

# Cleveland District State High School



*Semper Digne - Always Worthy*

**Preparing Students to Meet the Future**

## **Senior Subject Information Booklet**

**Year 10 – 2018**

**Year 11 – 2019**

**Year 12 – 2020**

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## Parents and Students

This handbook outlines the subjects offered to students in Years 10, 11 and 12. It has been produced to assist students to make decisions on the appropriate subjects to study throughout the Senior Phase of their education. The pathway that the student will take through Senior should be carefully considered – tertiary entrance through the International Baccalaureate Diploma Programme (IBDP), tertiary entrance through the Australian Tertiary Admissions Rank (ATAR) or a Vocational pathway which will prepare students for TAFE study, apprenticeships, traineeships and paid work.

The Queensland Government has announced significant changes to senior schooling. The new system will be in place for our current Year 9 students and will impact on students who choose a tertiary entrance pathway through the ATAR and Vocational students who choose a combination of General and Applied subjects. The changes will not impact in any way on the IBDP and the impact on Applied subjects will be minimal. This handbook gives details of the information that has been released to date and the impact that this has on senior schooling. It is expected that students (and parents) will read this handbook carefully and select a course that is appropriate to their abilities, interests and career aspirations, taking note of the changes that are being introduced.

The importance of choosing appropriate subjects cannot be overemphasised. It is expected that the subjects that the student chooses for Year 10 will be the subjects that they continue to study throughout Years 11 and 12. Cleveland District State High School operates a three year senior and there are no further subject selection opportunities. Students may change subjects in Year 10, however, this is totally dependent on available vacancies in the destination subject. This applies to all pathways – IBDP, ATAR and Vocational. Subject changes in Years 11 and 12 can only be made in extreme cases as these changes will affect the Queensland Certificate of Education (QCE), the IBDP and the ATAR.

All students should plan on completing Year 12 and graduating with a QCE and an IB Diploma/ ATAR/Vocational qualification. Our school offers pathways and subjects that should cater for the needs of all of our students as long as they choose the course of study that is suited to their abilities and interests. There is little value in choosing subjects that are too difficult in the hope that the subject will result in a higher tertiary entrance score. Students gain the most advantage from choosing a pathway and subjects that they can manage academically and find interesting as they will be studying these subjects for three years. Year 9 results should give an indication of both ability and interests.

An information evening has been planned for Wednesday 16 August at 7.30pm in the school hall (Smith Street). The evening will assist Year 9 parents and students with information about pathways, subjects and changes to assessment and tertiary entrance. Members of Administration, Guidance Officers, Heads of Department and subject Teachers will be available on the evening to assist you.

Paul Bancroft OAM  
Executive Principal

# Senior Schooling at Cleveland District State High School

Students in Years 10, 11 and 12 are considered Senior School students at Cleveland District State High. A three year senior gives students the opportunity to begin to specialise in certain areas of the curriculum and determine their pathway through the Senior School. This approach leads to increased interest and enthusiasm. The more academic students feel challenged by the range of academic subjects offered (General subjects and the International Baccalaureate Diploma Programme) while students who decide to follow a vocational pathway feel a renewed sense of success. This approach has proven to be very successful.

Choosing subjects for Year 10 is now more important than ever before. Each General subject consists of preparation units, two formative units (Units 1 and 2) and two summative units (Units 3 and 4). Units 1, 2, 3 and 4 must include at least 55 hours of class time in order to prepare students for their External Exams at the end of Year 12. This means that students will need to start Unit 1 requirements of the senior subject syllabus in Year 10.

It should be noted that absences from school will have a significant impact on student outcomes. Students should have no more than 10 days in total absent from school each year in the senior school. This includes part days – late arrivals and early departures. When you are preparing for External Exams, the work covered in every lesson is important as we do not know what will be included in the exams as they are developed by the QCAA. Avoidable absences from school such as appointments and family holidays will have an impact on student outcomes and should be carefully considered.

## Learning Outcomes

The Learning Outcome for all students in Years 10, 11 and 12 is a **QCE** (or a QCIA for a small number of students in our Special Education Program). All students in Years 11 and 12 undertake a program which maintains their QCE eligibility and this is monitored very carefully throughout the Senior Phase of learning. The requirements of the QCE are set out in this booklet.

In addition to the QCE, students select pathways that will support them to achieve their post-school goals. Our school offers three main pathways through the Senior School – International Baccalaureate Diploma, ATAR (Australian Tertiary Admissions Rank) and Vocational studies.

## Senior School Pathways

The Senior School program undertaken depends on the pathway selected by the student:

- International Baccalaureate – six subjects in the specified pattern plus three core areas.
- ATAR – at least four (recommended six) General subjects.
- Vocational Pathway – a combination of General subjects, Applied subjects and Vocational Qualifications (Certificates I, II, III, IV or Diploma) completed at TAFE, with an outside RTO or through a Workplace Traineeship or Apprenticeship. All students choosing this pathway are strongly encouraged to complete a Vocational Qualification.

## **International Baccalaureate Diploma Programme\***

Cleveland District State High School is an IB World School authorised to deliver the International Baccalaureate Diploma Programme (IBDP). The IBDP is an academically challenging pathway through the Senior School that is designed to prepare students for success at university and life beyond. The IBDP has been designed to address the intellectual, social, emotional and physical well-being of students.

The IBDP is recognised by Universities in Australia and throughout the world. Universities, such as the University of Queensland (<https://future-students.uq.edu.au/international-baccalaureate>) acknowledge the rigour of the IBDP and welcome students who have completed the IBDP. Similar information on academic credits and academic acceleration for IBDP students can be found by searching the website of your chosen University.

The IBDP curriculum is made up of six subject groups and three core areas – Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay (EE). Students must study one subject from each of the six groups – Studies in Language and Literature, Language Acquisition (French, Japanese or Mandarin), Individuals and Societies, Sciences, Mathematics and The Arts (or an additional Science subject). Through the core, students reflect on the nature of knowledge, complete independent research and undertake projects that often involve community service.

Students considering the IBDP pathway should be achieving a B or higher in every subject, have a positive attitude to study and be prepared to devote considerable time to the community service requirements and the Extended Essay.

\*Due to the rigorous nature and unique requirements of the International Baccalaureate Diploma Programme, enrolment into this pathway is by application only. All enquiries regarding this pathway should be directed to Karen Abraham (Year 11 Deputy Principal and IBDP Coordinator) and Robyn Przewloka (Year 12 Deputy Principal and IBDP Coordinator).

## **ATAR (Australian Tertiary Admissions Rank)**

The new Queensland Certificate of Education (QCE) and tertiary entrance system is now in place for students entering Year 11 in 2018 – our current Year 9 students. Some of the major changes include:

- The OP (Overall Position) will be replaced by the ATAR (Australian Tertiary Admissions Rank). The ATAR is used in other states and territories which will simplify interstate University applications for our students. The ATAR is a finer ranking system with a scale between 0.00 and 99.95 with 0.05 increments.
- Senior subjects will now be referred to as General subjects (subjects that students aiming for an ATAR and University entrance will generally choose) and Applied subjects (subjects that are more practical in nature and are generally chosen by students undertaking a Vocational pathway).
- Students will no longer have to sit the QCS Test. Our 2019 Year 12 students will be the last group to sit the test. Current Year 9 students will not sit the QCS test when they are in Year 12.
- The Senior Syllabus documents for all subjects have been reviewed by the QCAA. Some subjects have been removed entirely and others replaced by new subjects that better reflect 21<sup>st</sup>

Century Learning. Even though some names have remained the same, it is important that you carefully read this information booklet as there have been significant changes to many of the subjects offered.

- Each General subject will now have four units with assessment on Units 3 and 4 contributing to the ATAR.
- All General subjects will have External Exams which will generally contribute 25% toward the final subject result. In Mathematics and Science subjects, the final External Exams will contribute 50% towards the final result.
- The External Exams will be common to all schools and administered under the same conditions, at the same time and on the same day.

### ATAR Calculation

|  |           |  |
|--|-----------|--|
| Best five (5) QCAA General Subjects  | <b>or</b> | Best four (4) QCAA General Subjects<br><b>plus</b><br>Best result in one (1) QCAA Applied Subject<br><b>or</b><br>Certificate III/Certificate<br>IV/Diploma/Advanced Diploma |
| <ul style="list-style-type: none"> <li>• If the student is eligible for an ATAR in both categories, the highest will be used.</li> <li>• Student must select an English and a Mathematics subject to be eligible for a QCE.</li> <li>• Student must achieve at least a sound in an English subject (English, Literature or Essential English) to be eligible for an ATAR.</li> <li>• The English result will only be used if it fits the pattern above.</li> </ul> |           |  |

### ATAR advice for Parents and Students

- Year 10 subject selection is more important than ever before. Students will need to take care when choosing their subjects as they will be studying these subjects for the next three years.
- There is no subject selection process during Year 10. The subjects that students are enrolled in for Year 10 will be their subjects for Years 11 and 12.
- Year 10 students will undertake some preparation work before beginning Unit 1 of the Senior Subject Syllabus in Term IV of Year 10.
- Year 10 students studying General subjects will have Block Exams in September to determine whether or not they can progress in the General subjects chosen.
- Units of work increase in complexity over the three years of the subject culminating in four assessments for each subject in Year 12 that will contribute to the ATAR. The ATAR will be based on results in the best five subjects.
- Subject changes are possible (but not recommended) in Semester 1 of Year 10 if there are vacancies in the destination subject. After this time, subject changes will only be able to be made in extreme cases as subject changes will significantly disadvantage students as they will not have the foundation units needed to achieve on the Year 12 assessment. Subject changes from General subjects to Applied subjects may be approved if students will still be on track to achieve a QCE.
- All General subjects will have External Exams. If a student is not studying towards an ATAR, they will still need to complete all assessment including the External Exam to achieve a final result in the subject. This should be taken into account when choosing subjects.

For more information on the new assessment and tertiary entrance system, please refer to the following QCAA documents:

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_assessment\\_intro\\_syllabus\\_subject.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_assessment_intro_syllabus_subject.pdf)

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_qce\\_faq\\_student\\_families.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_qce_faq_student_families.pdf)

[https://www.qcaa.qld.edu.au/downloads/senior/snr\\_new\\_assess\\_te\\_school\\_comparison.pdf](https://www.qcaa.qld.edu.au/downloads/senior/snr_new_assess_te_school_comparison.pdf)

## **Vocational Pathway**

The Vocational pathway through the Senior School is designed to give students a more practical program that will lead to TAFE courses, apprenticeships, traineeships and/or paid work following graduation. All students in Year 12 are expected to undertake a program of study that will lead to a QCE. This can be achieved through a combination of General subjects, Applied subjects, Vocational qualifications such as Certificates I, II, III, IV or Diplomas. Vocational qualifications can be completed at TAFE, with an outside RTO or through a Workplace Traineeship or School-Based Apprenticeship.

Students selecting a Vocational pathway through the Senior School are expected to enrol in a Certificate course at TAFE or a Workplace Traineeship or School-Based Apprenticeship during Years 11 and 12. Opportunities are regularly advertised to students and it is their responsibility to follow up with our Industry Liaison Officer, Heather Booth. We currently have Year 11 and 12 students studying a range of Vocational qualifications including: Diploma of Business, Certificate IV in Justice, Certificate III in Events, Health Services, Early Childhood Education, Design Fundamentals, Fitness, Business, Certificate II in Logistics, Outdoor Recreation, Automotive, Engineering Pathways, Electrotechnology, Tourism, Hospitality, Hairdressing, Animal Studies, Rural Operations, Retail, Certificate I in Construction and Plumbing.

Students studying a Vocational pathway generally choose Applied subjects, however, students can choose a combination of General subjects and Applied subjects. Students choosing General subjects need to carefully consider the rigorous nature and assessment requirements of General subjects. It should be noted that all General subjects now have External Exam requirements.

# Queensland Certificate of Education

The QCE is Queensland's senior schooling qualification. The Queensland Curriculum and Assessment Authority (QCAA) awards young people a QCE when they complete the senior phase of learning — usually the end of Year 12. To be awarded a QCE, students need to achieve a significant amount of learning, at a set standard that includes basic requirements in literacy and numeracy.

## **How does the QCE work?**

A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects undertaken while still at school can contribute towards the QCE. Different types of learning contribute different credits. Students must have at least 20 credits at a set standard, and in the required pattern of learning, to be awarded a QCE.

## **Eligibility for a QCE**

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Curriculum and Assessment Authority. For most students the QCE will be achieved over Years 10 to 12.

The total amount of learning required is at least 20 credits. This reflects an amount of learning that could be reasonably achieved by most young people in the Senior Phase of Learning and is attained by studying school subjects; certificate courses; school based apprenticeships or traineeships; or university subjects while completing Years 11 and 12. Students must also meet the literacy and numeracy requirements.

## **Planning for a QCE**

Students will develop a Senior Education and Training (SET) plan or career plan. The SET plan helps students structure their learning around their abilities, interests and ambitions. It will map out what, where and how a student will study during their senior phase of learning - usually covering Years 10, 11 and 12. The SET plan needs to be agreed to by the student, their parents or carers, and the school. Schools and students will regularly review the SET plan to monitor progress, and can update it at any time.

## **Awarding a QCE**

Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements by the end of Year 12 can continue to work towards their certificate. Students undertaking the IBDP pathway will receive their QCE in the July following Year 12 graduation. IBDP students will be awarded a QCE if they obtain at least a Grade 4 in five of their six subjects.

## **Government Legislation**

The QCE complements the Government's "learning or earning" legislation which means that every student is required to complete Year 10 and go on to complete a further two years of education, training or employment.

## Subject Offerings

| Faculties                 | Year 9 (2017)  | Year 10 (2018), Year 11 (2019) and Year 12 (2020)   |
|---------------------------|--|---|
| <b>English</b>            | <ul style="list-style-type: none"> <li>English (core)</li> </ul>   | <ul style="list-style-type: none"> <li>English (core) or</li> <li><i>Essential English</i> (core)</li> <li>Literature</li> </ul>  |
| <b>Mathematics</b>        | <ul style="list-style-type: none"> <li>Mathematics (core)</li> </ul>   | <ul style="list-style-type: none"> <li>General Mathematics (core) or</li> <li>Mathematical Methods (core) or</li> <li><i>Essential Mathematics</i> (core)</li> <li>Specialist Mathematics</li> </ul>  |
| <b>Science</b>            | <ul style="list-style-type: none"> <li>Agricultural Science (core) or Science (core)</li> <li>Agricultural Mechanics</li> <li>Animal Husbandry</li> <li>STEM</li> </ul>                                  | <ul style="list-style-type: none"> <li>Agricultural Science</li> <li>Biology</li> <li>Chemistry</li> <li>Marine Science</li> <li>Physics</li> <li><i>Agricultural Practices</i></li> </ul>  |
| <b>Social Science</b>     | <ul style="list-style-type: none"> <li>Geography (core)</li> <li>History (core)</li> <li>Ancient History</li> </ul>  | <ul style="list-style-type: none"> <li>Ancient History</li> <li>Geography</li> <li>Modern History</li> </ul>  |
| <b>Physical Education</b> | <ul style="list-style-type: none"> <li>Health and Physical Education (core)</li> <li>Recreation</li> </ul>   | <ul style="list-style-type: none"> <li>Health Education</li> <li>Physical Education</li> <li><i>Recreation</i></li> </ul>   |
| <b>Business Education</b> | <ul style="list-style-type: none"> <li>Advanced Technical Studies</li> <li>Business Computing</li> <li>Business Studies</li> </ul>   | <ul style="list-style-type: none"> <li>Accounting</li> <li>Business</li> <li>Economics</li> <li>Digital Solutions</li> <li>Legal Studies</li> <li><i>Business Studies</i></li> <li><i>Information and Communication Technology</i></li> <li><i>Tourism</i></li> </ul>   |
| <b>Creative Arts</b>      | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Arts in Practice</li> <li>Music</li> <li>Music in Practice</li> <li>Visual Art</li> <li>Visual Art in Practice</li> </ul>     | <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Film, Television and New Media</li> <li>Music</li> <li>Music Extension (Year 12 only)</li> <li>Visual Art</li> <li><i>Media Arts in Practice</i></li> <li><i>Music in Practice</i></li> <li><i>Visual Arts in Practice</i></li> </ul>                          |
| <b>Languages</b>          | <ul style="list-style-type: none"> <li>Chinese</li> <li>French</li> <li>Japanese</li> </ul>  | <ul style="list-style-type: none"> <li>Chinese</li> <li>French</li> <li>Japanese</li> </ul>   |
| <b>Technology</b>         | <ul style="list-style-type: none"> <li>Food and Design Technology</li> <li>Graphics</li> <li>Practical Cookery</li> <li>Technology Metal</li> <li>Technology Studies</li> <li>Technology Wood</li> </ul> | <ul style="list-style-type: none"> <li>Design</li> <li>Food and Nutrition</li> <li><i>Building and Construction Skills</i></li> <li><i>Early Childhood Studies</i></li> <li><i>Engineering Skills</i></li> <li><i>Furnishing Skills</i></li> <li><i>Hospitality Practices</i></li> <li><i>Industrial Graphics Skills</i></li> </ul> |

Subjects in italics are Applied subjects which are generally more practical in nature.

## Occupations Related to Subjects in Years 10, 11 and 12

Identify the subjects you enjoy and in which you have some success.

- Use this information booklet to find the names of occupations that are related to these subjects. You can also refer to [www.education.gov.au/career-bullseye-posters](http://www.education.gov.au/career-bullseye-posters) for Bullseye posters which link school subjects with potential jobs and provides information about the education and training levels required.
- Gather information about these occupations by using the **Job Guide** <https://www.education.gov.au/job-guide> or access the information online <https://www.myfuture.edu.au>

Although related to the occupations in this handbook, the subjects are not necessarily prerequisites for them. The following distinctions can be made:

- Prerequisite subjects – subjects which must be studied (Units 1, 2, 3 and 4) to gain entry to specific tertiary courses.
- Recommended subjects – are not essential, but are likely to make future courses easier to succeed in.
- Assumed knowledge – the tertiary institution assumes you have subject knowledge.
- Entry requirements should be investigated for any courses or occupations that interest you. Visit the QTAC website to research courses of interest and find out more information on prerequisites, recommended subjects and assumed knowledge - <http://www.qtac.edu.au/courses-institutions>

| Faculties                 | General Subjects  | Applied Subjects  |
|---------------------------|---|---|
| <b>English</b>            | <ul style="list-style-type: none"> <li>• English</li> <li>• Literature</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Essential English</i></li> </ul>  |
| <b>Mathematics</b>        | <ul style="list-style-type: none"> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Essential Mathematics</i></li> </ul>  |
| <b>Science</b>            | <ul style="list-style-type: none"> <li>• Agricultural Science</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Marine Science</li> <li>• Physics</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Agricultural Practices</i></li> </ul>   |
| <b>Social Science</b>     | <ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Geography</li> <li>• Modern History</li> </ul>  |   |
| <b>Physical Education</b> | <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Physical Education</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Recreation</i></li> </ul>   |
| <b>Business Education</b> | <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business</li> <li>• Economics</li> <li>• Digital Solutions</li> <li>• Legal Studies</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Business Studies</i></li> <li>• <i>Information and Communication Technology</i></li> <li>• <i>Tourism</i></li> </ul>  |
| <b>Creative Arts</b>      | <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Film, Television and New Media</li> <li>• Music</li> <li>• Music Extension (Year 12 only)</li> <li>• Visual Art</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Media Arts in Practice</i></li> <li>• <i>Music in Practice</i></li> <li>• <i>Visual Arts in Practice</i></li> </ul>   |
| <b>Languages</b>          | <ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Japanese</li> </ul>   |   |
| <b>Technology</b>         | <ul style="list-style-type: none"> <li>• Design</li> <li>• Food and Nutrition</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Building and Construction Skills</i></li> <li>• <i>Early Childhood Studies</i></li> <li>• <i>Engineering Skills</i></li> <li>• <i>Furnishing Skills</i></li> <li>• <i>Hospitality Practices</i></li> <li>• <i>Industrial Graphics Skills</i></li> </ul> |

| English  | French, Japanese and Chinese   | Social Sciences  |
|--|--|--|
| <p>Actor<br/>Announcer<br/>Archivist<br/>Barrister<br/>Copywriter<br/>Desktop publisher<br/>Editor<br/>Events coordinator<br/>Film, stage and television director<br/>Journalist<br/>Lawyer<br/>Librarian<br/>Publisher<br/>Proofreader<br/>Public relations officer<br/>Speech pathologist<br/>Stage manager<br/>Teacher – secondary English<br/>Teacher – English as a second language<br/>University lecturer<br/>Writer</p>  | <p>Airline passenger officer<br/>Announcer<br/>Anthropologist<br/>Australian Federal police officer<br/>Customs officer<br/>Diplomatic officer<br/>Exporter/importer<br/>Foreign affairs and trade officer<br/>Flight attendant<br/>Hotel/motel front office clerk<br/>International/overseas officer<br/>Interpreter<br/>Journalist<br/>Marketing officer<br/>Police officer<br/>Teacher – LOTE<br/>Tourism manager<br/>Tourist information officer<br/>Tour guide<br/>Translator<br/>Travel consultant</p>     | <p>Archaeologist<br/>Cartographer<br/>Community worker<br/>Criminologist<br/>Cultural heritage officer<br/>Employee relations officer<br/>Geographer<br/>Guide dog instructor<br/>Historian<br/>Home care worker<br/>Market researcher<br/>Museum curator<br/>Police officer<br/>Psychologist<br/>Public relations officer<br/>Rehabilitation counsellor<br/>Residential care worker<br/>Social worker<br/>Town planner<br/>Welfare worker<br/>Youth worker</p>  |
| Information Technology   | Tourism, Food and Design Technology  | Business Education and Legal Studies   |
| <p>Architectural drafter<br/>Business systems analyst<br/>Computer tester<br/>Computer systems engineer<br/>Computer hardware service technician<br/>Computer systems auditor<br/>Data processing operator<br/>Database administrator<br/>Desktop publisher<br/>Games developer (multimedia developer)<br/>Help desk operator<br/>Multimedia developer<br/>Programmer<br/>Software designer<br/>Software engineer<br/>Systems architect<br/>Systems designer<br/>Training officer<br/>Technical writer<br/>Telecommunications engineer<br/>Web developer</p> | <p>Beauty therapist<br/>Cook/chef<br/>Dressmaker<br/>Events coordinator<br/>Fashion coordinator<br/>Flight attendant<br/>Florist<br/>Food technologist<br/>Functions coordinator<br/>Gaming worker<br/>Hairdresser<br/>Home care worker<br/>Home economist<br/>Hospital food service manager<br/>Hotel/motel front office clerk<br/>Kitchen hand<br/>Nanny<br/>Retail buyer<br/>Tour guide<br/>Tourist information officer<br/>Waiter/food and beverage attendant</p>  | <p>Accountant<br/>Auctioneer<br/>Bank/building society/credit union officer<br/>Court and Hansard reporter<br/>Court registrar<br/>Economist<br/>Health information manager<br/>Hospital administrator<br/>Human resources officer<br/>Insurance officer<br/>Lawyer –barrister; solicitor<br/>Legal practitioner<br/>Legal secretary<br/>Management consultant<br/>Merchant banker<br/>Purchasing officer<br/>Real estate salesperson<br/>Receptionist<br/>Records manager<br/>Sales assistant<br/>Secretary</p> |
| Agricultural Science   | Mathematics  | Industrial Design and Technology   |
| <p>Agricultural and resource economist<br/>Agricultural scientist<br/>Animal attendant<br/>Botanist<br/>Bushland regenerator<br/>Environmental engineer<br/>Farmer/farm manager<br/>Fisheries officer<br/>Food technologist<br/>Forester<br/>Gardener<br/>Horticultural technical officer<br/>Jackaroo/Jillaroo<br/>Landscape gardener<br/>Pest and weed controller<br/>Stablehand<br/>Stock and station agent<br/>Sugar cane analyst<br/>Timber/forest products worker<br/>Veterinary nurse<br/>Wool classer</p>  | <p>Accountant<br/>Actuary<br/>Analyst (information technology)<br/>Bank/building society/credit union officer<br/>Credit and loans officer<br/>Costing officer<br/>Economist<br/>Financial planner<br/>Geographic information systems officer<br/>Inventory and supply officer<br/>Market researcher<br/>Mathematician<br/>Physicist<br/>Programmer (information technology)<br/>Purchasing officer<br/>Quantity surveyor<br/>Statistician<br/>Taxation agent<br/>Teacher<br/>University lecturer<br/>Valuer</p> | <p>3D Visualisation/3D Design<br/>Architect<br/>Architectural drafter<br/>Assembler<br/>Automotive electrician<br/>Boilermaker<br/>Builder<br/>Cabinetmaker<br/>Carpenter/joiner<br/>Drafter<br/>Engineer<br/>Fitter Graphic designer<br/>Industrial designer<br/>Interior designer<br/>Landscape architect<br/>Metal fabricator<br/>Panel beater<br/>Picture framer<br/>Product Design/Prototyping<br/>Sheet metal worker<br/>Teacher<br/>Wood machinist</p>  |

| Physical Sciences  | Biological and Environmental Sciences  | Health Sciences   |
|--|--|---|
| Astronomer<br>Chemical scientist<br>Chemical plant operator<br>Chemist<br>Engineering – Aerospace, Biomedical, Chemical, Civil, Electrical, Electronic, Industrial, Marine, Mechatronic, Mechanical, Minerals processing, Mining, Materials processing, Telecommunications<br>Engineering associate (mechanical)<br>Geologist<br>Geophysicist<br>Geoscience technician<br>Metallurgist<br>Metallurgical technician<br>Meteorologist<br>Naval architect<br>Patent examiner<br>Physicist<br>Pilot<br>Quality assurance inspector<br>Sound technician<br>Surveyor<br>Surveying technician   | Agricultural scientist<br>Agricultural technical officer<br>Biochemist<br>Biotechnologist<br>Botanist<br>Conservator<br>Environmental scientist<br>Fisheries officer<br>Forensic scientist<br>Forest technical officer<br>Geologist<br>Geoscience technician<br>Horticultural scientist<br>Hydrographer<br>Marine biologist<br>Marine scientist<br>Meteorologist<br>Microbiologist<br>Natural resource manager<br>Park ranger<br>Primary products inspector<br>Sugar cane analyst<br>Veterinarian<br>Zoologist   | Ambulance officer<br>Audiologist<br>Cardiac technologist<br>Chiropractor<br>Dental hygienist<br>Dental therapist<br>Dentist<br>Dietician/nutritionist<br>Medical practitioner<br>Medical imaging technologist<br>Medical scientist<br>Naturopath<br>Nurse - enrolled<br>Nurse – registered<br>Occupational therapist<br>Optometrist<br>Orthoptist<br>Osteopath<br>Pharmacologist<br>Physiotherapist<br>Podiatrist<br>Prosthetic technician<br>Psychologist<br>Radiation therapist |
| Creative and Performing Arts   | Health and Physical Education  | My Notes  |
| Actor<br>Artist<br>Arts administrator<br>Beauty therapist<br>Camera operator – <i>film; television; video</i><br>Conservator<br>Craftsperson<br>Dancer<br>Film and television lighting operator<br>Film, stage and television director<br>Fashion designer<br>Graphic designer<br>Interior designer<br>Jeweller<br>Musician<br>Milliner<br>Make-up artist<br>Model<br>Museum technician<br>Multimedia developer<br>Music therapist<br>Musical instrument maker<br>Set designer<br>Sound technician<br>Stage manager<br>Visual merchandiser   | Ambulance officer<br>Diver<br>Environmental health officer<br>Ergonomist<br>Fitness instructor<br>Health promotion officer<br>Lifeguard<br>Massage therapist<br>Naturopath<br>Nutritionist/dietitian<br>Occupational health and safety officer<br>Occupational therapist<br>Physiotherapist<br>Recreation officer<br>Sports administrator<br>Sports coach<br>Sports commentator<br>Sports development officer<br>Sports medicine practitioner<br>Podiatrist<br>Sport psychologist<br>Sports trainer<br>Sportsperson<br>Teacher – health and physical education |   |
| Useful Websites  |  |   |
| <ul style="list-style-type: none"> <li>• <a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a><br/>An online career service designed to help you to explore and plan your career.</li> <li>• <a href="http://www.australianapprenticeships.gov.au">www.australianapprenticeships.gov.au</a><br/>Learn about Australian Apprenticeships and the benefits of combining paid work with structured training.</li> <li>• <a href="http://www.myskills.gov.au">www.myskills.gov.au</a><br/>Features information on nationally recognised vocational education and training options.</li> <li>• <a href="http://www.studyassist.gov.au">www.studyassist.gov.au</a><br/>Information about Australian Government assistance for financing tertiary study.</li> <li>• <a href="http://www.graduatecareers.com.au">www.graduatecareers.com.au</a><br/>Provides information about employment and career opportunities for graduates.</li> </ul> |  |   |

## Prerequisites for Subjects in Years 10, 11 and 12

| General Subjects               | Prerequisites   |
|--------------------------------|---|
| Accounting                     | Minimum C in English <b>and</b> C in Mathematics  |
| Agricultural Science           | Minimum C in English <b>and</b> C in Mathematics <b>and</b> C in Science or Agricultural Science    |
| Ancient History                | Minimum C in English <b>and</b> C in History  |
| Biology                        | Minimum C in English <b>and</b> C in Mathematics <b>and</b> B in Science or Agricultural Science    |
| Business                       | Minimum C in English  |
| Chemistry                      | Minimum C in English <b>and</b> B in Mathematics <b>and</b> B in Science                            |
| Chinese                        | Minimum C in Chinese  |
| Dance                          | Minimum C in English <b>and</b> C in Dance  |
| Design                         | Minimum C in English <b>and</b> C in Mathematics or STEM  |
| Digital Solutions              | Minimum C in English <b>and</b> B in Mathematics <b>and</b> B in Advanced Technical Studies or STEM |
| Drama                          | Minimum C in English <b>and</b> C in Drama  |
| Economics                      | Minimum C in English <b>and</b> C in Mathematics  |
| English                        | Minimum C in English  |
| Film, Television and New Media | Minimum B in English  |
| Food and Nutrition             | Minimum C in English  |
| French                         | Minimum C in French   |
| General Mathematics            | Minimum middle C or higher in Mathematics   |
| Geography                      | Minimum C in English <b>and</b> C in Geography  |
| Health Education               | Minimum C in English  |
| Japanese                       | Minimum C in Japanese   |
| Legal Studies                  | Minimum C in English  |
| Literature                     | Minimum B in English and approval from teacher  |
| Marine Science                 | Minimum C in English <b>and</b> C in Mathematics <b>and</b> C in Science or Agricultural Science    |
| Mathematical Methods           | Minimum middle B or higher in Mathematics   |
| Modern History                 | Minimum C in English <b>and</b> C in History  |
| Music                          | Minimum C in English <b>and</b> C in Music  |
| Music Extension (Year 12 only) | Minimum C in Year 11 English <b>and</b> B in Year 11 Music  |
| Physical Education             | Minimum C in English <b>and</b> minimum C in a HPE subject  |
| Physics                        | Minimum C in English <b>and</b> B in Mathematics <b>and</b> B in Science                            |
| Specialist Mathematics         | Minimum A in Mathematics  |
| Visual Art                     | Minimum C in English <b>and</b> C in Visual Art.  |

| <b>Applied Subjects</b>                  | <b>Prerequisites</b>   |
|--|--|
| Agricultural Practices                   | Nil  |
| Building and Construction Skills         | Nil  |
| Business Studies                         | Nil  |
| Early Childhood Studies                  | Nil  |
| Engineering Skills                       | Nil  |
| Essential English                        | Nil  |
| Essential Mathematics                    | Nil  |
| Furnishing Skills                        | Nil  |
| Hospitality Practices                    | Nil  |
| Industrial Graphics Skills               | Nil  |
| Information and Communication Technology | Nil  |
| Media Arts in Practice                   | It is recommended that students have a C in English <b>and</b> C in Media Arts in Practice     |
| Music in Practice                        | It is recommended that students have a C in English <b>and</b> C in Music in Practice or Music |
| Recreation                               | Minimum C in HPE   |
| Tourism                                  | Nil  |
| Visual Art in Practice                   | Nil  |

## **General Subjects**

**(ATAR pathway students need to choose at least four, recommended six, General subjects)**

# Accounting

## Rationale

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. When students study this subject, they develop an understanding of the essential role that Accounting plays in the successful performance of any organisation. Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Fundamentals of Accounting</li><li>• Financial Statements</li><li>• Financial Ratios</li><li>• Personal Finance</li><li>• The Accounting Process</li><li>• Cash Management</li></ul> | <ul style="list-style-type: none"><li>• Accounting for a Service Business</li><li>• End-of Month Reporting for a Service Business</li><li>• Accounting for a Trading GST Business</li><li>• End-of-Year Reporting for a Trading GST Business</li></ul> | <ul style="list-style-type: none"><li>• Managing Resources for a Trading GST Business</li><li>• Fully Classified Financial Statement Reporting for a Trading GST Business</li><li>• Cash Management</li><li>• Complete Accounting Process for a Trading GST Business</li><li>• Performance Analysis of a Listed Public Company</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Accounting is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Mathematics.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Business Management
- Accountancy
- Economics
- Forensic Accounting
- Commerce
- Banking
- Finance

# Agricultural Science

## Rationale

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context.

Urban communities are now less connected with rural Australia than they have ever been. More than ever, Australia is in need of people who understand where food and other necessities of life come from and how they are produced. The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Plant production and weeds</li><li>• Animal production<ul style="list-style-type: none"><li>▪ Diseases and pests</li><li>▪ Genetics and breeding</li></ul></li><li>• Agricultural enterprise</li></ul> | <ul style="list-style-type: none"><li>• Agricultural enterprises</li><li>• Animal production</li><li>• Plant production</li><li>• Managing renewable resources</li><li>• Physical resource management</li><li>• Agricultural management, research and innovation</li></ul> | <ul style="list-style-type: none"><li>• Animal production</li><li>• Plant production</li><li>• Agricultural enterprises</li><li>• Enterprise management</li><li>• Evaluation of an agricultural enterprise</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Agricultural Science is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English, Year 9 Mathematics **and** Year 9 Science or Agricultural Science.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. They also need a hat and suitable work clothes for working outdoors with soil, plants and livestock.

## Possible Careers

Students enrolled in this subject require a laptop and need to bring this to school every day. They also need a hat and suitable work clothes for working outdoors with soil, plants and livestock.

## Possible Careers

- Agriculture
- Horticulture
- Agronomy
- Ecology
- Food technology
- Aquaculture
- Veterinary science
- Environmental science
- Natural resource management
- Wildlife conservation
- Eco-tourism

# Ancient History

## Rationale

Ancient History is concerned with studying people, societies and civilisations of the past. Students explore the interaction of societies and the impact of individuals and groups on ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 - Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Archaeology</li><li>• Rome</li><li>• Greece</li><li>• China</li></ul> | <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Ancient societies: beliefs, rituals and funerary practices</li></ul> | <ul style="list-style-type: none"><li>• Later Han Dynasty and the Three Kingdoms</li><li>• The 'Fall' of the Western Roman Empire</li><li>• Egypt: New Kingdom Imperialism</li><li>• QCAA selection (one of): Thutmose III, Rameses II, Themistokles, Alkibiades, Scipio Africanus, Julius Caesar, or Augustus.</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Ancient History is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 History.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students are required to locate and interpret a variety of source material to complete the course requirements.

## Possible Careers

- Educator/Teacher
- Librarian
- Journalist
- Foreign Correspondent
- Archivist
- Museum Curator

# Biology

## Rationale

Biology provides opportunities for students to engage with living systems.

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

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Biological classification</li><li>• Ecosystems and ecology</li><li>• Cell biology</li><li>• Genetics</li><li>• Natural selection and biodiversity</li></ul> | <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li><li>• Homeostasis</li><li>• Infectious disease</li></ul> | <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li><li>• DNA, genes and the continuity of life</li><li>• Continuity of life on Earth</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Biology is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Mathematics **and** at least a “B” in Year 9 Science or Agricultural Science.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Medicine
- Forensic science
- Veterinary science
- Food science
- Marine science
- Agriculture
- Biotechnology
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation
- Sustainability

# Business

## Rationale

Business creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Planning a Business</li><li>• Events Management</li><li>• Social Media</li><li>• Global Markets</li></ul> | <ul style="list-style-type: none"><li>• Fundamentals of Business</li><li>• Creation of Business Ideas</li><li>• Establishment of a Business</li><li>• Entering Markets</li></ul> | <ul style="list-style-type: none"><li>• Competitive Markets</li><li>• Strategic Development</li><li>• Repositioning a Business</li><li>• Transformation of Business</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Business is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Business Management
- Entrepreneurship
- Business Analytics
- Business Law
- International Business
- Marketing
- Human Resources Management

# Chemistry

## Rationale

Chemistry is the study of materials and their properties and structure.

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

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Atomic structure and the periodic table</li><li>• Bonding and chemical reactions</li><li>• Rate of reaction</li><li>• Stoichiometry and water chemistry</li></ul> | <ul style="list-style-type: none"><li>• Properties and structure of atoms</li><li>• Properties and structure of materials</li><li>• Chemical reactions – reactants, products and energy change</li><li>• Intermolecular forces and gases</li><li>• Aqueous solutions and acidity</li><li>• Rates of chemical reactions</li></ul> | <ul style="list-style-type: none"><li>• Chemical equilibrium systems</li><li>• Oxidation and reduction</li><li>• Properties and structure of organic materials</li><li>• Chemical synthesis and design</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Chemistry is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** at least a “B” in Year 9 Science **and** at least a “B” in Year 9 Mathematics.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Forensic Science
- Environmental Science
- Engineering
- Medicine
- Pharmacy
- Sports Science

# Chinese

## Rationale

The ability to communicate in an additional language such as Chinese is an important 21<sup>st</sup> century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. The central goal for additional language acquisition is communication. Students do not simply learn a language – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and deconstructing written, spoken and visual texts.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Home and Family</li><li>• Travel</li><li>• Health</li><li>• Holidays</li></ul> | Unit 1 'My World' <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> Unit 2 'Exploring our world' <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Chinese culture to the world</li></ul> | Unit 3 'Our Society' <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Individuals in society</li></ul> Unit 4 'My Future' <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Chinese is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "C" in Year 9 Chinese. Chinese classes in the senior school may be taught as a combined class if numbers are not sufficient to have separate classes.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

A course of study in Chinese can establish a basis for further education and employment in many professions and industries such as business, hospitality, law, science, technology, sociology and education.

# Dance

## Rationale

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Through studying Dance as both artist and as audience, students will develop a range of interrelated concepts, understanding and skills in dance as an art form and as a means of social inclusion.

Students will study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students will learn about dance as it is now and explore its origins across time and cultures.

## Areas of Study

| Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|--|---|
| <ul style="list-style-type: none"><li>• Unit 1 – Moving Bodies - How does Dance communicate?</li><li>• Unit 2 – Moving through environments – integration of the environment to shape dance.</li></ul> | <ul style="list-style-type: none"><li>• Unit 3 – Moving Statements – How does dance communicate viewpoints</li><li>• Unit 4 – Moving My Way – How does dance communicate meaning?</li></ul> |

## Assessment

Assessments are formative in Units 1 and 2. Students are assessed in the areas of Choreography, Performance and Appreciation.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Dance. If you did not study Dance in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students are required to bring appropriate clothing/dance wear for active class work.

## Possible Careers

- Arts administration and management
- Communication
- Creative Industries – choreographer, dancer
- Education
- Public relations

# Design

## Rationale

The subject Design focuses on the practical application of the design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities. Students will study across a range of contexts, working both independently and collaboratively to solve complex, open-ended problems. Students then communicate design proposals to suit different audiences.

Students learn the value of creative thinking and build resilience as they experience interactive design processes where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Sketching fundamentals</li><li>• Computer Aided Design Fundamentals</li><li>• Prototyping fundamentals</li><li>• Design process fundamentals</li></ul> | <ul style="list-style-type: none"><li>• Experiencing design</li><li>• Design process</li><li>• Design styles</li><li>• Explore – economic, social and cultural influences</li><li>• Develop collaborative design</li></ul> | <ul style="list-style-type: none"><li>• Designing with empathy</li><li>• Explore – sustainable design opportunities</li><li>• Develop – redesign</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Design is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** a “C” in either Year 9 Mathematics or Year 9 Science Technology Engineering Mathematics (STEM)

## Special Subject Advice

Students enrolled in this subject require a laptop that meets the minimum specifications of Autodesk and Adobe software. A laptop will be required for every lesson.

## Possible Careers

- Industrial Design
- Architecture
- Interior Design
- Graphic Design
- Digital Media
- Additionally, the critical analysis and problem solving skills that are developed in the Design subject lends themselves to almost any professional career.

# Digital Solutions

## Rationale

In Digital Solutions, students are prepared to be effective problem-solvers as they learn about and work with contemporary and emerging technologies. They learn about algorithms, code, and user interfaces as well as engaging with data, information and applications to create digital solutions. They also learn to understand the need to encrypt and protect data and confidential online records, as well as the personal, local and global impact of computing and the issues associated with the ethical integration of technology into our daily lives.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Programming constructs</li><li>• Computational thinking</li><li>• App development</li><li>• Data security and cryptography</li></ul> | <ul style="list-style-type: none"><li>• Creating with code</li><li>• Application and data solutions</li></ul> | <ul style="list-style-type: none"><li>• Digital Innovation</li><li>• Digital Impacts</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Digital Solutions is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “B” in Year 9 Mathematics, “C” in Year 9 English and a “B” in either Year 9 Advanced Technical Studies (ATS) OR Year 9 STEM.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Software Engineer
- Game Developer
- Systems Architect
- Programmer
- Systems/Business Analyst
- Data Scientist

# Drama

## Rationale

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens.

Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. A course of study in Drama establishes a basis for further education and employment across many fields, both inside the arts and culture industries and beyond.

## Areas of Study

| Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|
| <ul style="list-style-type: none"><li>• Unit 1 – SHARE: Greek Theatre/Verbatim</li><li>• Unit 2 – REFLECT: Realism, Magic Realism, Australian Gothic Theatre</li></ul> | <ul style="list-style-type: none"><li>• Unit 3 – CHALLENGE: Epic Theatre/Indigenous Theatre</li><li>• Unit 4 – TRANSFORM: Contemporary Theatre</li></ul> |

## Assessment

Assessment for Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Drama. If you did not study Drama in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. There will be occasions when drama students will be required to attend live theatre performances outside of school grounds. It is expected that students arrange their own transport to these theatre venues.

## Possible Careers

- Arts administration and management
- Communication
- Creative Industries
- Education

# Economics

## Rationale

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships. It supports us in becoming active global citizens.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs?

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|--|---|--|
| <ul style="list-style-type: none"><li>• Introduction to Markets and Models</li><li>• Market Efficiency</li><li>• Environmental Economics</li><li>• Macro-Economic Management</li></ul> | <ul style="list-style-type: none"><li>• The Basic Economic Problem</li><li>• Economic Flows</li><li>• Market Forces</li><li>• Markets and Efficiency</li><li>• Case Options of Market Measures and Strategies</li></ul> | <ul style="list-style-type: none"><li>• The Global Economy</li><li>• International Economic Issues</li><li>• Macroeconomic Objectives and Theory</li><li>• Economic Management</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Units 3 and 4 assessments are summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Economics is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Mathematics.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Management
- Journalism
- Economics
- Data Analytics
- Law
- Political Science
- International Business
- Marketing

# English

## Rationale

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Novel study</li><li>• Poetry study</li><li>• Drama study</li><li>• Multimedia</li></ul> | <ul style="list-style-type: none"><li>• Perspectives and Texts (Novel, Play, Poetry, Film, Multi-media studies)</li><li>• Texts and Culture (Australian Focus)</li></ul> | <ul style="list-style-type: none"><li>• Conversations about concepts in texts</li><li>• Conversations about issues in texts</li><li>• Creative responses to literary texts</li><li>• Critical responses to literary texts</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

English is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

# Film, Television and New Media

## Rationale

Film, Television and New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

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

## Areas of Study

| Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|
| <ul style="list-style-type: none"><li>• Foundation</li><li>• Story Forms</li></ul> | <ul style="list-style-type: none"><li>• Participation</li><li>• Identity</li></ul> |

## Assessment

Units 1 and 2 are formative, formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject. The three summative internal assessments will be endorsed and the results confirmed by the QCAA. Internal assessments will contribute 75% of the student result. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Film, Television and New Media will contribute 25% towards a student's result.

## Prerequisites

Students wishing to study this subject must have achieved at least a “B” in Year 9 English.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Since Film is a subject requiring a considerable amount of consumable materials, students are required to pay a consumable fee of \$100 in Year 11 and in Year 12 (above and beyond the Student Resource Scheme charge).

## Possible Careers

- Advertising, eg art director, brand specialist, content marketer, photographer, graphic artist.
- Arts administration and management, eg project manager, events and festivals manager.
- Communication, eg writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer, multimedia designer, digital content producer.
- Creative Industries, eg animator, photographer, screenwriter, game developer.
- Design, eg graphic designer, stage designer, set designer.
- Education, eg specialist classroom teacher, lecturer, private teacher.
- Film and television, eg storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer.

# Food and Nutrition

## Rationale

Food and Nutrition is the study of food in the context of nutrition, food science and food technology, with an underpinning focus on safe and sustainable food systems now and into the future. The subject takes a strong practical approach balanced with theory. Students studying this subject will study the whole food system, which includes production, processing, distribution, consumption and waste management. Students will also actively engage in food and nutrition problem-solving that contributes positively to sustainable social, economic, technological and environmental futures.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Feeding the Australian Family</li><li>• Introduction to Food Science and Technology</li></ul> | <ul style="list-style-type: none"><li>• Food Science</li><li>• Food Processing</li></ul> | <ul style="list-style-type: none"><li>• Food Systems</li><li>• Food Product Development for the Future</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Food and Nutrition is a rigorous academic subject. Students wishing to study this subject must have achieved a least a “C” in Year 9 English.

## Special Subject Advice

Students enrolled in this subject will require a laptop and will need to bring this to school every day.

Additional costs will be involved for the practical component of this subject.

As there is a strong practical component in this subject, students will be expected to comply with all Workplace Health and Safety regulations.

## Possible Careers

Dietetics/Nutrition; Food and Nutritional Management eg in hospitals, aged care; Food Chemist; Food Marketing; Health Education; Teaching.

# French

## Rationale

The ability to communicate in an additional language such as French is an important 21<sup>st</sup> century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. The central goal for additional language acquisition is communication. Students do not simply learn a language – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and deconstructing written, spoken and visual texts.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Home and Family</li><li>• Travel</li><li>• Youth Issues</li><li>• Social Issues</li></ul> | Unit 1 'My World' <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> Unit 2 'Exploring our world' <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of French culture to the world</li></ul> | Unit 3 'Our Society' <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Individuals in society</li></ul> Unit 4 'My Future' <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

French is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "C" in Year 9 French. French classes in the senior school may be taught as a combined class if numbers are not sufficient to have separate classes.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Year 10 students are expected to purchase Tapis Volant 2 Workbook for \$35.00. Year 11 students are expected to purchase the Tapis Volant Senior Workbook for \$36.00. This will be used in both Year 11 and Year 12.

## Possible Careers

A course of study in French can establish a basis for further education and employment in many professions and industries such as business, hospitality, law, science, technology, sociology and education.

# General Mathematics

## Rationale

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

## Areas of Study

General mathematics builds upon understanding of previous mathematical knowledge.

| Australian curriculum – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Money and financial mathematics</li><li>• Patterns and algebra</li><li>• Linear and non-linear relationships</li><li>• Using units of measurement</li><li>• Geometric reasoning</li><li>• Pythagoras and trigonometry</li><li>• Chance</li><li>• Data representation and interpretation</li></ul> | <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Linear equations and their graphs</li><li>• Applications of trigonometry</li><li>• Algebra and matrices</li><li>• Univariate data analysis</li></ul> | <ul style="list-style-type: none"><li>• Bivariate data analysis</li><li>• Time series analysis</li><li>• Growth and decay in sequences</li><li>• Earth geometry and time</li><li>• Loans, investment and annuities</li><li>• Graphs and Networks</li><li>• Networks and decision mathematics</li></ul> |

## Assessment/Workload

Assessment for Year 10 and Units 1 and 2 are formative. Formative assessment is used to provide students, parents/carers and teachers with information on a student's progress. Each year will have four assessment items made up of a problem solving and modelling task and three exams. The assessment schedule will be modelled on Year 12 assessment.

Units 3 and 4 are summative. Students will complete a total of three internal assessment items and one external test. The three summative internal assessments will be endorsed and the results will be confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute to 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

The workload is two to four hours per week, excluding homework. General Mathematics is an academically demanding subject which requires students who are dedicated, self-motivated and hard working.

## Prerequisites

Students must achieve a "middle C" or higher in Year 9 Mathematics to study General Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department (Anthony Elliott phone: 3824 9296) before the student's subject enrolment will be accepted. If these discussions do not take place, the student **will not** be enrolled in General Mathematics.

## Special Subject Advice

All students choosing this subject (Years 10, 11 and 12) require a computer and a scientific calculator (advised: Casio fx – 82AU PLUS).

## Possible Careers

General Mathematics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

# Geography

## Rationale

Geography teaches us about the significance of place and space in understanding our world. These two concepts are built on by the themes of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political and cultural factors, Geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry through which students investigate places in Australia and global communities. They are required to observe, gather, organise, analyse and present data and information across a range of scales. Field studies and spatial technologies are integral to the study of Geography.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• World Regions</li><li>• Environmental Management</li><li>• Development and human well-being</li></ul> | <ul style="list-style-type: none"><li>• Responding to risk and vulnerability in hazard zones<ul style="list-style-type: none"><li>- Natural</li><li>- Ecological</li></ul></li><li>• Planning sustainable places<ul style="list-style-type: none"><li>- Australian case study</li><li>- Megacities</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Responding to land transformations<ul style="list-style-type: none"><li>- Global climate change</li><li>- Local land study</li></ul></li><li>• Managing population change<ul style="list-style-type: none"><li>- Challenges in Australia</li><li>- Global population change</li></ul></li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Geography is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 Geography.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Teaching
- Agricultural Science/Biological Science/ Environmental Science
- Cartography
- Architecture
- Geology
- Meteorology
- Town planning

# Health Education

## Rationale

Health Education offers students the opportunity to develop the knowledge, attitudes, values and skills needed to participate effectively in the promotion of equitable health outcomes and assist them to reach their health potential. To achieve this, the Health Education Syllabus emphasises:

- Social justice principles of diversity, equity, supportive environments.
- Importance of social justice in determining inequities in health status and access to health resources.
- Health realities of living in contemporary Australia.
- Interaction between human health and the socio-cultural, physical, political and economic environment.
- Need for health to be considered at the global, national, local and personal levels.
- Individual and collective participation in the maintenance and promotion of their own health.

## Areas of Study

The developmental course will be approached through a process of inquiry learning. This will be comprised of a 5 - 6 week introductory module and for sequential units studied in the following order using an inquiry learning approach:

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Teenage Pregnancy</li><li>• Stress Management</li><li>• Gambling Addiction</li><li>• Action Research</li></ul> | <ul style="list-style-type: none"><li>• Personal Health – maximum two issues</li><li>• Nutrition, Eating Disorders, Body Image</li><li>• Peer and Family Health – maximum three issues</li><li>• Sexual Health, Substance Abuse, Domestic Violence</li></ul> | <ul style="list-style-type: none"><li>• Community and Environmental Health – maximum three issues</li><li>• Organ Donation</li><li>• Specific Population Health – maximum three issues (Disabled/Elderly/Aboriginal)</li></ul> |

## Special Subject Advice

Students enrolled in this subject require a laptop.

## Prerequisites

Health Education is a rigorous academic subject. This subject contributes four credits towards the QCE. Students wishing to study this subject must achieve at least a “C” in English (preferably higher). If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department before their subject enrolment can be accepted.

This subject would be beneficial to all students because of the vital knowledge gained about nutrition, body image, sexual health and road trauma and for students interested in pursuing careers within the health industry.

## Assessment/Workload

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

**Possible Careers:** Medicine, Nursing, Social/Community Welfare, Teaching – Health, Health and Physical Education, Home Economics, Community Education (eg National Heart Foundation, Cancer Foundation), and Occupational Therapy.

# Japanese

## Rationale

The ability to communicate in an additional language such as Japanese is an important 21<sup>st</sup> century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. The central goal for additional language acquisition is communication. Students do not simply learn a language – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and deconstructing written, spoken and visual texts.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Home and Family</li><li>• Exchange Students in Japan</li><li>• Sports Heroes</li><li>• Part-Time Job</li></ul> | Unit 1 'My World' <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> Unit 2 'Exploring our world' <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Japanese culture to the world</li></ul> | Unit 3 'Our Society' <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Individuals in society</li></ul> Unit 4 'My Future' <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Japanese is a rigorous academic subject. Students wishing to study this subject must have achieved at least a "C" in Year 9 Japanese. Japanese classes in the senior school may be taught as a combined class if numbers are not sufficient to have separate classes.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

A course of study in Japanese can establish a basis for further education and employment in many professions and industries such as business, hospitality, law, science, technology, sociology and education.

# Legal Studies

## Rationale

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts. The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|---|---|---|
| <ul style="list-style-type: none"><li>• The Legal System</li><li>• Domestic Violence</li><li>• Technology and the Law</li><li>• Crime and Society</li></ul> | <ul style="list-style-type: none"><li>• Legal Foundations</li><li>• Criminal Investigation Process</li><li>• Criminal trial process</li><li>• Punishment and Sentencing</li><li>• Civil Law Foundations</li><li>• Contractual Obligations</li><li>• Negligence and the Duty of Care</li></ul> | <ul style="list-style-type: none"><li>• Governance in Australia</li><li>• Law Reform within a Dynamic Society</li><li>• Human Rights</li><li>• The Effectiveness of International Law</li><li>• Human Rights in Australian Contexts</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Legal Studies is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Legal Practitioner - Lawyer/Solicitor
- Criminologist
- Justice Studies
- Education
- Politics
- Law enforcement

# Literature

## Rationale

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students will have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it. This subject will thoroughly prepare students for the rigours of university and further study across a variety of fields.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 - Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Introduction to analytical approaches</li><li>• Appreciation of language</li></ul> | <ul style="list-style-type: none"><li>• Introduction to literary studies</li><li>• Intertextuality</li></ul> | <ul style="list-style-type: none"><li>• Literature and identity</li><li>• Independent explorations</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare interim and semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student results. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Literature is a rigorous academic subject. Students wishing to study this subject must have achieved at least a 'B' in Year 9 English. Entry into the subject is conditional upon students receiving approval from their classroom teacher.

## Special Subject Advice

Students enrolled in this subject must be prepared to read widely and will be expected to undertake study in their own time.

## Possible Careers

- Author
- Journalist
- Academic
- Editor
- Marketing
- Human relations
- Film critic
- Psychologist
- Criminologist

# Marine Science

## Rationale

Marine Science provides opportunities for students to study an interdisciplinary science focussing on marine environments and the consequences of human influences on ocean resources.

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

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• People and the marine environment</li><li>• Oceanography</li><li>• Marine biology</li><li>• Marine systems and management</li></ul> | <ul style="list-style-type: none"><li>• Oceanography</li><li>• Marine ecology and biodiversity</li><li>• Marine environmental management</li></ul> | <ul style="list-style-type: none"><li>• The reef and beyond</li><li>• Changes on the reef</li><li>• Oceans of the future</li><li>• Managing fisheries</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Marine Science is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English, Year 9 Mathematics **and** in Year 9 Science or Agricultural Science.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Marine sciences
- Biotechnology
- Aquaculture
- Environmental rehabilitation
- Biosecurity
- Quarantine
- Conservation
- Sustainability

# Mathematical Methods

## Rationale

The major domains of mathematics in Mathematical Methods are Algebra, Functions, Relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics are used to describe and analyse phenomena involving uncertainty and variation.

Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations.

## Areas of Study

Mathematic Methods builds upon deep understanding of previous mathematical knowledge.

| Australian curriculum – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|--|---|---|
| <ul style="list-style-type: none"> <li>Real Numbers</li> <li>Patterns and Algebra</li> <li>Linear and non-linear relationships</li> <li>Measurement</li> <li>Geometric reasoning</li> <li>Pythagoras and trigonometry</li> <li>Chance</li> <li>Data representation and interpretation</li> </ul> | <ul style="list-style-type: none"> <li>Arithmetic and geometric sequences and series</li> <li>Functions and graphs</li> <li>Counting and probability</li> <li>Exponential Functions</li> <li>The logarithmic function</li> <li>Trigonometric Functions</li> <li>Differential calculus</li> <li>Discrete random variables</li> </ul> | <ul style="list-style-type: none"> <li>The logarithmic function</li> <li>Differentiation and applications</li> <li>Trigonometric functions</li> <li>Discrete random variables</li> <li>Continuous random variables and the normal distribution</li> <li>Interval estimates for proportions</li> </ul> |

## Assessment/Workload

Assessment for Year 10 and 11 are formative. Formative assessment is used to provide students, parents/carers and teachers with information on a student's progress. Each year will have four assessment items made up of a problem solving and modelling task and three exams. The assessment schedule will be modelled on Year 12 assessment.

Units 3 and 4 of Year 12 are summative. Students will complete a total of three internal assessment items and one external test. The three summative internal assessments will be endorsed and the results will be confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute to 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

The workload is three to five hours per week, excluding homework. Mathematical Methods is an academically demanding subject and requires students who are dedicated, self-motivated and hard working.

## Prerequisites

Students must achieve a "middle B" or higher in Year 9 Mathematics to study Mathematical Methods. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department (Anthony Elliott phone: 3824 9296) before the student's subject enrolment will be accepted. If these discussions do not take place the student **will not** be enrolled in Mathematical Methods.

## Special Subject Advice

**Year 10 – 12:** Students require a computer and a scientific calculator (advised: Casio fx – 82AU PLUS).

**Year 11 – 12:** Students require a Graphics Calculator (advised: Texas Instruments TI – 84 PLUS or TI – 84 PLUS CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course **cannot** be completed without a graphics calculator. The syllabus dictates this type of technology.

## Possible Careers

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

# Modern History

## Rationale

Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. It aims to have students form a historical consciousness in relation to these same forces. Throughout the course, students will conduct research using primary and secondary sources to interpret evidence, acknowledge the perspectives of others, make judgements and reflect on decisions. Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Conflicts of the Modern World               <ul style="list-style-type: none"> <li>- World War II</li> <li>- Holocaust</li> </ul> </li> <li>• Rights and Freedoms (a mix of)               <ul style="list-style-type: none"> <li>- Civil rights</li> <li>- LGBTIQ rights</li> <li>- Women’s rights</li> <li>- Environmental movement</li> <li>- Worker’s rights</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Ideas in the Modern World<br/>Students will study two out of the following three units:               <ul style="list-style-type: none"> <li>- Age of imperialism</li> <li>- Russian Revolution</li> <li>- French Revolution</li> </ul> </li> <li>• Movements in the Modern World               <ul style="list-style-type: none"> <li>- Australian Indigenous Rights Movement</li> <li>- Anti-Apartheid movement in South Africa</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• National Experiences in the Modern World<br/>Students will study two out of the following three units:               <ul style="list-style-type: none"> <li>- China</li> <li>- Israel</li> <li>- Soviet Union</li> </ul> </li> <li>• International experiences in the modern world<br/>Students will study one out of the following three units, as well as a prescribed QCAA topic:               <ul style="list-style-type: none"> <li>- Genocides and ethnic cleansings</li> <li>- Cold War</li> <li>- Struggle for peace in the Middle East</li> </ul> </li> </ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Modern History is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English and Year 9 History.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students are required to locate and interpret a variety of source material to complete the course requirements.

## Possible Careers

- Journalism
- Historian
- Foreign Affairs and politics
- Teaching

# Music

## Rationale

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

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, performance and musicology students use music elements and concepts, applying their knowledge and understanding of elements and devices to create, perform and analyse musical works.

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. In Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Studying music provides the basis for rich, lifelong learning.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Film Music</li><li>• Great Music and Musicians</li><li>• Jazz</li></ul> | <ul style="list-style-type: none"><li>• Designs - Fundamentals</li><li>• Identities – Personal, Social, Political and Cultural</li></ul> | <ul style="list-style-type: none"><li>• Innovations</li><li>• Narratives – Musical Storytelling</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Music. If you did not study Music in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students will have access to a range of software programs and a resource fee of \$30 is applied for Years 10, 11 and 12 for access to *Musition 5*.

## Possible Careers

Arts administration and management, Communications, Education, Creative Industries, Public relations, Music therapist, Producer, Sound designer, Artist manager, Performer, Composer etc.

## Music Extension (Year 12 only)

### Rationale

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternate ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

### Areas of Study

| Unit 3 – Explore   | Unit 4 - Emerge   |
|--|---|
| <ul style="list-style-type: none"><li>• Initiate best practice</li><li>• Consolidate best practice</li></ul> | <ul style="list-style-type: none"><li>• Independent best practice</li></ul> |

### Assessment

Music Extension is only available to Year 12 students who study the Music syllabus (parent syllabus). Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

### Prerequisites

Students wishing to study this subject must have achieved at least a “C” in Year 11 English **and** a “B” in Year 11 Music. An audition/interview may be necessary to determine a student’s potential for success in this course.

### Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students are expected to own their own music manuscript book, exercise book (or a combination of the two), pencils, pens and erasers.

### Possible Careers

Arts administration and management, Communication, Education, Creative Industries, Public relations, Music therapist, Producer, Music editor, Music librarian, Print music manager, Sound archivist, Musicologist, Music journalist.

# Physical Education

## Aims

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

## Areas of Study

Of central focus are the four physical activities (selected from the list below) and the dual role they play as learning experiences, acting as both a source of content and medium for learning.

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Functional Anatomy</li> <li>• Participation in Sport</li> <li>• Biomechanics</li> <li>• Exercise Physiology</li> </ul> | <ul style="list-style-type: none"> <li>• Australia’s Sporting Identity</li> <li>• Training Methods</li> <li>• Biomechanics</li> <li>• Factors Affecting the Equity and Access to Sport</li> </ul> | <ul style="list-style-type: none"> <li>• Physical Activity and Exercise in the Context of Australian Society</li> <li>• Training Program Development and Energy Systems</li> <li>• Sports Psychology</li> <li>• Training Program Design: Independent Research Task</li> </ul> |

## Assessment/Workload

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

**Selected Physical Activities** (four will be selected from the following) but not limited to: Athletics, Touch/Futsal, Badminton, and European Handball. The subject matter for each of the physical activities chosen is drawn and organised around the following three content areas:

- Learning Physical Skills
- Biological Bases of Training and Exercise
- Physical Activity in Australian Society.

## Special Subject Advice

Physical Education is a rigorous academic subject. This subject also contributes four credits towards the QCE. Students must have an interest in developing individual skills and knowledge through physical activity **and** obtain a “C” standard (preferably higher) in a HPE subject **and** English in order to study this subject. If a student does not meet the prerequisites and still wishes to study the subject, they will need the permission of the Head of Department (Tim McKennarney) before their subject enrolment can be accepted.

It is **compulsory** for Physical Education students to participate in the interschool sports program through team membership, coaching or officiating at carnivals. **Please Note: Correct Sports uniform (including school hat and sports shoes appropriate for participation in physical activity) is compulsory for all practical lessons.**

## Risk Statement

Guardians of students participating in Health and Physical Education should be aware that there is an inherent risk of injury associated with involvement in this subject. Teachers of these lessons have undertaken a thorough risk assessment and are aware of the hazards and will take all precautions necessary to limit the risk of an injury occurring. Examples of the types of activities undertaken can be seen in the sections above.

# Physics

## Rationale

Physics provides opportunities for students to engage with the classical and modern understandings of the universe.

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

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Linear motion</li><li>• Gravity and motion</li><li>• Electricity and electrical circuits</li></ul> | <ul style="list-style-type: none"><li>• Heating processes</li><li>• Ionising radiation and nuclear reactions</li><li>• Electrical circuits</li><li>• Linear motion and force</li><li>• Waves</li></ul> | <ul style="list-style-type: none"><li>• Gravity and motion</li><li>• Electromagnetism</li><li>• Special relativity</li><li>• Quantum Theory</li><li>• The Standard Model</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

## Prerequisites

Physics is a rigorous academic subject. Students wishing to study this subject must have achieved at least a “C” in Year 9 English and at least a “B” in Year 9 Science **and** in Year 9 Mathematics.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Science
- Engineering
- Medicine
- Technology

# Specialist Mathematics

## Rationale

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavour.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations.

## Areas of Study

Specialist Mathematics builds upon deep understanding of previous mathematical knowledge.

| Australian curriculum – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|--|--|---|
| <ul style="list-style-type: none"><li>Combinatorics</li><li>Vectors in a plane</li><li>Introduction to proof</li><li>Complex numbers</li><li>Trigonometry and functions</li><li>Matrices</li></ul> | <ul style="list-style-type: none"><li>Combinatorics</li><li>Vectors in a plane</li><li>Introduction to proof</li><li>Complex numbers 1</li><li>Trigonometry and functions</li><li>Matrices</li></ul> | <ul style="list-style-type: none"><li>Proof by mathematical induction</li><li>Vectors and matrices</li><li>Complex numbers 2</li><li>Integration and applications of integration</li><li>Rates of change and differential equations</li><li>Statistical inference</li></ul> |

## Assessment/Workload

Assessment for Year 10 and 11 are formative. Formative assessment is used to provide students, parents/carers and teachers with information on a student's progress. Each year will have four assessment items made up of a problem solving and modelling task and three exams. The assessment schedule will be modelled on Year 12 assessment.

Units 3 and 4 of year 12 are summative. Students will complete a total of three internal assessment items and one external test. The three summative internal assessments will be endorsed and the results will be confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute to 50% of the student result. These results will be combined with external assessment (50%) which will be developed and marked by the QCAA.

The workload is three to five hours per week, excluding homework. Mathematical Methods is an academically demanding subject and requires students who are dedicated, self-motivated and hard working.

## Prerequisites

Students must achieve a "low A" or higher in Year 9 Mathematics to study Specialist Mathematics. If a student does not meet the prerequisite and still wishes to study the subject, parental/carer contact needs to be organised with the Mathematics Head of Department (Anthony Elliott phone: 3824 9296) before the student's subject enrolment will be accepted. If these discussions do not take place, the student **will not** be enrolled in Mathematical Methods.

## Special Subject Advice

**Year 10 – 12:** Students require a computer and a scientific calculator (advised: Casio fx – 82AU PLUS).

**Year 11 – 12:** Students require a Graphics Calculator (advised: Texas Instruments TI – 84 PLUS or TI – 84 PLUS CE). It is important that each student has the same brand and model of calculator. This allows for consistent instruction of calculator functions between teacher/student and student/student. This course **cannot** be completed without a graphics calculator. The syllabus dictates this type of technology.

## Possible Careers

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

# Visual Art

## Rationale

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

## Areas of Study

| Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|---|---|
| <ul style="list-style-type: none"><li>• Art as a lens</li><li>• Art as a code</li></ul> | <ul style="list-style-type: none"><li>• Art as knowledge</li><li>• Art as alternate</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11.

Unit 3 and 4 assessment is summative. Students will complete a total of four pieces of summative assessment – three internal and one external. The three summative internal assessments will be endorsed and the results confirmed by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute 75% of the student result. These results will be combined with a single piece of external assessment (25%) which will be developed and marked by the QCAA.

## Prerequisites

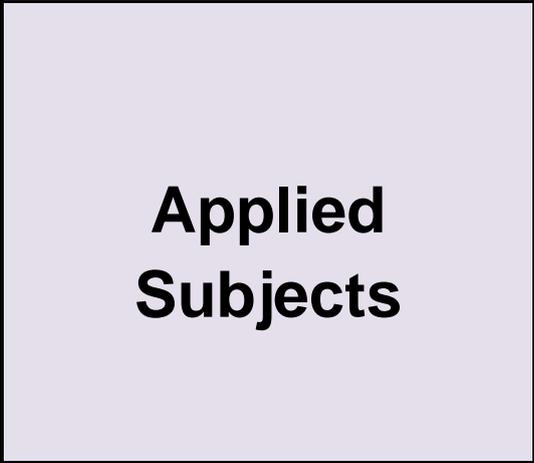
Students wishing to study this subject must have achieved at least a “C” in Year 9 English **and** Year 9 Visual arts. If you did not study Visual Arts in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Since Art is a subject requiring a considerable amount of consumable materials, students are required to pay a consumable fee of \$70 in Year 11 and in Year 12 (above and beyond the Student Resource Scheme charge). Students are expected to own their own visual diary, pencils, a fine tip black pen, glue stick and 2B, 4B pencils. **Students will pay extra if they use materials in excess of the amount allocated.**

## Possible Careers

- Advertising, Arts administration and management.
- Communication, eg Writer, Communication strategist, Journalist, Sign writer, Art editor, Blogger/vlogger, Web content producer.
- Creative Industries, eg Visual artist, Illustrator, Photographer, Screenwriter.
- Design, eg Architect, Fashion designer, Environmental designer, Fashion marketer, Graphic designer, Industrial designer, Interior designer, Stage designer, Textiles designer.
- Education, eg Specialist classroom teacher, Lecturer, Private teacher.



**Applied  
Subjects**

# Agricultural Practices

## Rationale

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Plant studies<ul style="list-style-type: none"><li>▪ Fruit production</li><li>▪ Orchard management</li><li>▪ Flower production</li></ul></li><li>• Animal studies<ul style="list-style-type: none"><li>▪ Care and maintenance</li><li>▪ Sheep handling</li><li>▪ Paddock management</li></ul></li></ul> | <ul style="list-style-type: none"><li>• Poultry production</li><li>• Vegetable production</li><li>• Animal husbandry</li><li>• Greenhouse to market</li></ul> | <ul style="list-style-type: none"><li>• Vermiculture</li><li>• Preparing sheep for show</li><li>• Aquaculture</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative, and will be structured to prepare students for the type of assessment to be completed for Units 3 and 4. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Unit 3 and 4 assessment is summative.

## Prerequisites

There are no prerequisites for studying Agricultural Practices.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. They also need a hat and suitable work clothes for working outdoors with soil, plants and livestock.

## Possible Careers

Study in Agricultural Practices can establish a basis for participating in and contributing to community associations, events and activities, such as agricultural shows. It also provides a basis for further education, training and employment in:

- Agriculture
- Aquaculture
- Food technology
- Environmental management
- Agribusiness

# Building and Construction Skills

## Aims

The building and construction industry transforms raw materials into building and structures. Building and Construction Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to create, maintain and repair the built environment. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## Areas of Study

Areas of study include:

- Carpentry
- Landscaping
- Plastering and Painting

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school.

## Assessment/Workload

Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Building and Construction Skills places a large emphasis on creating real world situations where students will be required to work in groups to successfully complete a number of construction tasks within given timelines.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a 'hands on' subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

## Associated Costs

Materials will be provided and ordered for students who have joined the Student Resource Scheme. Students are able to individualise their projects but will need to supply extra materials themselves.

## Risk Statement

As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.

# Business Studies

## Rationale

The subject Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts. The business sector is estimated to employ over two million Australians and is growing at the rate of approximately 5% per year. Exciting and challenging career opportunities exist in the business sector across a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts (e.g. entertainment, mining, retail, rural, travel, events management).

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative   |
|---|--|---|
| <ul style="list-style-type: none"><li>• The Business Idea</li><li>• Entrepreneurs</li><li>• The Business Plan</li><li>• Business Ventures</li></ul> | <ul style="list-style-type: none"><li>• Business Environments</li><li>• Customer Service</li><li>• Financial Administration</li><li>• Social Media</li></ul> | <ul style="list-style-type: none"><li>• Marketing – Make a Difference</li><li>• Working in a Digital World</li><li>• Financial Costings</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester Reports in Years 10 and 11.

Units 3 and 4 are summative. Students will complete four pieces of summative assessment and this information will be used to determine the exit result for the subject.

## Prerequisites

Nil

## Associated Subject Cost

Year 11 students will be required to purchase a workbook for the study of Financial Administration at a cost of \$15.00.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Careers

- Public Relations
- Office Administration
- Property Management
- Sales
- Small Business
- Events Administration and Marketing

# Early Childhood Studies

## **Aim**

The primary focus of the early childhood field of study is to promote the wellbeing of young children and a greater awareness of the importance of quality practices in the wider community.

Throughout this course, students study topics such as human development, the needs and rights of children, the value of play, concepts of childhood, the role of parents, the importance of families, behaviour management, special needs, workplace health and safety, industry practice and legislation and ethical issues. This provides a framework for observations of, interactions with and reasoning about young children.

## **Areas of Study**

Core areas of study include: the value of play, quality early childhood practices and observing children. These core areas are integrated with at least four elective areas. Possible elective areas include the development of children, creativity, self-expression and problem solving in early childhood, children with special needs and accident prevention and safety.

## **Assessment/Workload**

Assessment emphasises communication. Students will need to complete a range of tasks such as practical demonstrations, response to stimulus, short written and oral tasks, reports and record books. In Year 11, students are assessed in simulated early childhood situations and progress to real early childhood situations in Year 12.

## **Special Subject Advice**

Students enrolled in this subject require a laptop.

Students will need to supply materials to complete activities such as craft items/food as necessary to complete some assessment tasks.

Early Childhood is a subject that combines practical and theory work. All students in this subject will be required to undertake practical tasks to create and demonstrate learning experiences for children. Students also need to be aware that some assessment take place based off their interaction with children in local childcare facilities.

## **Risk Statement**

It is a requirement that students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each utensil/appliance before they operate it.

## **Career Links**

This subject would be beneficial to students interested in careers in the areas of early childhood. Possible career paths after further study include working in child care centres as an assistant, group leader or director. Travelling and working as a nanny or working in after school hours care (ASHC) or primary teaching.

# Engineering Skills

## Aim

The subject Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominately metal products in the engineering manufacturing industry. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## Areas of Study

Areas of study include:

- Introduction to the engineering industry
- Sheet metal working
- Welding and fabricating
- Fitting and machining.

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school.

## Assessment/Workload

Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a 'hands on' subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

## Associated Costs

Materials will be provided and ordered for students who have joined the Student Resource Scheme. Students are able to individualise their projects but will need to supply extra materials themselves.

## Risk Statement

As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.

# Essential English

## Aims

This subject aims to develop:

- Knowledge and understanding of the workplace
- Preparation for entry into the workplace
- Positive attitudes and strategies for engaging in life-long learning as reflective learners
- Respect for all people, knowledge, understanding and appreciation of Australia's linguistic and cultural diversity
- Skills, knowledge and understanding to communicate appropriately and effectively using non-discriminatory language
- Knowledge and appreciation of how individual and collective cultural identity is formed and valued
- Knowledge and skills to plan and work as members of a group and to accept responsibility for the outcomes of the group
- Self-confidence as language users
- Knowledge, understanding and an appreciation of languages as used in various forms.

## Special Subject Advice

Students enrolled in this subject require a laptop.

**Note: Students planning to undertake university study should not take this course.**

## Assessment Workload

Students will be given both written and oral tasks and will be given class time to work on presentation, reading and writing skills.

## Equipment

A document folder, USB drive and paper for assignments.

# Essential Mathematics

## Rationale

The major themes of Mathematics Essential are every day, life-related and practical applications of number, algebra, geometry, measurement, financial mathematics, probability and statistics. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

The benefit of Mathematics Essential goes beyond traditional ideas of numeracy, requiring greater emphasis on estimation, problem solving and reasoning, with the aim of developing thinking citizens who interpret the world mathematically, and use mathematics to make informed predictions and decisions about personal and financial priorities.

## Areas of study

Essential Mathematics builds upon understanding of previous mathematical knowledge.

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Number</li><li>• Measurement</li><li>• Algebra</li><li>• Graphs</li><li>• Representing and comparing data</li><li>• Percentages</li><li>• Rates and ratio</li><li>• Time and motion</li></ul> | <ul style="list-style-type: none"><li>• Number</li><li>• Measurement</li><li>• Algebra</li><li>• Graphs</li><li>• Representing and comparing data</li><li>• Percentages</li><li>• Rates and ratio</li><li>• Time and motion</li></ul> | <ul style="list-style-type: none"><li>• Managing Money</li><li>• Loans and compound interest</li><li>• Data collection</li><li>• Probability and relative frequencies</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Graphs</li></ul> |

## Assessment/Workload

Assessment for Year 10 and 11 are formative. Formative assessment is used to provide students, parents/carers and teachers with information on a student's progress. Each year will have four assessment items made up of two problem solving and modelling tasks and two exams. The assessment schedule will be modelled on Year 12 assessment.

Units 3 and 4 are summative. Students will complete a total of four internal assessment items. Two of which will be problem solving and modelling tasks and two exams. One of these assessment items will be written by the Queensland Curriculum and Assessment Authority (QCAA). Internal assessments will contribute to 100% of the student result. There is no external exam component in Essential Mathematics.

The workload will include homework.

## Prerequisites

Students who achieve a "C-" or below in Year 9 mathematics should study Essential Mathematics.

## Special Subject Advice

**Year 10 – 12:** Students require a computer and a scientific calculator (advised: Casio fx – 82AU PLUS).

## Possible Careers

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

# Furnishing Skills

## Aim

The subject Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture quality aesthetic products in the furnishing industry. By studying this subject, students enhance their opportunities regarding employment, enterprise, further study, leisure and lifelong learning. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## Areas of Study

Areas of study include:

- Introduction to the furnishings industry
- Furniture making
- Cabinet making
- Furniture finishing.

## Special Subject Advice

Students enrolled in this subject require a laptop.

Students choosing this subject must comply with the Workplace Health and Safety Act and Regulations as well as the relevant codes of practice. This means that behaviour in this subject must be of the highest standard at all times.

Students are required to wear black closed in/lace up leather shoes that protect the upper part of the foot. Students must provide and wear for each workshop subject a pair of Australian Standard safety glasses. It is also highly recommended that students provide and wear an apron and ear plugs. All of these items can be purchased from the school. *Note: steel capped safety boots* will be required for onsite work and/or site visits.

## Assessment/Workload

Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Note: Projects are made up of a physical product and a written piece of assessment. The majority of assessment comes from projects, so students will need to complete written assessment using their laptop multiple times across the year for this subject. While this subject is primarily a 'hands on' subject, students will need to engage in all of the theoretical and written work to achieve a passing grade.

## Associated Costs

Materials will be provided and ordered for students who join the Student Resource Scheme. Students are able to individualise their projects but will need to supply extra materials themselves.

## Risk Statement

As this is a practical subject, there is an element of risk ie: students will be using various hand tools, power tools and fixed machinery. It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with each machine before they operate it.

# Hospitality Practices

## Aims

Hospitality Practices aims to prepare students to enter the vocational pathway of the Hospitality industry. This is achieved by developing knowledge, understanding, and skills related to this area. This subject forms part of the general education of the student and successful completion will prepare and assist students for an effective role in pre-vocational courses, traineeships and careers offered within all areas of the Hospitality industry.

## Areas of Study

Topics covered within the course include:

- The Hospitality industry
- Communicating effectively in the Hospitality industry
- Cultural awareness in the Hospitality industry
- Workplace health, hygiene and safety issues
- Hospitality event management
- Practical skills are developed and built upon throughout each topic.

## Special Subject Advice

Students enrolled in this subject require a laptop.

It is not essential to have had previous experiences in working with foods, however, study of Practical Textiles and Cookery or Hospitality in Year 9 is an advantage.

Students must wear closed in black leather lace up shoes.

## Assessment/Workload

Assessment will be dimension based and will cover:

- Knowledge and Understanding
- Examining and applying
- Planning and evaluating

Assessment tasks will include practical cookery tasks, assignments, simulated events and written tests.

## Associated Subject Costs: Compulsory Costs

A major portion of the subject is participation in practical areas. Students will be required to provide ingredients on a regular basis (once a week) for individual 'take home' cookery. The emphasis of hospitality practical work is cookery suited to coffee shops and restaurants. These costs should be considered (discussed with the Head of Department if necessary) before selecting the subject. Black closed in lace-up leather shoes that protect the upper part of the foot, black pants and white blouse/shirt are required for functions.

## Risk Statement

As this is a practical subject, students will be using various kitchen utensils (knives), and electrical appliances (frypans, beaters).

It is a requirement that all students and parents agree to the terms outlined in the risk letter given to students at the beginning of the year and students complete the theory component and demonstrate competency with utensils/appliances each before they operate it.

# Industrial Graphics Skills

## Aim

Industrial Graphics skills are drawing skills used by manufacturing industries when transforming raw materials into products wanted by society.

Industrial Graphics Skills will provide you with opportunities to explore, experience and learn knowledge and practical skills required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for you to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## Areas of Study

Areas of study include:

- Engineering drafting
- Building and Construction drafting
- Furnishing drafting.

All of the above areas will incorporate 2D and 3D drawing systems and use a combination of freehand and Computer Aided Design (CAD) techniques.

## Special Subject Advice

Students enrolled in this subject require a laptop that meets the minimum specifications for Autodesk products.

Industrial Graphics Skills compliments the trade based subjects of Building and Construction Skills, Engineering Skills and Furnishing Skills as units are focussed around drawings for these areas. Students studying the subject Design can also benefit from Industrial Graphics Skills as they will develop CAD skills that will be of use in the design subject.

## Assessment/Workload

Assessment will be criteria based and will cover: Knowing and Understanding, Analysing and Applying, and Producing and Evaluating.

Assessment tasks occur in the form of: Projects, Practical Demonstrations and Exams.

Industrial Graphical projects require high levels of accuracy and attention to detail across the entire package of work, as such they can be very time consuming to complete to a high standard.

## Career Links

A course of study in Industrial Graphics Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter. The course also offers a good base for students that may wish to pursue vocational technical drawing courses.

# Information and Communication Technology

## Rationale

Information and Communication Technology will equip students with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

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

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative   | Units 3 and 4 – Formative   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Website Development – HTML</li><li>• Graphic Design</li><li>• Introduction to Gaming</li><li>• Data Management</li></ul> | <ul style="list-style-type: none"><li>• My Digital Profile</li><li>• Graphic Design</li><li>• Exploring Mobile Applications</li><li>• Gaming Beta</li></ul> | <ul style="list-style-type: none"><li>• Gaming – Advanced</li><li>• Presenting Me – development of a personal digital presence online. Producing a web resume including video, images and text.</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester Reports in Years 10 and 11.

Units 3 and 4 are summative. Students will complete four pieces of summative assessment and this information will be used to determine the exit result for the subject.

## Prerequisites

Nil

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

Students also require:

- A set of headphones
- A device that is capable of recording video and audio of an acceptable quality

## Possible Careers

- Graphic Designer
- Systems Designer – Multimedia and Web Design
- Help Desk
- Digital Media Support
- Call Centre
- Self-employment

# Media Arts in Practice

## Rationale

The media arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly, they are characterised by digitisation and transmission via electronic media. In common with all art forms, in their making and reception, they excite and extend the imagination, and express, inspire, critique or entertain with representations of lived experience and culture.

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media art-making processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

Students of Media Arts in Practice develop knowledge, understanding and skills from three core topics — ‘Media technologies’, ‘Media communications’ and ‘Media in society’. These core topics are embedded in, and explored through, electives that provide the flexibility to accommodate current and emerging technologies and the diverse interests and abilities of students.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Photography</li><li>• Sound and Vision</li><li>• Animation</li><li>• Games and Interactivity</li></ul> | <ul style="list-style-type: none"><li>• Graphic Design and Imagery</li><li>• Interactive Media</li></ul> | <ul style="list-style-type: none"><li>• Graphic Design and Imagery</li><li>• Interactive Media</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Unit 3 and 4 assessment is summative.

## Prerequisites

It is recommended that students choosing this subject should have achieved a C in Year 9 Media Arts in Practice. If you did not study Media Arts in Practice in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject use the school’s Art Computer Lab, cameras and other resources. The student may nominate to use their own laptop, but this is not recommended due to software compatibility issues. Students may nominate to use their own cameras at their own risk.

## Possible Careers

- Advertising and marketing, Publishing, Web design, Television and film making, Animation, Gaming.
- Photography, Curating, 3D.

# Music in Practice

## Rationale

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits.

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

## Areas of Study

| Prep Units – Formative   | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|--|--|--|
| <ul style="list-style-type: none"><li>• Elementary</li><li>• Music and Meaning</li><li>• The Industry</li><li>• Song writing</li></ul> | <ul style="list-style-type: none"><li>• Practical Music Skills</li><li>• Contemporary Music 1</li><li>• Contemporary Music 2</li><li>• Performance Craft</li></ul> | <ul style="list-style-type: none"><li>• Music Technology and Production</li><li>• Live Production and Performance</li><li>• Live Production and Performance 2</li><li>• Song Writing</li></ul> |

**\*Please note: due to an anticipated change in work program, these units may change slightly.**

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester reports in Years 10 and 11. Unit 3 and 4 assessment is summative.

## Prerequisites

It is recommended that students choosing this subject should have achieved a C in Year 9 Music in Practice or Music. If you did not study Music in Practice or Music in Year 9, please contact the Head of Department.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Students are expected to own their own music manuscript book, exercise book (or a combination of the two), pencils, pens and erasers. If students would like to play an instrument other than guitar, bass, piano or drums, this will also need to be supplied by the student.

## Possible Careers

Musician, Music journalist, Media composer, DJ, Sound engineer, Songwriter, Educator, Record producer, Music sales, Entertainment manager, Advertising.

# Recreation

## Rationale

Recreation can make an important contribution to enhancing students' opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills. The skills developed in Recreation may be oriented towards work, personal fitness, or general health and wellbeing.

Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community recreational activities in their adult life.

## Areas of study:

Through the study of Recreation students will examine:

- The relevance of recreation in Australian culture.
- The contribution recreation makes to health and wellbeing:
  - Factors that influence participation in recreation
  - How physical skills can enhance participation in recreation activities
  - How interpersonal skills support effective interaction with others
  - The promotion of safety in recreation activities
  - Technology in recreation activities
  - How the recreation industry contributes to individuals and communities.

## Content

Students will study the following concepts throughout the two year course of study:

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

## Assessment/Workload

- Individual and Group Assignment Tasks.
- Written tests (First Aid).
- Performance Tests in Recreational Activities.
- Observation of applied skills, strategies, and tactics in match situations, coaching.
- Students may be able to participate in Work Experience over the final two years of the course.

## Special Subject Advice

- Students enrolled in this course need a laptop.
- Students must achieve a **minimum of a 'C' in HPE** in order to be selected for this subject. Students require an interest in coaching and participation in physical activity and the development of physical skills, and an interest in pursuing a career in the recreation and fitness industry.
- It is expected that **ALL** students choosing this subject participate in interschool sport, (Wednesdays) by playing, coaching or administrating.
- Students who do not meet the required standard for this subject may be permitted entry following a successful interview with the Head of Department Health and Physical Education (Tim McKennarney).
- **Students must wear their Sports uniform and school cap to all Practical classes.**

While studying these theory components, students will engage in a range of practical areas which may include: Table Tennis, Touch Football, Weights, Snooker, Basketball, Water Polo and Futsal.

## Possible Careers

A course of study in Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

# Tourism

## Rationale

Tourism is one of the world's largest industries, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities. The Tourism Applied syllabus is designed to give students a variety of intellectual, technical, operational and workplace skills. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative   | Units 3 and 4 – Summative  |
|---|---|--|
| <ul style="list-style-type: none"><li>• Tourism as an Industry</li><li>• Sustainable Tourism</li><li>• Tailoring the Travel Experience</li><li>• Customer Service</li></ul> | <ul style="list-style-type: none"><li>• Introduction to Tourism</li><li>• Tailoring the Travel Experience</li><li>• World Tourism</li><li>• Eco-Tourism</li></ul> | <ul style="list-style-type: none"><li>• Procedures and Protocols</li><li>• Theme Parks and Attractions</li><li>• Travel Expo</li><li>• Sustainable Tourism</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. This information will be used to prepare Interim and Semester Reports in Years 10 and 11.

Units 3 and 4 are summative. Students will complete four pieces of summative assessment and this information will be used to determine the exit result for the subject.

## Prerequisites

Nil

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day.

## Possible Industries/Careers

- Cruising
- Wineries
- Events Coordination
- Adventure Tour Guide
- Theme Park Attendant
- Tourism and Leisure Industry Development
- Cultural Liaison

# Visual Arts in Practice

## Rationale

The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience.

## Areas of Study

| Prep Units – Formative  | Units 1 and 2 – Formative  | Units 3 and 4 – Summative  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Cultural Fusion (2D and 3D project folio)</li><li>• Street Grunge (2D and design project folio)</li></ul> | <ul style="list-style-type: none"><li>• In the Zone: The self (2D product folio)</li><li>• Symbolism in Visual Art (3D project folio)</li><li>• Reacting to Social Issues (2D design project folio)</li><li>• Surfaces in the Landscape (2D digital photography product folio)</li></ul> | <ul style="list-style-type: none"><li>• Disposable Society (3D project folio)</li><li>• Manmade Environments (2D product folio)</li><li>• Vulnerable Species (2D Design project folio)</li><li>• Human Expression (2D digital photography product folio)</li></ul> |

## Assessment

Assessment for the Preparation Units and Units 1 and 2 are formative. Formative assessment is used to provide students and teachers with information on student progress. The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Exit folios consist of four assessment instruments, and the student responses. Summative units include realised artworks, a written artist statement, written reflections, and an oral presentation. Both theory and practice are part of the core for this applied subject.

## Prerequisites

It is not essential for students to have completed junior art however it is recommended. Most student work will be completed at school, however, some planning may need to be undertaken at home.

## Special Subject Advice

Students enrolled in this subject require a laptop and need to bring this to school every day. Since Visual Arts in Practice is a subject requiring a considerable amount of consumable materials, students are required to pay a consumable fee of \$70 in Year 11 and in Year 12 (above and beyond the Student Resource Scheme charge).

Students are expected to own their own visual diary, pencils, a fine tip black pen, glue stick and 2B, 4B pencils.

**Students will pay extra if they use materials in excess of the amount allocated.**

## Possible Careers

A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.