subjects, Authority-Registered subjects, VET courses and possibly a university subject. Each student must select **three** from the choices available. Keep in mind your future career path when choosing elective subjects.

**Authority and Authority Registered Subjects**

*What is an Authority subject?*

An Authority subject is a subject where the course of study is based on a syllabus that has been issued by the Queensland Studies Authority. The work programs for Authority subjects and assessment of student achievement is subject to the full moderation procedures of the QSA. Results from Authority subjects can count in the calculation of Overall Position Scores (OP’s) and Field Positions (FP’s) - the most common selection devices used by the tertiary sector.

*What is an Authority-Registered subject?*

An Authority-Registered subject is, in the case of this College, a subject devised from a Study Area Specification (SAS) for which a school's study plan is accredited. SAS’s are subjects that are essentially vocational in nature and contain many practical elements.

For each Authority-Registered subject, a study plan is developed that outlines the scope and sequence of the subject matter and the assessment for the subject. Study plans must be approved by the QSA. Levels of achievement in Authority-Registered subjects are subject to moderation procedures by the QSA and are recorded on the Senior Statement.

*Results in Authority-Registered subjects are not used in the calculation of OP’s and FP’s.*
FIELD POSITIONS AND FIELD POSITION CALCULATIONS

What is an FP? (Field Position)

Field Positions indicate a student's rank order position based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). **FP's are calculated for OP-eligible students only.**

They:

- require completion of at least 60 Weighted Semester Units (WSU) of relevant Authority subjects or eligibility
- use best 60 WSU's of Authority subjects for calculation
- use weightings which reflect the coverage of the field in the subject syllabus
- involve scaling using group results on Queensland Core Skills Test.

The calculation of FP's involves only one stage of scaling, using subject-group results on appropriate components of the Queensland Core Skills (QCS) Test. Unlike the calculation of OP's where subjects are equally weighted, subjects are not weighted equally for FP's.

FP's are reported in 10 bands from 1 (highest) to 10. The five fields are:

- **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

The calculation of FP’s involves the use of field-specific weights for each subject. These weightings reflect the emphasis of the skills within the definition of each field in the particular subject syllabus. Subject Weights change each year and are made available on the QSA’s website.

A comparative process across subjects is used to determine the weights for any subject. Because field weights for particular subjects change from time to time as new Authority subjects are approved for study in Years 11 and 12, it is very important to consult the table that is published for a given Year 12 cohort. When selecting OP students for tertiary places, the tertiary institutions will first use the applicants' OP's. When filling the quotas, where it is necessary to differentiate between students on the lowest OP whom they will accept, the FP's of these students will be used for decision making purposes.
OP’S AND SAI’S

What is an OP?

An OP is a student's state wide rank based on overall achievement in QSA approved subjects. It indicates how well the student has done in comparison to all other OP eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student's achievement must be in the top 2% of OP-eligible students in Queensland.

Approximate distribution of students across OP bands

- Band 1 - about 2% of students
- Bands 2 to 6 - about 19% of students
- Bands 7 to 21 - about 73% of students
- Bands 22 to 24 - about 5% of students
- Band 25 - about 1% of students

Eligibility for OP’s

Students who want an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit the QCS Test.

Interstate and overseas students

Students who have undertaken senior studies elsewhere, and are not normally eligible because they do not have the required units of credit, are given concessional units of study. These concessional units help to make up the required 20 units necessary to be eligible for an OP and FP’s. These concessional units will not appear on students’ Senior Certificates or QCE’s, but are granted notionally in the calculation of the OP and FP’s.

How OP’s are calculated

The OP calculations take into account a student's best 5 Authority subjects, that is, the 20 semester units in which they receive the highest scaled Subject Achievement Indicators (SAI’s). In calculating OP’s, all subjects are treated equally. There is no bias in favour of certain subjects (e.g. maths and science).

Subject Achievement Indicators (SAI’s)

A student’s SAI for a subject shows how well a student has done compared to all the other students doing the same subject at the student’s school. The top student in the subject at the school is assigned an SAI of 400, and the least successful student an SAI of 200. Other students are assigned SAIs between 400 and 200, depending on their achievement.

Schools and teachers are responsible for assigning SAI’s. Provisional SAI’s are available for students to check shortly after the end of the Year 12 school year.
Scaling

An unscaled SAI only gives an indication of the position of a student in relation to other students doing the same subject at the student's school. To allow comparisons between students taking different subjects and attending different schools, the SAI data undergo a series of complex mathematical calculations called scaling.

The first stage of scaling places students in a given school onto one standard scale, irrespective of the subjects studied. The scaling procedure uses the subject-group's results (the average and spread) from the QCS Test to account for differences in the overall capability of students between subjects. A student's 5 best scaled SAI's are then averaged to produce an overall measure of the student's achievement compared to all other OP eligible students at the school. This measure is called the Overall Achievement Indicator (OAI).

The second stage of scaling recalculates the OAI's so that they can be compared between schools. This calculation uses schools' overall results in the QCS Test to account for the different overall capability of students in different schools.

A student's individual QCS Test result is not used on its own in the calculation of their OP. Therefore, a student's grade on the QCS Test will not indicate what their OP will be.

Interstate Transfer Index (ITI) calculations

The Interstate Transfer Index (ITI) originated because Tertiary Admissions Centres wanted to compare students across Australia when they apply for tertiary places.

In Queensland, for the purposes of tertiary entrance, all students who complete Year 12 are considered tertiary eligible, not just those eligible for an OP. However, in other states only students who get the equivalent of an OP are considered tertiary eligible and receive an ITI. Therefore only OP eligible students in Queensland get an ITI.

Because participation rates at school, subject weightings, statistical adjustments and eligibility rules for a tertiary entrance rank vary significantly from state to state, ITI's are calculated using the entire potential Year 12 population as a base. The model used provides an estimate of the achievement of the senior student population within the state wide population. It involves estimating the achievement of the students at school compared to the underlying population, including those not at school, and ranking them within this population.

The ITI is calculated in Queensland using the same underlying fine-grained scale as the OP, but broken up in a different way. An ITI is a percentile ranking of the achievement of OP eligible students within the total population.

Each state is responsible for determining ITI's for its students and every year an independent statistician analyses each state's calculations to determine if there are anomalies or practices that seem to be inappropriate.
**PATHWAYS**

Pathways are about utilising a variety of strategies to create options and flexibility during the senior phase of learning. This may involve options within and outside the formal school setting i.e. academic and vocational, structured and unstructured work placement and other personalised elements. The purpose of planning pathways is to maximise the chance of achieving your goals and to facilitate success in the senior phase of schooling.


Pathways may mean it is vocationally suitable for a student to start a traineeship at a Cert III level, according to the AQF Framework, in Year 10, and for another student a selection of Maths B and Science subjects in Year 11 and completing this combination will position the student for University Engineering, pending obtaining the necessary OP “cut off”, having the necessary subject prerequisites and successful completion of Year 12.

Pathways planning should always consider “backdoor entry methods” of entry. If one’s first attempt at University entrance for a degree was unsuccessful, a backdoor method can be appropriate. For example, a student will be awarded a rank from (1-99), based upon successful completion of the first year of a TAFE Diploma, where 1 is the lowest and 99 is the highest. A conversion table, that is available, shows that an OP 1 approximates to a RANK of 99 and an OP 25 approximates to a RANK of 1.

The Queensland Tertiary Admissions Centre or (QTAC) has a set of schedules that will match a rank to a student’s Grade Point Average, from that one year at TAFE. That student can then reapply again for the Bachelor’s Degree, that they missed out on the previous year, and because of the new rank, in all likelihood they will be successful in gaining admission.

Institutions also have SPECIAL ADMISSIONS SCHEMES for entry. Educational Access Schemes exist that apply BONUS RANKS to a student’s results based on such criteria as financial hardship, illness, etc.

Good pathways planning should be coordinated and assist in examining further options across education, training and employment sectors. It should help you identify and decide what to do after the senior phase of schooling and it should be documented in your Senior Education and Training Plan (SET Plan) which is formally completed in Semester 2 of Year 10, for Years 11 and 12.
SENIOR EDUCATION AND TRAINING PLAN (SET PLAN)

In Year 10, students have already sampled a range of subjects, as a result of their current studies. The school and other learning providers will work with students and their parents/carers to develop a Senior Education and Training (SET) Plan in Term 3 and 4 of Year 10.

This is a formalising of future plans, based upon decisions students have already made regarding subject choices in previous years of study.

Your SET PLAN in Semester 2 of Year 10 will help you:

- structure your learning in Years 11 and 12 around your abilities, interests and ambitions.
- consolidate subjects explored as electives, in Year 10 as realistic subjects for Year 11
- think about your education, training and career options after Year 12.
- set and achieve your learning goals in Years 11 and 12, and beyond.
- include flexible and coordinated pathway options in your course of senior study.
- communicate with your parents/carers or teachers/careers counsellors about your post-school plans.

A Senior Education and Training Plan (SET Plan) helps students structure their learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The student, their parents or carers, and the school meet to develop the SET Plan, which details what, where and how a student will study during their senior phase of learning (usually Years 11 and 12). The plan is finalised by the end of Year 10. The SET Plan is reviewed periodically to monitor the student's progress. It is reviewed at the end of Semester 1 Year 11. However, it can be updated at any time.

The SET Plan involves four stages:-

- **Stage 1.** Reflecting on subject choices in Year 10 and current planning.
- **Stage 2.** Exploring the future options
- **Stage 3.** Documenting the Plan
- **Stage 4.** Implementing the Plan
Stage 1. Reflecting on subject choices In Year 10 and current planning

During this stage, young people will be taking a close look at themselves, their strengths and ambitions. This promotes career self-awareness. This exercise involves thinking about where they are now and then considering where they want to go. Students should reflect on their interests, abilities and subject performances in Year 10, and objectively consider whether some subjects should be continued in Year 11 or not. Facing up to the implications of not doing some subjects, and therefore some careers, can be emotionally painful, yet necessary for personal growth and alternative career planning. This stage is designed to give young people the skills to develop individualised plans of action for the Senior Phase of Learning. The College will coordinate this process.

To make connections between a student’s self-knowledge and future life and career goals, parents can help by assisting them to:-

- Explore careers, industries and employment data using websites such as:-
  www.myfuture.edu.au,
- Set goals (yet not necessarily set in concrete)
- Recognise personal strengths and attributes. At this stage, Career Self Awareness is pivotal. It is important that students make a connection between this type of self-knowledge (desires, skills and areas for improvement) and their plans for life and future career goals;
- Discussing the processes with your child.

Stage 2. Exploring Options

During stage 2, exploring options will take on increasing importance in Year 9. It is suggested that parents and students take time to explore the career and work options available. Talk to the College about information and resources. Students should take advantage of the many resources available, such as:

- Print materials.
- Career exhibitions, i.e. attendance at Career Expos and TAFE and UNIVERSITY Open Days.
- Websites related to career and future options.
- Interviews with specialist career personnel.
- Selected occupations and career pathways.
- The education and training requirements needed by them to achieve their goals.
- The full range of learning options available in the Senior Phase of Learning i.e. doing a University subject in Year 11 through HEADSTART at the University of the Sunshine Coast, or a subject in the equivalent QUT START program from the Queensland University of Technology, or even starting a traineeship in year 10 or 11.
- The value of different forms of learning, such as on line learning with, some TAFE courses i.e. Child Care where TAFE teachers and tutors visit the school.
- The full range of career options and subject pre-requisites.
- Tertiary entrance procedures including the range of options.
Much of this information can be gained during our Life Long Learning programme (LLL) and by attending career expos, information evenings or other events organised by the College.

Stage 3. Documenting the Plan

This stage will be completed in Year 10 by the student, the parents and the College. It involves coming to an agreement and documenting the SET Plan. This occurs at the beginning of Term 3 (see College Calendar). SET Plans are reviewed late in semester 1, in Year 11 to ensure subjects and learning are right for you, and that you can maintain a pathway to the courses and career you want after Year 12.

Mutual expectations are very important, hence understanding what you can expect from the school and what the school can expect from you is essential. Similarly, understanding the rights and responsibilities that come with your individualised plan, further establishes that one’s education and training is a partnership between the school, training providers and the student’s family.

Stage 4. Implementing the Plan

This stage occurs during a student’s Senior Phase of Learning. It relates to the Plan being implemented and monitored. The plan is fluid in the sense that in part, it may already have been operational during Year 10, through a school based traineeship or apprenticeship. Parents need to work with the learning provider, such as the College, TAFE, or a combination, to ensure the plan is on track and that they are implementing what was agreed.

It is important to remember that it is acceptable to change a SET Plan; however it may impact upon the number of points for the Queensland Certificate of Education and a student’s eligibility for an OP. It is important to check the implications of any changes with the Head of Senior, Mr David Heyworth and the Future Pathways Co-ordinator, Mr Nash.

Parents are encouraged to stay involved in the SET Plan process, so that they can support students through their learning. The College will support students to monitor and adapt the plan. Different strategies may be used including:

- Review sessions with the Future Pathways Department
- Personal interviews
- Requested meetings
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

In order to attain a Queensland Certificate of Education, students will need to acquire 20 credit points of study. One semester of successful study in an Authority OR Authority Registered subject for example is equivalent to one credit point. In addition to gaining 20 credit points, students will need to meet the literacy and numeracy standards set by the Queensland Studies Authority.

A course of study to attain the QCE will need to include a minimum of 12 credit points from “Core” courses of study. Core courses include Authority and Authority-Registered subjects, Vocational Certificates and School Based Traineeships/Apprenticeships.

The required amount of learning
- Students must attain between 12 and 20 credits from completed core courses of study
- Students may also include up to 8 credits from combination of core, preparatory, enrichment or advanced courses.

### Core courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate awarded</td>
<td>Certificate II: 4 Certificate III &amp; IV: 5, 6, 7, or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III: competencies demonstrated</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>On-the-job component: completed</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>4 for each course</td>
</tr>
</tbody>
</table>
## Preparatory courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally recognised VET qualifications, accredited under the Vocational Education, Training and Employment (VETE) Act 2000, that lead to the award of a Certificate I vocational qualification</td>
<td>Certificate awarded</td>
<td>3 for qualifications of 200 nominal hours or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 for qualifications of 199 nominal hours or less</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Max. of 2 qualifications can count.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000*</td>
<td>Requirements met</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised re-engagement programs</td>
<td>Requirements met</td>
<td>2 Max. of 1 program can count</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QSA syllabus, or short course in numeracy developed by the QSA syllabus</td>
<td>At least a Sound Achievement</td>
<td>1 per course</td>
</tr>
</tbody>
</table>

## Enrichment courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Learning projects - workplace, community, self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Accredited VET courses</td>
<td>Pass</td>
<td>Credit determined by agreement</td>
</tr>
<tr>
<td>Authority extension subjects such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based courses (non-QSA)</td>
<td>A passing grade as defined by the recognised course</td>
<td>As recognised by the QSA</td>
</tr>
<tr>
<td>Career Development: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>1</td>
</tr>
</tbody>
</table>

## Advanced courses of study

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- or two-semester university subjects completed by a person while enrolled at a school</td>
<td>Pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (on the basis of 1 credit per completed competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QSA</td>
</tr>
</tbody>
</table>
QCE literacy and numeracy requirements

A QCE is awarded to a person who, in addition to achieving 20 credits in the required pattern of learning, has met the requirements for literacy and numeracy. These requirements are satisfied by any of the following options:

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can meet QCE literacy requirements by satisfying any one of these options:</strong></td>
<td><strong>Students can meet QCE numeracy requirements by satisfying any one of these options:</strong></td>
</tr>
<tr>
<td>At least a Sound Achievement in one semester of one of these subjects¹:</td>
<td>At least a Sound Achievement in one semester of one of these subjects¹:</td>
</tr>
<tr>
<td>• English</td>
<td>• Mathematics A</td>
</tr>
<tr>
<td>• English Extension</td>
<td>• Mathematics B</td>
</tr>
<tr>
<td>• English Communication</td>
<td>• Mathematics C</td>
</tr>
<tr>
<td>• English for ESL Learners</td>
<td>• Prevocational Mathematics</td>
</tr>
<tr>
<td>A student may:</td>
<td>A student may:</td>
</tr>
<tr>
<td>• exit the subject after four semesters with a Sound Level of Achievement or higher</td>
<td>• exit the subject after four semesters with a Sound Level of Achievement or higher</td>
</tr>
<tr>
<td>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</td>
<td>• exit the subject after one, two or three semesters with at least a Sound Level of Achievement</td>
</tr>
<tr>
<td>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound² in a single semester.</td>
<td>• exit the subject with a Limited or Very Limited Level of Achievement, having achieved a notional Sound in a single semester.</td>
</tr>
<tr>
<td>At least a Sound Achievement in the short course in literacy developed by the QSA</td>
<td>At least a Sound Achievement in the short course in numeracy developed by the QSA</td>
</tr>
<tr>
<td>Competence in VET Vocational Literacy 3 (39153QLD)</td>
<td>Competence in VET Vocational Numeracy 3 (39163QLD)</td>
</tr>
<tr>
<td>A Pass grade in a literacy course recognised by the QSA</td>
<td>A Pass Grade in a numeracy course recognised by the QSA</td>
</tr>
<tr>
<td>At least a C on the Queensland Core Skills Test</td>
<td>At least a C on the Queensland Core Skills Test</td>
</tr>
<tr>
<td>At least a 4 for an International Baccalaureate examination in Language A1 HL (English) or Language A1 SL (English)</td>
<td>At least a 4 for an International Baccalaureate examination in Mathematics HL or Mathematics SL</td>
</tr>
</tbody>
</table>
Hints on choosing subjects for the future

Advice from students who have completed secondary school:

• Keep your options and mind open by choosing a wide variety of courses. Start to think about the future.
• Try to obtain some ideas for interest areas, which show appeal to you. Having an area of interest is more important than having a specific job in mind. More importantly, choose subjects that will enable you to have the necessary background for a selected course or career.
• Utilise work experience programs offered effectively, and gain as much experience as possible.
• Try to gain an idea about what field interests you the most, but don't panic if you are not sure. You should stick with what you're good at and what you enjoy the most.
• Keep an open mind and a broader perspective about your future and consider careers with promising employment prospects, but also choose a career you will enjoy.
• Try to research and appreciate a wide range of professions, and regularly question people in these industries about their opinions and thoughts on their careers.

Essentially the student comments in this section go to confirm two major factors that should be considered when choosing a pathway for your senior phase.

• *What are your strengths and interests?*
• *What types of careers do you have in mind?*

Ten years of formal education will have given you a good basic idea of your strengths and interests. Use this as a starting point when selecting subjects. Be aware of your expect. Experience shows that very few students make vast improvements over their year 10 performance. If you have always struggled with Maths or History, it is a safe to say that you may continue to do so in your senior years. Go for subjects where you have a proven track record and a high degree of interest. These give you the greatest chances of academic success.

While many students are unsure what careers they will ultimately decide upon, most have an idea of the general area of their future occupation – technical, scientific languages, social science, service industry, etc. If you are uncertain what you would like to do, choose a broadly based course that allows maximum flexibility. If you have a particular career in mind, make sure you find out first if you must study any subject in particular to qualify for entry into the field of your choice.

The Tertiary Prerequisites QTAC 2017 book is a good guide, to Tertiary and TAFE course prerequisites, however in Year 9 the definitive guide that has a moratorium on subject prerequisites is the Tertiary prerequisites QTAC 2018 book, which is distributed in June-July 2018. That is, the subject prerequisites listed in this publication cannot change for two years.
Subject Selection

1. Choose at least two career options.
2. Identify and document possible pathways for these options.
3. Check for the necessary pre-requisite or recommended subjects.
4. Check with teachers as to your ability to be successful at senior level in these prerequisite subjects.
5. Choose the subjects that represent the most important subjects that you require to meet future career or education leanings.
6. Next choose the additional subjects you wish to study. If your career choice requires admission to a University, you will need to receive an Overall Position or Rank. This will require you to study a minimum of five Authority subjects for an OP.
7. When the College line system has been completed choose your elected subjects. If there is a clash you will need to choose between the two. Firstly check to see if either subject is offered on another line. If you choose an alternative subject, ensure that you do not eliminate any prerequisite subjects.

Tertiary Entrance Procedures

For students contemplating further studies after school

**Step 1: Make yourself eligible for tertiary entrance**
You do this by selecting subjects which qualify you for an Overall Position Rank (OP). An OP is a comparative ranking of students overall academic achievement at school. It allows comparisons to be made between all students in the state, with students receiving an OP from 1 (highest) to 25 (lowest). To be eligible for an OP you must choose to study at least 5 Authority subjects. An Authority subject is one that contributes to an OP, while an Authority-Registered subject does not.

**Step 2: Become eligible for the course of your choice**
The particular Authority subjects you select should fulfil a number of requirements. Firstly, you should consult the prerequisites subject guide to ascertain if the tertiary course you’re interested in has any subjects you must study at school. If so, these must be included in your selection. Secondly, check to see which Field Positions (FP’s) are considered worthy of scrutiny for entry into the course of your choice.

**Step 3: Maintain your eligibility for tertiary entrance**
To accomplish this, you must do several things. Firstly, while there is some flexibility in subject choice, you must study three Authority subjects continually through Years 11 and 12, and you must have a further eight semester units of Authority subjects. Secondly, you must sit for the Queensland Core Skills Test (QCS) in year 12. This is a curriculum-driven, non-subject specific test lasting about seven hours over two days. The results will be used to scale schools against each other across the state. Each student’s results on this test will be published on his/her Senior Statement using an A to E scale.

Students apply to Queensland Tertiary Admissions Centre (QTAC) for places in tertiary courses in Queensland through electronic lodgement. This electronic lodgement allows students to change or update their preferences more often and more easily than was previously possible. At the time of lodgement, students will not know their OP, FP’s or levels of Achievements in their
subjects. However, they are able to change their preferences for a short period after this information becomes available in December of their Year 12.

**Step 4: Get good results at school**

In each Authority subject studied at school, the result will be reported as one of:

- Very High Achievement
- High Achievement
- Very Limited Achievement
- Sound Achievement
- Limited Achievement

Each tertiary course has a quota or limit on the number of students who can be accepted each year. The higher the results, the better the chances of being admitted into the tertiary course of choice.

**Step 5: Certification: The Student Education Profile (SEP)**

After you have finished Year 12, you should receive your Senior Statement &/or QCE. This is prepared by the Queensland Studies Authority and will contain the names of the subjects you have studied, the number of semesters for which you have studied each one and your exit levels of achievement in each subject. It will also contain your individual grading on The QCS Test. You will receive a Tertiary Entrance Statement that is prepared by the Queensland Studies Authority. This statement will contain your OP and FP’s. Together these documents comprise your SEP (Student Education Profile).

**Several factors decide whether or not students are accepted into particular courses at university.**

1. Prerequisite subjects must be met. Each course will stipulate certain Authority subjects (and possibly minimum levels of achievement), which must be taken in years 11 and 12 if students are to be considered for admission to that course.
2. Students must have a sufficiently high OP rank to be included in the quota for that course.
3. Students who have an OP rank which is marginal for selection for a particular course will have their FP’s scrutinised. Each course will state which FP or combination of FP’s will be used to decide between students on marginal OP’s.
4. Finally, other information may be considered, such as, school references, reports, interviews, folios and auditions.
5. Applications to Special Admissions Schemes i.e. Educational Assistance Scheme

**Summary**

Several factors decide whether or not students are accepted into particular courses at university.

1. Prerequisite subjects must be met. Each course will stipulate certain Authority subjects (and possibly minimum levels of achievement), which must be taken in years 11 and 12 if students are to be considered for admission to that course.
2. Students must have a sufficiently high OP rank to be included in the quota for that course.

3. Students who have an OP rank which is marginal for selection for a particular course will have their FP’s scrutinised. Each course will state which FP or combination of FP’s will be used to decide between students on marginal OP’s.

4. Finally, other information may be considered, such as, school references, reports, interviews, folios and auditions.

The following subjects are being listed as possible choices for 2014 dependent upon initial interest in the individual course.

**Authority Subjects**

- English
- Mathematics A
- Mathematics B
- Mathematics C
- Accounting
- Agricultural Science
- Ancient History
- Biology
- Business Management
- Chemistry
- Dance
- Drama
- Home Economics (Textiles)
- Hospitality Studies
- Information Technology Systems
- Legal Studies
- Modern History
- Music
- Physical Education
- Physics
- Science 21
- Technology Studies
- Visual Art

**Authority-Registered Subjects**

- English Communication
- Hospitality
- Prevocational Mathematics
- Manufacturing (Engineering & Automotive)

Subjects offered by the College are based on student demand.

The common practice for all schools is to offer students the opportunity to study subjects not offered at their school through Distance Education. Students choosing to study this way are provided with a mentor at the College to oversee their progress and learning program.

Courses offered through TAFE and Universities are listed in good faith and will be confirmed with all schools later in the year.
AUTHORITY SUBJECTS

(Subjects used in the calculation of OP’s and FP’s)

ACCOUNTING

Why study Accounting?

Accounting is designed for students in the senior phase of learning who have an interest in business studies and in the management of financial resources. 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 and in a variety of vocations.

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. 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.

What is studied?

The course is organised around core and electives grouped under “Recording and controls” and “Reporting and decision making”.

During the course, students may study:

- principles of double-entry accounting
- accrual accounting and accounting for the GST
- computerised accounting packages (for example QuickBooks and MYOB)
- 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
- managerial decision making, including cost-volume-profit analysis
- personal financing and investing
- electronic business.
How do students learn?

The learning experiences reflect the active and practical nature of the course. Together with many of the more traditional teaching and learning activities, students may be involved in activities which include analysing and evaluating case studies, using computer and the internet, undertaking research activities, completing assignments and projects, participating in excursions to suitable venues and engaging with professionals in the business field. The learning experiences often present students with realistic accounting situation and encourage them to develop their knowledge and skills and express opinions about accounting issues and situations.

Future pathways after studying Accounting?

Despite contrary belief, the study of accounting is not just for those students with mathematical ability. Accounting involves organising and analysing information as much as producing information. Accounting knowledge can enhance employability in general business administration and bookkeeping roles and business management. General management of personal finances is also a valuable outcome from the study of Accounting. Further tertiary study of the subject can lead to professions in Accounting, Law and Business Management.
AGRICULTURAL SCIENCE

Why study Agricultural Science?
Agricultural Science explores the ways that people manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. The scope of the subject is thus very broad. Because of the fundamental importance of agriculture to humans, the study of this subject is relevant to all students, not just those from a rural background.

What is studied?
Senior Agricultural Science seeks to develop a broad and integrated understanding of agriculture through studies in the three interrelated objectives of knowledge, problem solving and communication, which also form the exit criteria. Students learn to:

• understand and apply a wide range of concepts and principles underlying agricultural systems
• understand and be sensitive to issues of sustainability within the environment
• plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve agricultural problems
• apply a range of technologies
• communicate effectively
• appreciate the indispensable role that agriculture plays in Australian society.

Over the two-year course, five units (Agribusiness, Natural resources management, Plant science, Animal science and Sustainable production systems) are studied.

How do students learn?
The approach to learning is investigative, practical and hands-on. Students plan and carry out a variety of field-based learning activities, sometimes working individually and at other times in teams. The range of activities includes plant and animal investigations, laboratory investigations, field surveys, computer and data management, and exercises in observation, classification and identification. Students may also undertake non-mandatory structured rural industry work experience if this is incorporated in the course offered by the school.

How are students assessed?
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (knowledge, problem solving and communication). Assessment techniques may include:

• short answer responses such as multiple choice, definition of terms, drawing and labelling diagrams, sentence responses, paragraph responses
• extended written responses such as essays, reports, research assignments
• oral responses such as reports, seminars, debates, hypothetical situations, interviews, dramatic presentations.

How can parents help?

Parents can help students by:

• providing a supportive environment in the home
• discussing agricultural issues with them
• providing access to various sources of information
• encouraging students to work cooperatively within the family group
• attending school open days where the work of the agriculture section is on display
• being understanding of the time commitment if the student is raising stock or crops for competition purposes
• offering their services (if they work in a relevant industry) as guest speakers, work placement
• providers for students, demonstrators of skills applicable to particular units of competency, or as industry consultants to the school.
ANCIENT HISTORY

Why study Ancient History?

Studying Ancient History can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying Ancient History can help us develop the knowledge, skills and values needed to make those decisions.

Through the study of Ancient History, we can understand how the peoples and achievements of the distant past have influenced the modern world. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

What do students learn?

In adhering to the requirements of the Senior Syllabus in Ancient History [2004] the following units make up the Ancient History work programme at GCCC.

Year A:

- Studies of Archaeology – Archaeologists and Methodologies, Biblical Archaeology.
- Studies of the everyday lives of people in ancient societies – Egyptians, Greeks and Romans.
- Studies of changing practices in society and government in the Greek world – Solon to Pericles.
- Studies of Power – The Etruscan Kings to the Principate of Augustus.

Year B:

- Studies of Religion – Judaism to Christianity
- Studies of Europe in transition – Fall of the Roman Empire, the power of the Church in Medieval Europe and the impact of the Crusades.

How do students learn?

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

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

All of the themes in the Ancient History syllabus use an inquiry process that identifies five aspects:

- definitions
- sources
• backgrounds, changes and continuities (motives and causes)
• effects, interests and arguments
• reflections and responses.

**How is student work assessed?**

Assessment in senior Ancient 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 an historical research process*, *Forming historical knowledge through critical inquiry*, and *Communicating historical knowledge*.

Students will be assessed in each of four 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, and short response tests and response to stimulus tests.

**How can parents help?**

Parents can assist their children as they study Ancient History by taking an active interest in the topics that the students are studying. Some of the subject matter for Ancient History provides insight and understanding of the contemporary world and its issues and concerns. Parents can help their students by taking an interest in and discussing with their students the connections between current issues and their historical background. There is a wealth of reference material available outside the school that is relevant to the study of Ancient History, including internet and television materials, dedicated television channels, and other print and electronic material. Many expensive references, including CD-ROM and internet access, are available through local libraries.

Parents can also assist their students to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks.
BIOLOGY

Why study Biology?

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

- gain insight into the scientific manner of investigating problems pertaining to the living world;
- experience the processes of science, which lead to the discovery of new knowledge; and
- 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 do students study?

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning, continual change and adaptation of life and living systems. In addition it explores the consequences of intervention into these systems and our past, present and future impact upon them.

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

- Survival and reproduction;
- The interrelationship of structure and function in the natural world; and
- Continuity and change at all organisational levels in the living world.

These concepts are explored more specifically in the following units:

1: Functioning cells homeostasis and regulatory mechanisms
2: Reproductive Technology
3: It’s all in the genes
4: Evolution – The Story of Life?
5: Bugs And Beyond
6: Backyard Blitz-ecosystems
7: Animal and plant physiology
8: Human Havoc

How do students learn?

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences. Consequently, student work involves both practical and theoretical elements.
**Practical Elements:**

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.

**Theoretical Elements:**

Whilst the practical elements of any science are important it is the theoretical which gives foundation to all experimental design and understanding. Consequently, this course relies heavily on students’ ability to research, comprehend and use the theoretical underpinnings of scientific discovery in contexts which cover past, present and future applications.

**How are students assessed?**

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded 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.

**How can parents help?**

Parents should become familiar with the school’s work program for the subject. They should encourage their child to read widely in the subject and to remain abreast of recent and current biological developments. Parents should take the opportunity to meet their child’s teacher to discuss progress.
BUSINESS MANAGEMENT

What is Business Management all about?

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

In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face.

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

What will you learn?

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

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

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

How will you learn?

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

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

Working in partnerships, small groups and teams on short- and long-term projects, you will learn and develop communication and management strategies which are essential for business managers. You may enact these strategies in class, through business ventures or in assessment tasks, and identify how business managers enact these strategies in the business situations you study.

How will you be assessed?

Assessment in Business Management lets you demonstrate your knowledge and understanding in business situations. By analysing the strategies you see in business situations, you may evaluate how effective they are and propose recommendations. You will have a chance to present this information to audiences through writing and speaking, or by combining modes for a presentation. These communication skills will be useful for a future in business management.

In Business Management, assessment instruments include feasibility studies, extended responses and examinations. Feasibility studies involve proposing a start-up business or a new business idea. By analysing existing or competing businesses, you will determine the viability of your business idea or start-up business. Extended responses include responses to research or stimulus materials, such as business venture reports, essays, articles, speeches or
presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

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

**How can family help?**

Your parents and carers may help you by:

- discussing different views of current business management issues with you
- encouraging and helping you find suitable websites, documentaries, journals and other resources
- encouraging you to take part in school-based activities, including business ventures
- offering their services as guest speakers if they own a business or hold a management position within a business
- communicating with your teachers to understand the work you are undertaking at senior level, and becoming familiar with assessment requirements.

**Where can Business Management take you?**

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

For further information about future tertiary pathways, see QTAC’s *Guide to Tertiary Courses* <www.qtac.edu.au/OtherServices/Publications.html>.
CHEMISTRY

Why study Chemistry?
Chemistry is the study of matter and its chemical interactions. A study of Chemistry will help students gain a better understanding of the precision and design of the physical world God created as we investigate natural phenomena in the test tube, in the crust of the earth or in living organisms, and in events at the molecular level.

Knowledge of Chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries, which provide our food, clothing and many of the articles we expose ourselves and use daily. The Senior Chemistry course will provide a foundation for students who will proceed to all tertiary level courses in science, engineering or health science.

What is studied?
The following topics are studied in Year 11 and Year 12
- Atomic structure
- The air we breathe
- Water
- Acids and Bases
- Redox Chemistry
- Petrol Heads (Energy)
- Organic chemistry
- Forensic Chemistry

How do students learn?
Students learn by:
- Practicing and applying learnt procedures, theories & concepts
- Solving problems
- Participating in discussions
- Formulating hypotheses and testing them through field work, experiments, interviews and research
- Predicting outcomes and proposing strategies
- Researching from primary and secondary sources
- Interpreting data from a wide range of sources
- Individual and group work

How are students assessed?
Students are assessed in three criteria:
1. Knowledge and Conceptual Understanding (the ability to recall and apply concepts, algorithms and procedures)
2. Investigative Processes (the ability to plan and perform investigations, and analyse data)
3. Evaluating & Concluding (the ability to make decisions about the knowledge they have gained)

There are three assessment techniques.
• **Extended Experimental Investigation or EEI**
  Within this category, instruments are developed to investigate a hypothesis or answer practical research questions. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory or field-based. An extended experimental investigation may last from four weeks to the entirety of the unit of work. The outcome of an EEI is a written scientific report.

• **Supervised Assessment**
  Examination including such items as short response, paragraph responses, practical exercises or response to stimulus.

• **Extended Response Task**
  A written (report, article, assignment) or non-written response (seminar, demonstration, PowerPoint presentation or computer simulation) to a question, problem, issue or circumstance.

**How can parents help?**

- Provide a suitable home learning/study environment.
- Students will only master the course by practicing learnt skills. Ensure students’ other commitments are reasonable and allow plenty of opportunity for study.
- Monitor progress and stay up to date with Homework and Assignment requirements.
- Provide access to various sources of information.
- Discuss issues related to Chemistry with them as seen on TV documentaries or news items.
DANCE

Why study Dance?
Dance engages the mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson 2000). Students develop as creative, complex thinkers, effective communicators, reflective and independent learners and participants in an interdependent world as they study and participate in various dance contexts, genres and styles.

What is studied?

Year 11
Unit One: Popular Performance – Focuses on the influence of popular culture on dance styles such as Jazz and Hip Hop.
Unit Two: Musical Theatre – A focus on the history of Musical Theatre and its relevance today. Jazz, Tap and Cabaret are studied.
Unit Three: Ballet to Modern Dance – Looks at the history of Ballet, through to the evolution of Modern and Contemporary dance and its pioneers.
Unit Four: Dance in New Times – An exploration of non-traditional and unconventional performance spaces.

Year 12
Unit One: Commercial Dance – Focuses on the career paths of dance students and the possibilities within the dance industry.
Unit Two: Australian Pioneers – This unit looks at the pioneers of Australian Contemporary dance and the social and cultural influences that impact their work.
Unit Three: Innovation in Dance – The exploration of how dance can be used as a tool to share social, cultural and political messages, as well as the integration of technology within dance works in assist in the choreographic process and exploration of ideas.

How do students learn?
Students learn in Dance through:

- exploring movement, responding to and making judgments about their experiences
- manipulating dance components and skills;
- structuring danceworks performing danceworks, learning and developing technical and expressive skills;
- developing physical and sensory awareness, while exploring and strengthening their personal aesthetic; and
- examining differing contexts, genres and styles, fostering a critical awareness of the aesthetic values of others, within and across cultures and social groups.
How are students assessed?

Students are assessed through the dimensions of Choreography, Performance and Appreciation. In Choreography, students develop danceworks in response to stimuli to convey their choreographic intent. In Performance, students demonstrate their technical and expressive skills through the performance of danceworks. In Appreciation, students provide an extended response that may involve solving a problem, expressing and justifying a point of view, explaining and evaluating an issue, applying concepts or theories to a circumstance, or critiquing a dancework.

How can parents help?

Parents can help students by providing a supportive environment and encouraging their children to take part in dance activities. They can:

- attend live dance performances and watch television and film presentations with their students;
- demonstrate empathy for the practical demands of the subject both in terms of physical effort and time, especially the out-of-hours commitment sometimes necessary; and
- help their students be responsive and reliable as members of a team.
DRAMA

Why study Drama?
Drama is the making and communicating of meaning involving performers and audiences, engaging in a suspension of disbelief. It provides a medium for personal exploration, social criticism, celebration and entertainment. It is explored through the dimensions of Forming, Presenting, and Responding.

Students who study Drama are actively participating in an experiential mode of learning that blends intellectual and emotional experience and offers a unique means of enquiry that contributes to knowing and understanding themselves and the world. Drama provides students with a range of skills transferable to a variety of pathways. Now and in the future, drama supports workers who are innovative thinkers, adept communicators and excellent team players.

What is studied?

Year 11:
Unit 1: Australian Theatre – Realism and Aboriginal and Torres Strait Islander Theatre forms.
Unit 2: Physical Theatre- Asian physical theatre forms such as Butoh and Suzuki.
Unit 3: Greek and Elizabethan Theatre – Study of classic Greek and Shakespearean texts and acting techniques.

Year 12:
Unit 1: Australian Gothic Theatre – Realism and historical Australian theatre.
Unit 2: Epic Theatre – Contemporary political theatre styles and the influences of Brecht in Epic Theatre.
Unit 3: Absurdism – Exploration of Absurdist theatre texts and practitioners such as Beckett, Pinter and Ionesco.

How are students assessed?
Throughout year 11 and 12 students will be assessed in the areas of forming, presenting and responding. Over the course of study students will be asked to perform published plays, respond to live and recorded theatre, devise practical scenes and write their own scripts.

How can parents help?
Parents can help students by providing a supportive environment in the home and by showing an interest in what students are doing on each day. They can:

• support and keep informed about the Drama program in the school by reading the syllabus and the school’s work program
• attend school and community Drama performances with students
• encourage students to attend live contemporary and traditional theatre performances
• be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
• encourage students to practise using the elements of drama, dramatic conventions, acting techniques and relevant technologies.
This subject guide relates to courses developed from the English Senior Syllabus 2010.

Why study English?

Australia is a linguistically diverse country, with Standard Australian English as its national language.

Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate.

Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.

What is studied?

Students studying English courses will learn to:

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

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

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

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

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

How are students assessed?

Assessment in senior English is standards-based and is designed to help students demonstrate achievement in the dimensions of the syllabus. The dimensions used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning.

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

How can parents help?

Parents can help by:

- encouraging their children to read widely
- taking an active interest in the texts that their children are studying
- encouraging participation in school
HOSPITALITY STUDIES

Why study Hospitality Studies?
This is an OP subject.

Hospitality Studies develops critical awareness of the social, cultural, environmental and economic factors that affect the hospitality industry, while promoting efficient, creative and entrepreneurial skills and a commitment to service.

Students create, implement and reflect on hospitality events, and examine and evaluate hospitality industry issues, exploring the possibilities for a sustainable future for the industry.

Hospitality issues are challenges that impact the hospitality industry. Hospitality events are authentic opportunities for students to create hospitality products and provide services for clients/guests reflective of industry practice, e.g. high tea, breakfast, buffet lunch, three-course dinner, and/or pre-function service.

What is studied?
A course of study in Hospitality Studies consists of exploring core hospitality management practices through a range of topics.
The topics are:
- Kitchen production
- Beverage production and services
- Food and beverage services

This course of study has an increasing level of challenge in both breadth and depth of subject matter. The increasing complexity will be evident in the variety and difficulty of teaching and learning experiences aligned with increasing assessment challenges.

Students work individually and in teams. They develop good communication skills and make decisions to create and implement a number of different hospitality events across the course of study.

By creating and implementing hospitality events, students develop understandings and skills in analysis, justification, planning, implementation, evaluation and reflection. As well, an inquiry approach underpins the learning of this subject; students explore, examine and evaluate issues and study the opportunities for a sustainable future for the industry.

When investigating hospitality issues, students reflect on and expound a viewpoint, synthesise arguments with supporting evidence and draw conclusions relevant to the hospitality industry.
How are students assessed?

Assessment in Hospitality Studies enables students to demonstrate achievement in the three dimensions of **Inquiring, Planning, and Performing**.

This is demonstrated in a variety of ways, using the following techniques:
- supervised written assessment
- research assessment
- performance assessment.

Assessment involves students in:
- understanding and investigating issues by examining information to synthesise arguments and draw conclusions
- using genre and language conventions
- analysing contextual factors, principles and procedures to develop plans and justify decisions for hospitality events
- evaluating planning and implementation of hospitality events and making recommendations for improvement
- demonstrating practical skills to create products and/or provide services, and managing resources to implement
- hospitality events.

How can parents help?

Parents and guardians can help students by providing a supportive environment in the home, showing an interest in what they are doing daily, and by encouraging them in their studies. The following suggestions for parents and guardians will help students develop and shape valuable points of view and opinions related to the hospitality industry:

- Discuss among family members current issues related to the hospitality industry and the possibilities for a sustainable future for the industry.
- Observe and reflect on a diverse range of hospitality establishments.
- Encourage your children to read and discuss relevant articles in newspapers, magazines and other media about the hospitality industry.
- Provide, either in the home or through community and school information centres or libraries, access to radio programs, documentaries and journals to help students consider a variety of views on issues relevant to Hospitality Studies.
HOME ECONOMICS (TEXTILES)

Why study Home Economics?
Our school will be predominantly studying TEXTILES.
Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.
A central premise of Home Economics is that today’s actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. Home economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices. Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

What is studied?
Home Economics is concerned with developing deep understandings about the reciprocal impacts that capabilities, choices and priorities — individuals, families, government and non-government organisations and local and global communities — have on each others’ wellbeing through three areas of study:
  · Individuals, families and communities
  · Nutrition and food
  · Textiles and fashion.

Each area of study is underpinned by broad understandings that guide a course of study.
These broad understandings are that:
  · the wellbeing of individuals, families and communities is explored through various points of view, exploring the impact of Textiles in communities being the core.
  · purposeful and informed decision-making and action as citizens and consumers will help bring desired results.
  · a range of practical skills is essential for resourceful, creative and innovative design and production.
How do students learn?
Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities.

Using collective points of view such as social/cultural, historical, political/legal, technological, ethical, economic and environmental, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning of a range of issues.

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

How are students assessed?
Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of knowledge and understanding, reasoning and communicating processes, and practical performance.

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

· supervised written assessment
· research assessment
· product assessment.

Assessment involves students in:

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

How can parents help?
Parents and carers can help students by providing a supportive environment in the home and showing an interest in what they do each day.

The following suggestions will help students develop and shape valuable points of view and opinions related to the wellbeing of individuals and families:

· discussing among family members current issues related to individual and family wellbeing in the context of maintaining healthy and sustainable local and global communities
· encouraging their children to read relevant articles in newspapers, magazines and other media about the wellbeing of individuals and families
· providing access, either in the home or through community and school information centres or libraries, to radio programs, documentaries and journals to help students consider various views on practices and issues relevant to Home Economics.
INFORMATION TECHNOLOGY SYSTEMS

Why Study ITS?
Information Technology Studies (ITS) is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of Information Technology (IT), and to be responsive to emerging technologies and trends. IT involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

What Is Studied?
The subject matter is organised in five interwoven threads:

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

Contexts provide a focus for developing the subject matter and could include:

• Graphic Design
• Multimedia Design
• Videography
• Web design and development

A range of extension material gives students opportunities to explore the diversity of the IT industry.

How Do Students Learn?
The ITS course provides students with the knowledge, skills, processes and understandings of the systems that support IT. These IT systems include those that support the development of information (documents or websites), and those that support technology (computers or networks). The course develops a fluency in IT that is more comprehensive than IT literacy alone. Fluency with IT allows students to focus their studies through:

• complex problem solving
• emphasising management skills (for detailed projects)
• working individually and in teams
• communicating effectively
• developing productive relationships with clients
• considering the social and ethical issues related to their studies
How Are Students Assessed?

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement of the exit criteria and standards of the course.

The criteria are: Knowledge and Communication, Design and Development, Implementation and Education.

Documentation of project development is a key assessment technique in ITS. Other assessment techniques used include written tasks involving short and extended written responses, oral presentations, practical exercises, and tests and examinations.
LEGAL STUDIES

What is Legal Studies all about?

Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society.

You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

What will you learn?

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

• the legal system
• criminal law
• introduction to civil obligations
• human rights.

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

• civil wrongs (torts) and the law
• employment and the law
• environment and the law
• family and the law
• housing and the law
• Indigenous Australians and the law
• international law
• sport and the law
• technology and the law.

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios.

How will you learn?

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

From different perspectives and viewpoints, you will evaluate and synthesise a range of information and critique stakeholder responses. You will make recommendations about the suitability of legal outcomes and their implications for justice and equitability. You will examine and justify your own opinions by making constructive judgments and informed commentaries on the law, its system and processes.
In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.

**How will you be assessed?**

Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

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

**How can family help?**

Your parents and carers may help you by:

- discussing different views of current Legal Studies issues with you
- encouraging and helping you find suitable websites, documentaries, journals and other resources
- encouraging you to take part in school-based activities, including mock trials, and extracurricular activities
- offering their services as guest speakers if they are involved in this area of study or related industry
- encouraging safe and ethical behaviour
- communicating with your teachers to understand the work you are undertaking at senior level, and becoming familiar with assessment requirements.

**Where can Legal Studies take you?**

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

**Why study Mathematics A?**

The Mathematics A course is recommended for further study and training in technical trades like auto mechanics, carpentry and plumbing, toolmaking, sheet-metal fabrication, fitting and turning, tourism and hospitality, and management and administrative employment in a wide range of industries. It is also for tertiary studies in subjects with a moderate demand in mathematics. It provides students with the skills required for informed decision making in everyday life and work related situations. Focusing on the practical applications of Mathematics, students will have opportunity to apply mathematics to real world situations.

**What do students study?**

- Financial Mathematics
- Applied Geometry
- Statistics and Probability
- Maps and Compasses
- Networks and Queuing

**How do Students Learn?**

Students will participate in teacher directed instruction, guided individual practice, practical exercises and assignments. Students will keep an exercise book of classwork, homework and notes and be issued with a school textbook. Students are expected to bring these to each class as well as a scientific calculator.

Students can expect to do homework after each lesson to consolidate skills and procedures learned. The only way to acquire new skills is to practice, practice and practice.

Assignments are given some class time to allow students to collaborate and to gain knowledge and understanding through research before completing assignment. The course approach involves problem solving and applications, working systematically and logically, and communicating work accurately, professionally and with full justification.

**How are students assessed?**

Students are assessed in each of three criteria:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester.

Students will use technology such as calculators and Microsoft Excel.

**How can parents help?**

- Provide a suitable home learning/study environment.
- Students will only master the course by practicing learned skills. Ensure students other commitments are reasonable and allow plenty of opportunity for study.
- Monitor progress and stay up to date with Homework and Assignment requirements.
- As the topics are predominantly life-related, parents can encourage students to discuss their work. Such discussion will assist the understanding of the topic and enable the student to draw on the personal experiences of family members.
MATHEMATICS B

Why study Mathematics B?
Mathematics B is an advanced mathematics course that is a precursor to tertiary studies in areas like science, medicine, engineering and mining, information technology, mathematics, finance, business and economics that require a high demand in mathematical understanding.

Mathematics B introduces students to many of the techniques needed for working and development in these areas. It also introduces students to analytical skill and systematic problem solving skills that are important in many other walks of life.

What do students study?

- Exponential and logarithmic functions and applications
- Introduction to functions
- Rates of change (including differential calculus)
- Periodic functions and applications
- Optimisation using derivatives
- Introduction to integration
- Applied statistical analysis

How do students learn?
As well as the usual teacher/classroom based learning, students are expected to spend time at home working through concepts and problem solving to further develop their understanding and skills.

Regular assignments further contribute to developing deeper problem solving and research skills.

Students are expected to become fluent in the use of technology such as graphic calculators, Microsoft Excel and data loggers.

How are students assessed?
Students are assessed in each of three criteria:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester.

How can parents help?

- Provide a suitable home learning/study environment.
- Students will only master the course by practicing learned skills. Ensure students’ other commitments are reasonable and allow plenty of opportunity for revision and study.
- Monitor progress and stay up to date with Homework and Assignment requirements, and expect that this course will place a high demand on students’ time.
MATHEMATICS C

Why study Mathematics C?

Mathematics C is a recommended companion subject to Mathematics B. It provides additional preparation for tertiary subjects in areas of science, medicine, mining and engineering, information technology, mathematics, finance, business and economics.

Maths C introduces students to the beauty of higher order Mathematics in areas not previously studied. The content in Maths C can be abstract and will complement the subjects of Physics and Mathematics B.

What do students study?

• Real and complex number systems
• Introduction to groups
• Matrices and applications
• Vectors and applications
• Structures and patterns
• Linear programming
• Calculus
• Dynamics

How do students learn?

As well as the usual teacher/classroom based learning, students are expected to spend time at home working through concepts and problem solving to further develop their understanding and skills.

Regular assignments further contribute to developing deeper problem solving and research skills.

Students are expected to become fluent in the use of technology such as graphic calculators, Microsoft Excel.

How are students assessed?

Students are assessed in each of three criteria:

1. Knowledge & Procedures
2. Modelling & Problem Solving
3. Communication & Justification

There are two written exams and 1 assignment per semester.

How can parents help?

• Provide a suitable home learning/study environment.
• Students will only master the course by practicing learned skills.
• Ensure students’ other commitments are reasonable and allow plenty of opportunity for study.
• Monitor progress and stay up to date with Homework and Assignment requirements.
• Check to see whether Maths C is a prerequisite at tertiary institutions for the particular course of study your child might be interested in.
MODERN HISTORY

Why study Modern History?

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

What do students learn?

The Modern History syllabus offers students an extensive range of themes and inquiry topics. There are 16 themes in all, each offering a wide choice of inquiry topics. Themes develop broad concepts, such as conflict, power, change, cooperation, the environment. The themes selected for study are developed through inquiry topics that allow students to understand and investigate the concept of the theme in a specific context.

Inquiry topics in Modern History focus predominantly on the 20th century and later. The course that students study will include:

• a range of topics – great and infamous leaders, conflicts of the 20th and 21st Centuries, issues of ethics in the world today (eg: child labour) and more
  * a range of scales — local, national, international, global
  • a range of time periods, from pre-modern to contemporary
  • a range of geographical contexts — Australian, Asia-Pacific, European, African, American
  • some study of relations between Indigenous and non-Indigenous Australians
  • a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.
How do students learn?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artifacts and everyday items. Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

All of the themes in the Modern History syllabus use an inquiry process that identifies five aspects:

- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflections and responses.
MUSIC

What is Music all about?
Music holds a significant and special place in the everyday life of all cultures and societies. Studying Music can enhance your enjoyment of music and the arts, develop your practical and creative potential, and allow you to contribute to your community’s cultural life.

The course of study encourages you to become a creative and adaptable thinker and problem solver, making informed decisions and developing your abilities to analyse and critically evaluate. A deeper level of knowledge, understanding and active participation in music making may support you in maintaining a lifelong engagement with music as an art form and as a means of creative, artistic and emotional expression.

What will you learn?
The Music course is based around three broad areas:

- composition, the creation of music
- musicology, the study of music in social, historical and cultural contexts
- performance, the interpretation of music through playing, singing and conducting.

All learning in these areas leads to developing your musicianship, the unique set of knowledge, understandings, skills, attitudes and artistic sensitivities that will allow you to think, work and engage in the world of music and to participate in all forms of music making. Underpinning these three areas is knowledge and understanding of music elements and concepts, and the skills to interpret and apply these within a range of music activities.

How will you learn?
Music is often collaborative, so you will participate in activities such as composing, arranging, investigating, researching, rehearsing, listening and performing in a variety of contexts, styles and genres to present your music ideas.

In composition you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.

In musicology you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.

In performance you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing music performances — both solo and ensemble — to create or re-create musical works.

You will be encouraged to attend live music performances, view music films and videos, and participate in school-based and extracurricular music activities. You will also have opportunities to become adept in using various music-related technologies, including exploring innovative music-making techniques, experimenting with alternative methods of representing sound, and manipulating musical elements through electronic and new media.

How will you be assessed?
Assessment in Music gives you opportunities to demonstrate your musicianship and apply your knowledge and understanding of music elements and concepts.

In Music, assessment instruments include:
• composition tasks, which require you to create music (applying your creative, expressive, aural, cognitive and technical skills)
• extended responses (written, spoken or multimodal), which require you to analyse, evaluate and synthesise music to express a viewpoint;
• written examinations, which require you to respond independently to questions or statements, under supervision; items may require you to read, listen to, interpret and analyse scores and recordings
• performance tasks, which require you to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting).

In Year 12, you will be expected to complete two composition tasks, two musicology tasks and two performance tasks. These tasks may be combined. You must show evidence of extended writing as part of these tasks. You will also complete an assessment task after verification that assesses composition, musicology or performance.

How can family help?
Your parents and carers may assist you by:
• supporting the school’s Music program
• attending school and community music concerts and theatrical productions with you
• supporting music camps and excursions
• encouraging you to participate in school-based and extracurricular music activities and performances
• being considerate of the practical demands of the subject in terms of physical effort and time, especially any out-of-hours commitments required.

Where can Music take you?
A course of study in Music can contribute 4 credits toward the Queensland Certificate of Education (QCE), and can establish a basis for further education and employment in the fields of music performance, composition, music research, pedagogy, sound technology, music theatre, Arts administration, and emerging creative industries.

Many universities and TAFEs offer courses with a strong music focus or in disciplines that build on the knowledge, understandings and skills which students develop in Music. Further music study can be undertaken as part of undergraduate and graduate studies in Music, and the Creative and Performing Arts, either in combined qualifications or as a creative link in interdisciplinary studies, e.g. Music and Law, and Music and Medicine.

PHYSICAL EDUCATION

Why Study Physical Education?
Physical Education involves students learning in, about and through physical activity. The Senior Physical Education course focuses on the complex interrelationships between motor learning, psychological and other factors that influence individual and team physical performances. It also focuses on the wider social attitudes to and understandings of physical activity.

What Do Students Learn?
Students study four (4) physical activities over the course with equal time and emphasis given to each activity. The Senior PE Work Program includes the participation in and study of:

1. Touch Football (9 Weeks in Year 11 & 8 Weeks in Year 12)
2. Team Volleyball (9 Weeks in Year 11 & 8 Weeks in Year 12)
3. Netball (9 Weeks in Year 11 & 8 Weeks in Year 12)
4. Golf (9 Weeks in Year 11 & 8 Weeks in Year 12)

Integrated subject matter is drawn from the following three (3) focus areas of study:

1. Learning physical skills related to the activities.
2. Processes and effects of training and exercise including physiology of exercise, training and program development and how these can improve team and individual performance.
3. Equity and access to exercise, sport and physical activity in Australian society.

How Do Students Learn?
At least 50 per cent of timetabled time involves students engaging in physical activity. Students are involved in a variety of written, oral and physical learning experiences that are focused on the study of the four (4) physical activities.

As part of our program we provide electronic access to student-centred and student-paced learning in Physical Education via:

- E-Learning Physical Education
- Datafish Biomechanical Analysis Software

How Is Student Work Assessed?
A wide range of assessment techniques are used including physical, oral and written activities such as examination essays, research assignments, oral presentations as well as practical performance evaluations.

The achievement level awarded to each student on exit from the course is based on student performance in the assessable exit criteria of the course as outlined in the syllabus. These criteria are Acquiring, Applying and Evaluating.

How Can Parents Help?
Parents/caregivers can be involved in many ways. They can encourage students to actively involve themselves in physical activities, to read widely about relevant topics, and to reflect upon concepts and principles influencing the engagement and performance of physical activity.
Why study Physics?

Students who study physics have the unique opportunity to look into the workings of the Universe through which the Bible tells us ‘God reveals Himself to man’.

Physics is the study of the laws of the Universe which enables us not only to gain understanding of the world around us but also to use that understanding in every area of life from microwaves in the kitchen, the plasma screen TV in the lounge, the environmentally friendly cars of the future and the many medical applications in our modern hospitals, to mention just a few.

What is studied?

*It is important to note that, because of the mathematical nature of this subject, students will need to be studying Maths B at senior level. Topics include:*

- Using electricity
- Energy for free?
- Electrical, magnetic and gravitational fields
- Quantum physics
- Sound and light
- Nuclear physics
- Forces and motion
- Gas laws

How do students learn?

As well as the usual teacher/classroom based learning, students engage in practical experiments and investigations. These include both short and long term (up to a term in length) research projects designed to develop student’s problem solving, practical and research skills.

How are students assessed?

Students are assessed in three criteria:

- Knowledge and Conceptual Understanding (the ability to recall and apply concepts, algorithms and procedures)
- Investigative Processes (the ability to plan and perform investigations, and analyse data)
- Evaluating & Concluding (the ability to make decisions about the knowledge they have gained)

There are two assessment techniques.

- Extended Experimental Investigation or EEI

Within this category, instruments are developed to investigate a hypothesis or answer practical research questions. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory or field-based. An extended experimental investigation may last from four weeks to the entirety of the unit of work. The outcome of an EEI is a written scientific report.

- Supervised Assessment
Examination including such items as short response, paragraph responses, practical exercises or response to stimulus items.

**How can parents help?**

- Provide a suitable home learning/study environment.
- Students will only master the course by practicing learnt skills. Ensure students’ other commitments are reasonable and allow plenty of opportunity for study.
- Monitor progress and stay up to date with Homework and Assignment requirements.
SCIENCE 21

Why study Science21?

The ever-growing importance of scientific issues in our daily lives demands a populace who have sufficient knowledge and understanding to follow science and scientific debates with interest, and to engage with the issues science and technology pose - both for them individually and for our society as a whole.

We are increasingly exposed to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century citizens must not only be literate, they must also be scientifically literate.

The process of scientific inquiry used in Science21 develops:

- knowledge and understanding of science
- skills in scientific investigative processes
- appreciation of scientific issues and the impacts of science
- the capacity to communicate about science.

What is studied?

Science21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. It deals with themes in real-world contexts that are of intrinsic interest and importance to students - the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things.

A course in Science21 is built on the “scientific priorities” of Technology, Health and wellbeing, Catalysts for discovery and Environment.

The interdisciplinary nature of Science21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science.

How do students learn?

Science21 uses an inquiry-based approach to learning. This is consistent with and builds upon the teaching and learning that underpins the Years 1–9 Science Essential Learnings and Standards and the Year 10 Guidelines: Science learning area.

Inquiry-based learning involves a range of strategies including investigations, individual and cooperative learning, and direct instruction. In this inquiry-based framework, students play a major role in answering questions asked by themselves or their teacher.

Inquiry-based learning is a process, a way of thinking and problem solving. It is an effective strategy for:

- the development of higher-order thinking skills
- increasing student involvement and ownership of their learning
- recognising and catering for individual difference.
How are students assessed?

A wide variety of assessment categories gives everyone scope to succeed in Science21. These may include:

- supervised written assessments, including short and extended response questions, and responses to stimulus
- extended experimental investigations, involving gathering and analysis of data obtained through controlled experiments or field observations
- extended response tasks, involving gathering and analysis of secondary research data
- collections of work, involving a collection of short, related research activities.

How can parents help?

Parents and guardians can assist their children as they study Science21 by providing a supportive environment. They can:

- encourage their children to read relevant articles about science related topics in newspapers, magazines and other media discuss science related issues
- share with them their views about the role of science in a technological society.

Parents and guardians can also help their students to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks. Parents should have access to the Science21 syllabus and school work program from the school.
TECHNOLOGY STUDIES

Why study Technology Studies?
Technology Studies involves students in designing, engineering and producing innovative and creative products. This course develops knowledge and application of material resources, systems and practices through an inquiry, product design and problem-solving approach. It helps students to understand how industrial technologies meet the demands and needs of an emerging economic, industrial and technological society. The course aims to prepare students for careers in architecture, surveying, engineering, industrial design, environmental design and manufacturing design.

How do students learn?
Students focus on real-life design tasks to apply the product design process to solve complex problems. During the course, students will investigate and develop ideas; produce creative responses in the form of real, practical and innovative engineered products, prototypes or models and evaluate them. They will make logical decisions on the most appropriate materials, tools, processes and systems to use when solving design problems.

What is studied?
Investigation and design may include the following topics:

- Gantry crane
- Power boat design
- Flat-pack furniture design
- House-hold appliance prototyping
- Motor bike Jack
- Alternative energy vehicle
- All terrain vehicle/ aviation transporter

These investigations will integrate the use of CAD programs, CNC, Laser and 3D printing technologies for product design prototyping.

How are students assessed?
Students are assessed in three criteria:

a) Knowledge and application  
b) Reasoning processes  
c)

Year 11 (developmental year)
Students complete a minimum of three design tasks, each focused on a different context; for example, community, leisure and recreation, engineering, environment, health and welfare.

Year 12
Students complete at least two design tasks, each of which includes a design folio, design production, and a project appraisal. A written investigative analysis on an area related to the contexts is also required.
How can parents help?
Parents can help by encouraging their student to read widely in the subject, sharing a personal interest in recent developments in product design and technology, discussing any relevant media reports on current and emerging economic, industrial, social and technological changes, and encouraging critical responses.
VISUAL ART

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

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

In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

What is studied?
Using the inquiry processes of researching, developing, resolving and reflecting, students explore and express concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas, listed below.

**Design**
- costume, make-up and stage
- built environment and public space
- graphic / illustration
- product
- curatorial
- cross-arts projects/events

**Time based media**
- electronic imaging
- sound art
- television
- film & animation

**3-D objects**
- sculpture
- ceramics
- installation
- performance art
- fibre art
- wearable art & body adornment

**2-D images**
- drawing
- painting
- printmaking
- photographic
Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

**How do students learn?**

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

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

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

- demonstrating knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media
- analysing, interpreting, synthesising and evaluating information to discern meanings
- making informed judgments
- justifying positions when determining the aesthetic value of artworks
- using suitable visual arts terminology, language and referencing conventions.

**How are students assessed?**

A wide range of assessment techniques are used to judge student achievement. These include: making folio; experimental folio; short and extended writing such as reports, essays, tests, reviews, critiques; orals; seminar presentations; exhibitions.

Achievement in Visual Art is judged by matching a student's achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are Visual literacy, Application and Appraising.
How can parents help?

Parents can help students by providing a supportive environment at home and by showing an interest in what students are doing each day. They can:

• support and keep informed about the Visual Art program in the school by reading the syllabus and the school’s work program
• discuss the visual environment with their students
• attend school, community art and gallery exhibitions with students
• encourage students to visit the workplaces of artists, craftspeople and designers
• be considerate of the practical demands of the subject in terms of physical effort and time, especially the out-of-hours commitment sometimes required
• encourage students to practise using materials, techniques, processes and technologies.
ENGLISH COMMUNICATION

Why study English Communication?

In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures.

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning. [English Communication SAS]

The purpose of the Study Area Specification [SAS] English Communication is to offer an alternative pathway for students who have identified that they either i) do not require Authority English as a prerequisite for university entrance or ii) find the extended reading, writing and speaking requirements of Authority English too demanding.

What do students learn?

The proposed course will offer units that cover the required strands of:

- Work
- Community
- Leisure

These strands will be incorporated into the following units:

- Social Networking Manipulation
- I’m a Believer – Youth in Community
- Career, Clarity and Conflict
- The best job in the world
- My Monstrous Life – Self-reflection
- Workplace Training and Documentation
- Stand up and be Counted – Community involvement
- Our Heroes, Our Futures.

How do students learn?

English Communication offers students the opportunity to work within the contexts of work, community and leisure to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. It focuses on developing students’ understanding and use of language stems to communicate effectively. Students will have the opportunity to:
- make meaning in and of everyday, mass-media and literary texts understanding the influence of cultural contexts and social situations
- develop abilities in speaking (signing) listening, reading, viewing, writing and shaping practices responsive to and effective in diverse social contexts
- become confident, effective and critical users of texts and language, making judgements to accept or challenge meanings.

Students will be involved in learning experience that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment. Students are supported in developing the capacity to learn from and about spoken, written and visual texts.

How are students assessed?

The criteria on which a student will be judged are:
Knowledge of contextual factors.
Knowledge of textual features.
Knowledge and understanding of texts.

Types of assessment tasks include:
- Book review
- Persuasive speech
- Workplace document folio
- In-role presentation
- Reflective journal
- Multi-media presentations

How can parents help?

Parents can assist their students with this subject by:
- Discussing relevant activities and issues with the student.
- Discussing the student’s progress with the student and/or their teacher.
HOSPITALITY

The study area specification Hospitality has been developed to engage learners in a range of contemporary real-life contexts. Hospitality learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways. Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

What is studied?
Learning experiences include:
• participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
• evaluating the suitability of a range of foods for different situations and customers
• planning menus within the constraints of kitchen equipment, utensils, dining area and staff skill levels
• developing menus and completing cost analyses to meet profit requirements for functions
• designing a product and its image
• interacting with guest speakers
• completing requisitions and order forms
• purchasing commodities
• front office and housekeeping scenarios
• planning and evaluating hospitality ventures and events

How are students assessed?
Assessment techniques include: practical tasks, oral and seminar presentations that may be supported by visual aids, reports, response to stimulus and written tests. Students will be assessed in three areas:

• Practical skills and Application
• Planning and Decision-making
• Knowledge

How parents can help?
Parents can help students by providing a supportive environment in the home and by showing a day-to-day interest in what students are doing. Frequent communication between the home and the school will provide support. Parents can help by:

• reading the relevant section(s) of the Hospitality SAS on which schools base their programs of study
• showing an interest in what their students learn and encouraging them to share their learning with other family members
• talking to their students about the units and topics of study, the assessment program and deadlines
• discussing their student’s progress with the student and relevant school personnel
• drawing attention to issues confronting hospitality businesses locally, nationally and globally, as presented by and in the media
MANUFACTURING

Why Study Manufacturing?
The Sunshine Coast region is experiencing an increased demand for proficient young people who can service the Trade and Manufacturing industry. Manufacturing is a course which provides Year 11/12 students with the opportunity to undertake practical projects which develop trade and manufacturing skills for industrial, domestic and recreational environments. It provides students with work, life and leisure skills that incorporate safe practice and technological processes using a range of materials, resources and specialised machinery.

What will students learn?
This 2 year course provides students with the opportunity to develop understandings in both automotive and engineering technology. This course involves an integrated practical approach to equip students with a basic knowledge and practical skill in the following key areas of learning:

Automotive Studies
- The car engine design, assembly and maintenance
- Small engine design, assembly and maintenance
- Fuels, fuel supply systems
- Ignition, exhaust and cooling systems
- Car Suspension and brake systems
- Safety in the automotive workplace

Engineering Studies
- Metal fabrication using oxy/acetylene welding and cutting, MIG welding procedures and CNC plasma cutting technology
- Scale model boat design and hot rod car production
- “Metal Art” creations – sheet metal shaping, forming techniques
- CNC routing technology for creating plastic, timber and metal components
- Laser cutting technology applications
- Recreational and domestic equipment products.

How are students assessed?
Students are assessed in three criteria:

b) Knowledge and Understanding b) Applied Processes c) Practical Skills

Assessment within this course of study will include:
- Practical skills demonstration
- Oral presentation
- Production and fabrication projects
- Technical theory
- Workshop safety observation
- Production portfolios

Career Pathways
The course would benefit those students who wish to pursue careers in the automotive and associated services industries, as well as trade careers in Engineering, Industrial Design, Manufacturing and the Construction Industry.
Why Study Prevocational Maths?
This subject provides students with the opportunities to study the function of maths in real-life career contexts related to health, finance/ budgets, building and construction, workplace and community issues.

What do Students Learn?
Students investigate measurement and number concepts through reading and interpreting food labels, looking at healthy diets, assessing exercise and fitness and human body functions. Students also explore everyday workplace calculations and procedures involving wages, salaries, taxation, industry awards and finance.

Students also study measurement and number concepts through travel timetables, touring maps, itineraries and street directories. Students will explore measurement in everyday calculations and procedures involved with building design and construction.

What do students study?

Year 11

Semester 1
- Jobs, Industry Awards, Taxation
- Earning Money and Paying Tax
- Travelling in OZ, Maps and Scale Drawing
- Measurement

Semester 2
- Financing and running a car
- Probability and Data Collection and Presentation
- Statistics

Year 12

Semester 1
- Planning to Leave Home
- My Dream Home - Buying Property
- Growing Vegetables
- Organising an Event

Semester 2
- Travelling Overseas, Time Zones
- Renovation Rescue
- Investing Money
- Starting a Business
How do students learn?
Students learn through independent study from a set text book, which provides a basis for wider investigation via web searches, discussion and community resources. This information will be used to produce portfolios of work which represent the results or product of their study. Students also work collaboratively to investigate some topics and collate information relevant to solving a real life problem.

How is student work assessed?
Assessment for this subject is via portfolios, investigations, practical assignments, projects, oral presentations and open book exams.

How can Parents help?
Parents can help students by supporting them with the appropriate resources needed for their investigations, taking an interest in their study, encouraging a regular study plan and pattern and helping them to think about ideas in ways which develops their ability towards their potential.
DISTANCE EDUCATION

AUTHORITY SUBJECTS

• French
• German
• Chinese
• Japanese
• Economics
• Geography
• Modern History
• Senior Dance
• Music
• Visual Art
• IPT-Information Processing and Technology
• Accounting

AUTHORITY-REGISTERED SUBJECTS

• Visual Art Studies
• Hospitality Practices
• Community Services and Children’s Services
• Science in Practice
• Career Education
• Information Technology
• Business

NB: There are prerequisite requirements for some of these subjects. For more information, please indicate on the survey form what you would like to know and we will forward the necessary details.

UNIVERSITY COURSES

“Headstart” – University of Sunshine Coast (Years 11 & 12)
“Start QUT” – Queensland University of Technology (Year 12)

Please see Mr Steffler if you would like more information regarding these courses.
ADDITIONAL INFORMATION THAT YOU MAY FIND HELPFUL

WHICH ENGLISH SHOULD I CHOOSE?

<table>
<thead>
<tr>
<th>AUTHORITY ENGLISH</th>
<th>ENGLISH COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus that emphasises critical literacy as the theoretical underpinning of course – in order to up the ‘ante’ of intellectual rigour of the subject English.</td>
<td>A variety of practical communication genres relevant to the three strands of work, community and leisure.</td>
</tr>
<tr>
<td>Inclusion of metalanguage – i.e., discourse, intertextuality, privileging, foregrounding, register etc.</td>
<td>Written pieces range from 200 words – 500 words.</td>
</tr>
<tr>
<td>Emphasis on extensive reading and writing.</td>
<td>Range of assessment strategies with a stronger emphasis on spoken tasks.</td>
</tr>
<tr>
<td>Written pieces ranging from 600 words under exam conditions to 1000 words in assignment.</td>
<td>Spoken tasks that range from 3 – 5 minutes.</td>
</tr>
<tr>
<td>Examples of tasks include: persuasive speeches, monologues, narrative pieces, analytical essays, an extended research assignment.</td>
<td>Examples of tasks include: multi-media presentations, persuasive speeches, conflict resolution in role performance and the planning of a community event.</td>
</tr>
<tr>
<td>Spoken tasks that range from 4 minutes to 10 minutes.</td>
<td>An emphasis on practical application of genres.</td>
</tr>
</tbody>
</table>

NB: Students who have found Year 10 English challenging, particularly with regard to the analysis of literature and the construction of extended responses, should consider English Communication for Years 11 and 12.
## WHICH MATHS SHOULD I CHOOSE?

<table>
<thead>
<tr>
<th>OP eligibility</th>
<th>Pre-Vocational Maths</th>
<th>Maths A</th>
<th>Maths B</th>
<th>Maths C</th>
</tr>
</thead>
<tbody>
<tr>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
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</table>

<table>
<thead>
<tr>
<th>QCE eligibility</th>
<th>Pre-Requisite</th>
<th>Content</th>
<th>Assessment</th>
<th>Future Pathways</th>
<th>Recommended for</th>
</tr>
</thead>
</table>
| YES             | Desire to learn | Focus on measurement & money in specific work or everyday life applications. | • Practical activities  
• Folio of work completed  
• Quizzes  
• Projects – mostly in-class | Trades and careers in:  
• Carpenter  
• Building  
• Plumbing | • Students enrolled in a school based traineeship or apprenticeship  
• Students who have had difficulty with Maths in Middle School.  
• Students who enjoy the challenge of mathematics  
• Students who are prepared to work hard.  
• Students who are undecided on a University course and have recommended pre-requisite ability.  
• Students who enjoy the challenge of mathematics  
• Students who are prepared to work hard.  
• Students who intend to pursue tertiary study requiring higher mathematics |
| YES             | C or higher in Grade 10 Mathematics | Focus on measurement, money & statistics in real life applications in a trade or business. | • Supervised Examinations (one per term)  
• Assignments  
|                     | B or higher in Grade 10 Mathematics | Focus on algebra, calculus, geometry & statistics in preparation for further studies. | • Supervised Examinations (one per term)  
• Assignments  
|                     | Must concurrent study Maths B | Focus on applied higher mathematics including functions, calculus, trigonometry for tertiary studies | • Supervised Examinations (one per term)  
• Assignments  
|