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General Information

Preamble
This booklet has been compiled to assist parents and students to make appropriate decisions about subject choices for Year 11 and 12.

Information about individual subjects has been prepared by Heads of Learning Areas. Students are strongly advised to read each subject synopsis carefully before making subject choices.

Students and parents are reminded that all students now graduate under the Queensland system that records student achievements on a Senior Statement and, if 20 credits are achieved in the appropriate pattern, they will also be awarded the Queensland Certificate of Education (QCE). At Grammar it is our aim for all students to receive a QCE by the end of Year 12 (refer to the QCCA fact sheet re the QCE at the end of this document).

Choosing Senior Subjects
Students will choose six (6) subjects from those listed. Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

At Grammar:
- All students must study either English or English Communication
- All students must study one of Mathematics A, Mathematics B or Prevocational Mathematics

Students are advised to consult the Life Choices Coordinator, Mr Bill Riddiford for information about tertiary institutions, prerequisites and field position requirements.

Tertiary Prerequisites/Recommended Studies
All students have been issued with a ‘Tertiary Prerequisites’ booklet from QTAC. This is a summary of selection criteria for entry to universities, TAFE QLD and other tertiary institutions in 2018.

Prerequisite subjects for courses to be offered at the respective universities are listed in the booklet referred to above; however, the following general points should be noted:
1. Each institution has its own list of prerequisite subjects and these may differ between institutions for similar courses.
2. A Sound Achievement in Authority English is a prerequisite for many degree level tertiary courses.
3. Mathematics and Science subjects are most commonly listed as prerequisites for Engineering and Health Science courses; however, a variety of other subjects are also mentioned.
4. While some subjects are not listed as prerequisites, progress at university will be significantly less demanding if they have been studied in Years 11 and 12.
5. Recommended Studies and ‘Assumed Knowledge’ schemes have replaced formal subject prerequisites at many universities. Students who do not have the ‘assumed level of knowledge’ are not prevented from receiving an offer, but may encounter difficulty with their studies. Many universities recommend such students should undertake bridging or preparation work to acquire the assumed knowledge.

Grammar Recommended Studies
Some subjects offered at Grammar have recommendations of their own. Please take careful note of the recommended prior learning for particular subjects.

Authority Subjects
Authority subjects are developed and monitored by the Queensland Curriculum & Assessment Authority (QCCA). They are based on a prescribed syllabus and an accredited school based work program.

Each Authority subject successfully completed contributes four (4) credit points to the QCE at the end of Year 12.

Results obtained in Authority subjects are shown on the Senior Statement. They also contribute to calculations of Overall Position (OPs) and Field Positions (FPs) required for tertiary entrance.
Qualifying for OPs

An Overall Position (OP) is a state-wide ranking of 1–25 given to students by the QCCA, based on their achievements in Authority subjects. To receive an OP a student must study:

- At least 20 semester units in Authority subjects over Years 11 and 12
- At least three subjects taken for all four semesters
- To be eligible for an OP rank, students must also sit the Queensland Core Skills Test (QCST).

Qualifying for FPs

A Field Position (FP) is another kind of state-wide rank order determined by the QCCA. Field positions provide information as to how a student has performed in Authority subjects that emphasise the skills within that field. They are used by tertiary institutions to discriminate between students who have the same OP. There are five field positions. They are:

- Field A - Extended written expression involving complex analysis and synthesis of ideas
- Field B - Short written communication involving reading comprehension and expression in English or a foreign language
- Field C - Basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D - Solving complex problems involving mathematical symbols and abstractions
- Field E - Substantial practical performance involving physical or creative arts or expressive skills.

Students receive a rank of 1–10 in one or more of these fields, depending on the subjects studied and how they have performed in those subjects. Usually, most students will be ranked in two or three fields. Students should not expect to qualify for all Field Positions.

A complete list of field weights for the various Authority subjects can be found at the back of the QTAC Tertiary Prerequisite booklet.

Authority Registered Subjects

Authority Registered subjects are based on Study Area Specifications (SASs) designed by the Queensland Curriculum & Assessment Authority. They do contribute to the QCE (four (4) credit points per subject) and a Tertiary Ranking, but not towards the calculations of Overall Positions or Field Positions. Results obtained in Authority Registered subjects are also shown on the Senior Statement. English Communication and Pre-vocational Mathematics are Authority Registered subjects.

Vocational Education Subjects (VET)

The School offers a course in Certificate III & Certificate IV in Fitness and Diploma of Business, which are classified as stand alone VET courses. These subjects also contribute to the QCE. Results are recorded on the Senior Statement as a vocational certificate or as units if the full certificate is not achieved.

Other stand alone qualifications are also available to students through connections established by the School with TAFE, other private training providers and via the school based traineeship and apprenticeship scheme.

School Based Traineeships and Apprenticeships

Students who wish to combine their studies at school with paid employment may choose to undertake a school based apprenticeship or traineeship. Traineeships and apprenticeships allow students in Year 11 and 12 to work with an employer as paid employees and gain a nationally recognised VET qualification while studying. Traineeships and apprenticeships are available in a wide range of industry areas including Business, Retail, Hospitality, Horticulture and Automotive. School based trainees and apprentices usually spend one school day each week at their place of employment. School Based Traineeships and Apprenticeships contribute credit towards the QCE. Negotiations to begin a traineeship or apprenticeship should begin in late Year 10 or early Year 11. Students wishing to take up a traineeship or apprenticeship are advised to contact the Life Choices Coordinator, Mr Bill Riddiford who will arrange an initial interview.

Christian Studies

All students experience Christian Studies for the entire year. There is no need to ‘select’ this subject as a student preference, as all students will be timetabled to study this course. Christian Studies comprises three strands:

- Christian understanding and living
- Bible application
- Comparative religions

Students are given the opportunity to explore the Christian faith, ethics, gender issues and current affairs.
Personal Development

All Year 11 students study the Personal Development course for the entire year. There is no need to ‘select’ this subject as a student preference, as all students will be timetabled to study this course. The topics of Developing Resilience, Study Skills, Relationships Education, Drug Education and Career Development are explored by students in the Personal Development program. Students are assisted to develop an awareness of the changes associated with significant transitions in their lives and how these changes influence physical, social and emotional growth and development.

Career Development is a significant component of the Personal Development curriculum and encompasses personal management, learning and work exploration and career building. Students revisit their Senior Education and Training Plan (SET Plan) and further explore the Queensland tertiary system, subject prerequisites and tertiary entrance requirements as communicated by Queensland Tertiary Admissions Centre (QTAC).

Learning Enrichment

Learning Enrichment is a referral based program offered to students requiring additional academic support. The level of support required and types of programs offered are designed for the needs of the individual student. Students can access learning support before school or negotiate time during lesson time. The program aims to provide students with the opportunity to further develop literacy or numeracy skills and to improve their organisational and time management skills. Additionally, students are given guidance with class work, homework and assignments. Places in this program are limited and will be offered to those students who have the highest needs. If you would like further information on the Learning Enrichment program, please contact the Learning Enrichment Coordinator, Mrs Kelly Brodrick.

Subject Selection & Career Planning

Choosing subjects for senior study requires you to explore several issues related to your future. This includes:

- Thinking about why you want to continue with senior schooling
- Exploring the possible pathways that will allow you to achieve your QCE
- Identifying the goals you are aiming for at the completion of your senior schooling.

Career Planning Basics

An important part of finding answers to these issues lies in an ability to begin the process of career planning. When you know the career direction you want to head towards, the decision of which subjects to choose becomes simpler. Certain career pathways e.g. those that require university or tertiary study, will require you to have completed subject prerequisites e.g. compulsory subjects required for further learning. Recommended subjects indicate information that is important to have to increase understanding of the work contained in the course. Regardless of whether or not you see yourself attending tertiary study, it is important to begin the process of deciding on a career pathway so that the subjects you study are relevant to your current interests. It also makes sense to understand how the work you do in Years 11 and 12 contributes to the big picture.

Too many students begin to lose interest in their studies when the work load increases because they have no idea of the relationship between the work they have to do and its contribution to their future. Having a clear goal enables you to see the purpose of your studies. A good example is to think about elite performers who are passionate about their goals and work hard at the process of training and competing even when long hours and sacrifices are involved. The key is to be passionate about what you want to achieve, have a clear idea of your long term goal, breaking it down into achievable short term goals or chunks, select subjects that you enjoy and are good at, plan to work hard and get organised.

Career Planning is an ongoing process, something that you have probably already started without realising it!

Factors affecting Career Planning

Current statistics indicate that individuals will go through 6-8 career changes, not just jobs, in their working life time, and that the majority of jobs Year 11 students will end up in don’t even exist yet! That means that career planning will be a regular part of your life, particularly over the next few years.

- Career planning requires you to be aware of your individual preferences as well as external factors that impact on your career decision.
- Individual preferences include your needs and wants, interests, current skills, motivated skills (that is, what you would be prepared to learn), dislikes, values related to why and how you work, understanding your personality and how that relates to your preferred work environment, and the level of responsibility and remuneration you would like to aim towards.
• External factors include pressures on career choices by peers and families, labour market trends, geographical location, media influence and government policies.

• Reality checking your perception of different careers is important to check that what you know is accurate. This may include researching careers by talking to people in that occupation, reading about different occupations in careers sections of newspapers or online, and looking at the course outlines that give you the qualifications to begin that career.

• Careers can be different depending on the industry and organisation they are located in. Look for the underlying skills, work conditions and needs that are satisfied as well as what interests you.

Once you have identified a career that has potential to match your individual preferences you need to explore the possible pathways that can lead you to your goal. This may or may not include tertiary study at TAFE or university, apprenticeships or traineeships, or on the job training.

**Where to from here?**

While it sounds like a lot of work, remember that you probably already have a good idea about your personal preferences and that you will continue this process during Year 11 and 12. By working through the information in this booklet you will begin a process that will not only help you decide on your subject preferences, but also contribute to developing a career goal and plan.

Do as much as you can to increase your awareness by taking advantage of any opportunity to self reflect, get feedback from people who know you best, interview people about their careers and read widely. Use the internet sites provided and navigate mycareermatch.com.au, a school computer resource, to increase your knowledge. Gain firsthand knowledge through work experience or voluntary work.

Think of it as an investment in your future and enjoy the journey!

**Subject Offerings – Year 11**

All students are required to select a total of six (6) subjects including either English or English Communication, in addition to one of Mathematics A, Mathematics B or Prevocational Mathematics. Grammar offers the following subjects for study in Years 11 and 12:

- Accounting
- Ancient History
- Biology
- Business Communication & Technologies (BCT)
- Business Management (BM)
- Certificate III in Fitness (SRF30206)
- Chemistry
- Diploma of Business
- Drama
- Economics
- English
- English Communication
- French
- Geography
- Graphics
- Hospitality Studies
- Information Technology Systems (ITS)
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Mathematics - Prevocational
- Modern History
- Music
- Physical Education
- Physics
- Technology Studies
- Visual Art
BUSINESS & TECHNOLOGY

Contact: Mrs Tania Guteridge (tguteridge@scgs.qld.edu.au)

Accounting

Recommended Prior Learning
Successful completion of Year 10 Accounting, Business Technology or Business Management, or Year 9 Business Studies

What is Accounting?
Accountancy is central to every business activity. The subject of Accounting is a highly practical and logical subject that revolves around providing financial information, evaluating that information and making decisions to maximise business productivity and profit.

The subject is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources, that is: money! The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

The new syllabus for Accounting was introduced in 2010 and ensures that the course is as up to date and as relevant as possible in our rapidly changing, technologically advancing and global world.

Course Structure
During the two year course, students will study:

Core topics
• Principles of double-entry accounting
• Accrual accounting and introductory ratios
• Computer accounting packages e.g. MYOB or Quicken
• Budgeting

Elective topics (7-9 of the following)
• Analysis of Financial Reports
• Managerial decision making
• Cash Flow Statements
• Understanding Company Reports
• Personal Financing and Investing
• Accounting for Cash
• Accounting for Accounts Receivable
• School-developed or independent investigation on a topic of particular interest that could include:
  o Auditing
  o Accounting for clubs/associations
  o Business ethics
  o A business issue impacting on a local community
• Accounting for Inventories
• Accounting for Non-current Assets
• Internal Controls
• Electronic Business
• Accounting for Grazing or Accounting for Mining
• Accrual accounting

Assessment Structure/Techniques
Students will be assessed according to the following criteria:
• Knowledge and Procedural Practices
• Interpretation and Evaluation
• Applied Practical Processes

Assessment techniques could include: short and extended written responses, demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports; non-written presentations such as multimedia and/or seminar presentations, debates, mock interviews, radio/TV news reports, website construction etc.
Business Communication & Technologies (BCT)

**Recommended Prior Learning**
Nil, although, it may be beneficial to have completed Year 10 Business Technology or Business Management, or Year 9 Business Studies

**What is BCT?**
BCT offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment. BCT fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

**Course Structure**
BCT encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills.

A course in BCT can be designed using a selection of topics of study:
- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social media
- Events administration

In this subject students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies.

BCT requires students to engage in learning activities requiring higher order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self employed individual across a range of business situations.

Students may participate in: debates, discussions and meetings; evaluating case studies; investigations and inquiry learning; using computers and other business technologies; excursions to suitable venues; communicating using a variety of modes; simulated business activities; attending industry visits; evaluating case studies; organising/attending seminars; conducting research; tutoring peers; forming business/industry links; and compiling a portfolio.

**Assessment Structure/Techniques**
Students are assessed against standards described in terms of:
- Knowing and understanding business – retrieval, comprehension and use of information and skills
- Investigating business issues – exploring/dissecting business data/information to identify/analyse business issues
- Evaluating business decisions – communicating and synthesising understandings to make judgments

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

Business Management (BM)

**Recommended Prior Learning**
Nil, although, it may be beneficial to have completed Year 10 Business Technology or Business Management, or Year 9 Business Studies

**What is BM?**
Studying Business Management lets you be creative and innovative as you learn how businesses are managed, and understand the important role that managers play in business. In Business Management, you will explore the main functions of businesses and the ways that these functions work together to achieve business goals. You will work in partnerships, small groups and teams as you navigate through the decisions that business managers often face. You
will participate in practical and authentic business situations. This may involve you using innovation and creativity to develop feasibility studies or undertake business ventures.

**What will you learn?**

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

- Management practices
- Marketing management
- Operations management
- Human resource management
- Finance management
- Business development.

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

**How will you learn?**

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

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

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

**How will you be assessed?**

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

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

**Where can Business Management take you?**

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

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### Diploma of Business

**What is the Diploma of Business?**

The Diploma of Business is a nationally accredited qualification which will provide the skills for middle management in business/office/administration environments. The Diploma of Business will provide a broad understanding of contemporary business practices which can be used within a variety of entry level management positions in both the public and private sectors.

**Aims of the course:**

- To develop knowledge regarding the management skills required to work in a business environment.
- To build practical skills and knowledge that may lead to employment in a business setting.
Course Structure

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Plans</td>
<td>Projects</td>
<td>Marketing</td>
<td>Risk Business Documents</td>
<td></td>
</tr>
<tr>
<td>Develop Business Idea</td>
<td>Finalise Plan and launch</td>
<td>Run business</td>
<td>Run business</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 12</th>
<th>Term 5</th>
<th>Term 6</th>
<th>Term 7</th>
<th>Term 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Priorities</td>
<td>Recruit</td>
<td>Teams</td>
<td>Review</td>
<td>Guest Speakers</td>
</tr>
<tr>
<td>Recruit</td>
<td>Customer Service</td>
<td>Teams</td>
<td>Review</td>
<td>Career Guidance</td>
</tr>
<tr>
<td>Run Business/Recruit new students</td>
<td>Run business</td>
<td>Final Review</td>
<td></td>
<td>Prepare for future</td>
</tr>
</tbody>
</table>

Assessment Structure/Techniques

Assessment will be a combination of evidence through demonstration, questioning, work-based assignments and workplace sampling. All assessment is competency based. Assessment evidence is gathered throughout training as students are required to demonstrate their knowledge and skills across a range of areas.

Units of Competency

<table>
<thead>
<tr>
<th>Manage business documents, design and development</th>
<th>BSBADM506B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage recruitment, selection and induction processes</td>
<td>BSBHRM506A</td>
</tr>
<tr>
<td>Identify and evaluate marketing opportunities</td>
<td>BSBMKG501B</td>
</tr>
<tr>
<td>Manage projects</td>
<td>BSBPMG50A</td>
</tr>
<tr>
<td>Manage risk</td>
<td>BSBRSK501B</td>
</tr>
<tr>
<td>Manage personal work priorities and professional development</td>
<td>BSBWOR501B</td>
</tr>
<tr>
<td>Manage operational plans</td>
<td>BSBMGT515A</td>
</tr>
<tr>
<td>Manage quality customer service</td>
<td>BSBCUS501C</td>
</tr>
</tbody>
</table>

The skills and qualities needed to be successful in this course.

Students will need to have good time management skills, be able to write at an academic level and synthesise large amounts of information. This course is similar to a first year university programme and therefore students should be prepared for rigorous assessment.

Ideally students would have studied a Business subject to provide some foundation knowledge although this is not essential.

Tertiary study and career pathways relevant to this subject.

Students applying to study Business may be eligible for credits of between 4 and 8 subjects at most universities. Eligibility is the decision of the university dependent on the course chosen and the units completed within the Diploma. The University of the Sunshine Coast will credit up to 8 subjects on certain Business-related degrees. This is equivalent to receiving credit for the first year of university, meaning students may start their second year of university subjects in their first year after Year 12.

The Diploma may also lead to part-time or full-time employment in a business environment upon completion of Year 12.

Some key points regarding the Diploma of Business:
• Students will be able to study the Diploma of Business as well as remain OP eligible by studying 5 other subjects in conjunction with the Diploma of Business.
• The Diploma in Business will not contribute toward a student’s Overall Position (OP) but completion of the Diploma will see students awarded a QTAC Selection Rank of 82, which is equivalent to receiving an OP9.
• The Diploma of Business will be included in the student’s timetable, meaning they will have four classes per week (1 x double lesson, 2 x single lessons).
• ‘Prestige Service Training’ is the private Registered Training Organisation (RTO) that will be facilitating the course. Their fee will be approximately $1850 per student in total for the two year course, paid up-front.

Economics

Recommended Prior Learning

Nil, although, it may be beneficial to have completed Year 10 Economics, Business Technology or Business Management, or Year 9 Business Studies

What is Economics?

Economics is a study of society concerned with examining the way in which societies have designed systems to manage their scarce resources. Throughout the course, particular emphasis will be given to the way in which the Australian economy has dealt with this issue of scarcity and the economic institutions that have emerged to combat the problem. When examining this issue, students will be encouraged to take an interest in the current affairs environment, so as to develop a thorough understanding of the contemporary issues of relevance to the Australian economy. The study of Economics provides a fascinating insight into how our society functions and as such, prepares students for active and informed citizenship.

Students often comment that their study of Economics has introduced them to many new avenues of thought and that if it were not for their study of Economics, they would not have been introduced to the myriad debates occurring in Australia and the broader global community. Including Economics in the array of subjects selected will provide a perfect complement to any other choices in Humanities and also provides an excellent base for those students who are choosing predominantly business, commerce and economics subjects at university.

Course Structure

The course is designed to be relevant to students and to assist them to:

• acquire an understanding of economic, political and social issues which arise both in Australia and overseas, and to develop a continuing interest amongst students in their economic and political environment
• research economic problems, identifying and clarifying issues, selecting, organising, and presenting information
• gain an understanding of facts, concepts and principles involved in the study of Economics and their application in problem solving
• reinforce their understanding of Economics by way of case studies and the analysis of controversial issues in the economy and overseas

The course is divided into four compulsory units and 11 elective units. A minimum of four elective units and a maximum of six elective units must be completed throughout the course.

Core units

• Markets and Models
• Contemporary Microeconomic Issues
• Contemporary Macroeconomic Issues
• International Economics

Elective units

• Labour
• Share Market
• Finance
• Personal Economics
• Population
• Environmental
• Industry and Market Concentration
• Wealth Distribution
• Globalisation and Trade
• Systems and Development
• Income and Expenditure Analysis
Students learn about the economic environment via traditional classroom interaction, internet and intranet resources, as well as guest speakers and excursions. The focus of the course is inquiry based and is definitely moving towards a model of collaborative learning where students and teachers are partners in the inquiry/learning process.

**Assessment Structure/Techniques**

The QCAA syllabus prescribes a number of assessment genres and these include:
- Supervised written assessment
- Research assessment

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**Graphics**

**Recommended Prior Learning**

Successful completion of Year 10 Business & Production or The Built Environment

**What is Graphics?**

Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

**Course Structure**

As you study Graphics, you will learn to:

- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include - user-centred design
- design elements and principles of design
- technologies
- legal responsibilities
- design strategies
- project management
- sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

**Learning Activities**

As you develop and present graphical representations of ideas and solutions for design problems you will:

- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

**Assessment Structure/Techniques**

Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

In Graphics, assessment instruments include design folios and examinations.
• Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.

• Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

**Where can Graphics take you?**

A course of study in Graphics can contribute 4 credits toward the Queensland Certificate of Education (QCE), and establish a basis for further education and employment in the fields of graphic design, industrial design, built environment design (architecture, landscape architecture and interior design), engineering, urban and regional planning, surveying and spatial sciences, and building paraprofessionals.

**Information Technology Systems (ITS)**

**Recommended Prior Learning**

Nil, although, it may be helpful to have completed Year 10 Multimedia or Year 8 or 9 Information & Communication Technology

**What is ITS?**

ITS is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

ITS prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

**Course Structure**

Subject matter in ITS is organised in five interwoven elements:

- Theory and techniques
- Problem solving process
- Project management
- Client relationships
- Social and ethical issues
- Mobile technology
- Multimedia
- Video production
- Web design

The following contexts provide a focus for developing the subject matter into units of work:

- Animation
- Game design
- Graphic design
- Interactive media
- Mobile technology
- Multimedia
- Video production
- Web design

Students engage in a variety of practical learning experiences in a mostly project based course of study. Students will:

- retrieve information from databases
- design, implement, test, evaluate and write documentation for information systems and other computer programs
- participate in class discussions, role plays, dilemmas and scenarios
- install and maintain a variety of software applications and operating systems
- design, develop and evaluate software or hardware to meet client requirements
- generate helpdesk materials
- develop websites
- design, develop and evaluate games and other multimedia products
- undertake case studies to solve real IT problems
Assessment Structure/Techniques

Students are assessed against standards described in terms of:

- Knowledge and communication – refers to the comprehension, understanding and communication of the terms, concepts, principles and design processes associated with information technology.
- Design and development – involves determining the intended purpose, the needs of the client and proposing and testing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development and the associated documentation.
- Implementation and evaluation – focuses on the quality of the solution. Quality and effectiveness are evaluated against client needs and defined criteria formulated during the design and development phase.

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

Technology Studies

Recommended Prior Learning

Nil, although, it may be helpful to have completed Year 9 or 10 Technology Studies or Industrial Technology.

What is Technology Studies?

Technology Studies challenges students to understand and appreciate technological innovation and its impact on society. They learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. Students are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment. Students must possess a willingness to learn and to be independently motivated to study.

Special Note: Materials are supplied for the course of study. Additional materials may be purchased by the students; this will depend on the type of project being undertaken.

Course Structure

Throughout Years 11 and 12 a student’s study will be defined into four areas:

1. Occupational Health and Safety - teacher directed studies
2. Design Folio – on a chosen problem or need with teacher guidance and assistance, delivered in a folio presentation. The assessment technique assesses the application of higher-order cognition (analysis, synthesis and evaluation) and a range of technical and creative skills. Students identify and explore design problems, develop ideas and produce products.
3. Written Report - Students explore relationships between technology and society with teacher guidance and assistance, delivered professional bound format. The assessment technique assesses the sustained application of higher-order cognition (analysis, interpretation, evaluation, and justification of conclusions) to respond to stimulus materials.

Topics include:

1. Design Process - The principles of Design, Make and Appraise
2. Safety - A working knowledge of Workplace Health and Safety
3. Materials - Working with a range of natural and synthetic materials
4. Tools - Appropriate Tool selection
5. Processes - The processing of materials (shaping, separating, combining and finishing)

Assessment Structure/Techniques

- Assignments
- Design folio/written report
ENGLISH

Contact: Mrs Megan Dunstan (mdunstan@scgs.qld.edu.au)

English

Recommended Prior Learning
Successful completion of Year 10 English

What is English?

Please note: Students who have found Year 10 English challenging, particularly with regard to the analysis of literature and the construction of extensive written responses, should consider English Communication for Years 11 and 12.

English is a subject which develops and promotes students’ use of language for a variety of personal and public purposes. Through this subject students gain an appreciation for the way society functions through language use. A variety of communication tools such as mass media, literature, film and hypertext are used to extend the students’ knowledge of and competency in the English language.

The senior English course builds on and promotes the language growth achieved by students during their years of compulsory schooling. The course provides a solid foundation for the communication styles that are required by tertiary institutions and it seeks to equip students with the language skills necessary for everyday interaction in Australian life.

The senior English course is structured to provide students with balance and variety. Students are directed and encouraged to encounter a wide range of resources including those from contemporary Australian culture, from other times and cultures and from the ever-widening realm of mass media.

Special Note: A Satisfactory Achievement (SA) or higher in Authority English is a prerequisite for many university and TAFE courses. At least a SA in a semester of English also allows a student to meet the Literacy requirements for QCE qualification.

Assessment Structure/Techniques

Various techniques are used to evaluate student progress over the two year course. Decisions on exit Levels of Achievement at the end of Year 12 are based on individual student performances in 6-7 tasks (3-4 predominantly written and 2-3 predominantly spoken). The tasks which determine exit Levels of Achievement will be administered during Year 12.

The spoken tasks may include:
- speaking performances with a public purpose and audience e.g. expository speech, persuasive speech
- live or recorded speaking performances e.g. thematic slide/tape/PPT presentation
- literary or artistic speaking performance e.g. dramatic interview/discussion in role as a character from a novel, play or poem

The written tasks may include:
- literary/personal pieces e.g. short story, reflective essay
- factual, non-literary texts/media productions e.g. reports, documentaries
- responses to literature e.g. an essay comparing a film and a novel, analytical essay, poetry appreciation

At least two pieces of written assessment per year must be undertaken under conditions which allow the teacher to confirm the authorship of the work submitted by the student.

English Communication

Recommended Prior Learning
Completion of Year 10 English

What is English Communication?

Students who have found Year 10 English challenging, particularly with regard to the analysis of literature and the construction of extensive written responses, should consider English Communication for Years 11 and 12.
English Communication is an Authority Registered subject and is offered as an alternative to Authority English. The course encourages students to focus on the understanding and use of the process of communication. Effective communication is integral to our society and an essential element in the process of lifelong learning. Throughout the course of study, students develop the communication skills that enable them to function effectively in the contexts of work, community and leisure. The course also provides students with the opportunity to investigate and comment on issues of community and national interest. Further, the course assists students to use language to comprehend and compose in a wide range of print, spoken, visual and multimedia texts.

Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment. Learning experiences will include communication that involves:

- expressing identity
- interacting in groups
- using technology

Special Note: This is an Authority Registered subject, which contributes to the QCE and a Tertiary Ranking, but not towards the calculations of Overall Positions or Field Positions. At least a SA in a semester of English Communication also allows a student to meet the Literacy requirements for QCE qualification.

Assessment Structure/Techniques

A wide range of tasks is used to determine a student’s Level of Achievement. Assessment techniques may include combinations of:

- observation of student skills
- written and spoken tasks
- folio presentations
- real-life projects based on work, community or leisure issues

Undertaking the English Communication course will provide students with multiple opportunities to increase their repertoire of communication skills.

**English Extension (Year 12 only)**

**Recommended Prior Learning**

A minimum of an ‘A-’ Level of Achievement in Year 11 Authority English

**What is English Extension?**

English Extension is a rigorous 12 month course which encourages the in-depth analysis of literary works and theories. It must be studied concurrently with the parent subject Authority English during Year 12. To undertake this subject it is expected that you will have an interest in wider reading and an excellent grasp of the language required to analyse texts. The curriculum content is far more advanced than any previous work you have undertaken in Authority English. As such, students are invited to join this subject based upon their results in Authority English in Year 11. Assessment includes research assignments, presentations and extended essays.

English Extension offers students the opportunity to develop high level analytical skills through exploration of independently selected texts. Students are also taught essential skills in reading, writing and analysing academic writing which serves them well at the tertiary level. A wide variety of literary theories are explored and students are given the tools to explore literary texts in new ways to evaluate how meaning is made.

It is recommended, although not mandatory, that in order to complete English Extension students will discontinue one of their current elective subjects. English Extension will be offered offline, which means that lessons will be before school and students will be provided with study sessions during the day.
Hospitality Studies

Recommended Prior Learning
Successful completion of Year 10 Hospitality

What is Hospitality Studies?
Many careers await students who choose to work in the hospitality industry. This industry comprises businesses that provide food and beverage, accommodation and entertainment services for their guests or clients.

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

The subject introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical frameworks relevant to the industry. They create, implement and reflect on hospitality events, and examine and evaluate hospitality industry issues, exploring the possibilities for a sustainable future for the industry.

Hospitality Studies gives students a foundation that, with further development of their skills and understandings of hospitality, could lead to professional hospitality careers in food and beverage, catering, accommodation, entertainment, resorts, tourist attractions, casinos and gaming establishments, festivals and events or tourism. Alternatively, students could pursue tertiary studies in hospitality, specialising in hotel, event and tourism or business management.

Course Structure
A course of study in Hospitality Studies consists of exploring core hospitality management practices through a range of topics. The topics are:

- Kitchen Production
- Beverage Production and Services
- Food and Beverage Services

The course provides opportunities for students to:

Investigate hospitality issues using an inquiry approach
Hospitality issues are challenges that impact the hospitality industry.

Create and implement hospitality events
Hospitality events are authentic opportunities for students to create hospitality products and provide services for guests reflective of industry practice e.g. high tea, breakfast, buffet lunch, three-course dinner, mocktail party, pre-function service and conference catering. This could be in the context of professional catering, bistros, restaurants, cafes or takeaway food venues.

Industry Experience/Two Day Tour
At the beginning of Year 11 students participate in a two day live-in program at a large resort either on the Gold or Sunshine Coast. Students are teamed up with resort staff and spend the majority of their time immersed in the working side of the resort. In the evening students see the guest side, staying in one of the resort rooms and dining in one of the resort restaurants.

Extra Course Requirements
- It is compulsory for students to participate in event work. The majority of event work is held outside of school hours.
- Students are expected to supply their own service uniform for event work (traditional black and white)
Additional Hospitality Courses

Students will have the opportunity to participate in additional courses run by an outside training provider where they can gain extra qualifications related to hospitality. Examples include:

- Responsible Service of Alcohol course (half day with approximate cost of $75)
- Barista course (one day workshop)

Assessment Structure/Techniques

Assessment in Hospitality Studies enables students to demonstrate achievement in the three dimensions of:

- Inquiring
- Planning
- Performing

Assessment involves students in:

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

Assessment tasks will involve:

- supervised written assessment (written examinations)
- research assessment (800-1200 word research reports)
- performance assessment (events – one per semester)

Events include: A cocktail party, multicultural banquet, coffee shop and evening restaurant.
HUMANITIES

Contact: Mr Mark Lingard (mlingard@scgs.qld.edu.au)

Ancient History

Recommended Prior Learning
Successful completion of Year 10 Ancient History or any other Year 10 Humanities elective

What is Ancient History?
While the ancient world may seem remote and quite divorced from the problems of the present, the study of Ancient History can help students make sense of the world as it is today. The nature and impact of various cultural and religious developments, the responses of societies to complex social and economic challenges, the issues of justice, discrimination and violence were as much part of the ancient world as they are of ours.

The course in Ancient History:
- increases general knowledge
- provides an insight into how other societies remote from us in time coped with the same sort of problems that confront us today
- shows how many contemporary ideas and practices have evolved from ancient origins
- focuses on values - by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable world for all people

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the Ancient History subject ensures that this heritage is not lost.

In Ancient History understandings are developed through processes of critical inquiry, debate, reflection and decision making. They are expressed by a range of communication skills that are practised and developed in all phases of historical study. Through studying Ancient History, students should be better prepared to cope with the present and influence the future.

Course Structure
Students undertake in-depth and bridging studies in the following units: Studies of Archaeology; Studies of the Everyday Lives of People in Ancient Societies in Ancient Egypt; Personalities in History in Ancient Egypt and Ancient Greece; Studies of Government and Religion in Ancient India; Studies of Conflict in Ancient Rome; Studies of the Arts and/or Studies of Technologies, Innovations and Inventions in Ancient Rome and Ancient China; and Studies of Europe in Transition.

Historical study is based on inquiry. Inquiry is developed through selected in-depth studies whereby students identify historical issues, investigate the issues and make judgments about them. Sources of information are crucial in any in-depth study and students critically evaluate primary sources (e.g. diaries, letters, inscriptions, artefacts, archaeological records) and secondary sources (e.g. texts, audiovisual and computer software). Students also undertake bridging studies that help to place the in-depth studies in a wider thematic or chronological context.

Ancient History gives students important skills for adult life: identifying and investigating issues, locating and selecting sources, evaluating evidence, identifying causes of change and continuity, acknowledging the perspectives of others, developing personal values and making reasoned judgements. It has also been noted that there is a clear correlation between students who perform well in their studies in the Histories and those who go on to perform well in the Core Skills Test.

Assessment Structure/Techniques
Assessment in Ancient History is designed to enable students to demonstrate a broad range of competencies, all of which have valuable application to the adult world.

To determine the Level of Achievement a student has attained, a variety of assessment techniques are used: objective short answer examinations, essay examinations, research assignments, response to stimulus materials from primary and secondary sources, oral work and group work.
Geography

**Recommended Prior Learning**
Successful completion of Year 10 Geography or any other Year 10 Humanities elective

**What is Geography?**
Geography directly involves students in an issues based approach to the examination of the environment and society in which they live. The themes that make up the course have been designed to ensure that students are exposed to all aspects of Geography, including physical, social, economic and environmental studies.

Geography is based on the individual student’s:
- knowledge of the local, regional, national and global communities and environments
- own experiences in social and physical environments, and the skills and values they utilise and hold
- ability to use this knowledge in analysing and making decisions relating to an identified issue

**Course Structure**
The course is based on four themes, with two focus units per theme and a range of elective units. These are:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Focus 1</th>
<th>Focus 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theme 1</td>
<td>Managing the natural environment</td>
<td>responding to natural hazards</td>
</tr>
<tr>
<td>Theme 2</td>
<td>Resources and the environment</td>
<td>living within climate change</td>
</tr>
<tr>
<td>Theme 3</td>
<td>People and Development</td>
<td>feeding the world’s people</td>
</tr>
<tr>
<td>Theme 4</td>
<td>Social Environments</td>
<td>sustaining communities</td>
</tr>
</tbody>
</table>

Students may experience an extended field trip to Fraser Island to further enhance their studies.

**Assessment Structure/Techniques**
Geography is an inquiry driven subject, relying on the student’s desire to learn about the world around them, and their willingness to be an active participant in both their own learning and the global society. Students are actively encouraged, through participation in classroom activities and a range of assessment techniques, to utilise the skills they are equipped with throughout this course.

These skills include the ability to:
- prepare and present research reports
- perform in a short response examination situation
- complete practical exercises using geographic techniques
- use stimulus materials in an extended writing situation
- present evaluations and recommendations in an oral presentation

Legal Studies

**Recommended Prior Learning**
Successful completion of Year 10 Legal Studies or any other Year 10 Humanities elective.

**What is Legal Studies?**
Legal Studies is about developing an understanding of the legal system and how it affects students’ basic rights, obligations and responsibilities. Students will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.

Students will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.
Course Structure
The Legal Studies course enables students to learn through the investigation of legal issues, exploring four core areas of study:

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

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

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

Through the investigation of legal issues students will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies, scenarios, mock trials and a visit to the Brisbane District and Supreme courts.

Assessment Structure / Techniques
In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

Modern History

Recommended Prior Learning
Successful completion of Year 10 Modern History or any other Year 10 Humanities elective

What is Modern History?
The study of Modern History helps us understand why the modern world is the way it is. The subject helps students to identify their social location, their personal place in time and their heritage within a distinctive culture. Students investigate the processes of change and continuity that have shaped today’s world and the role people have played in the processes, and acquire knowledge of human behaviour, of past problems and attempted solutions. In doing so, students are able to further explore and investigate a diverse range of historical human experiences; examine and clarify their own values; and by investigating the origins and impact of different values, students begin to decide which values might contribute to a more democratic, just and ecologically sustainable society. Understandings are developed through the processes of: critical inquiry, debate, reflection, decision making, researching, analysing, weighing evidence, developing and defending opinions, learning to value detachment and objectivity, and acquiring the readiness to revise viewpoints – all essential skills that enhance the student as a lifelong learner.

Course Structure
The two year course is divided into four semesters. Research and content will include:

Semester One - The History of Ideas and Beliefs
- History of ideas and beliefs, conflict, hope and change
- ‘The White Man’s Burden?’ – European Imperialism in the 19th Century
- “Freedom Now” – The struggle for independence (India focus; however, students have the opportunity to research Algeria, Indonesia, Papua New Guinea, Vietnam, Zimbabwe, Fiji, Ghana, Democratic Republic of the Congo, Angola, East Timor)
- Cold War and post colonial alliances
- Globalism and Globalisation
• “East v West?” Cold War → New world order → September 11 → Axis of Evil & War on Terror

Semester Two - The Study of Conflict
• The causes and results of World War One
• The rise and fall of fascism
• The role of the United Nations in regional conflicts
• International conflict since 1945
• Conflict in the Middle East
• Peace in our time

Semester Three - The Study of Hope
• The treatment of indigenous Australians
• Reconciliation in Australia: The agencies of social, cultural, environmental and political change in Australia
• Overview of 20th-21st Century situations, hope, resistance & resolution
• Current world situations, their resultant civil – rights movements & resolutions
• How might Australia deal with the hopes of displaced peoples?

Semester Four - The Study of Change
• Reasons for societal change
• Religious, spiritual, ethical and moral change and continuity in the 20th Century
• Environmental changes and continuities
• The changing notion of ethical dilemmas
• Outcomes of the social upheaval of the 1960s
• Feminism in the 20th Century, status change for women, men and the modern family
• Conflict, hope and change

The process of historical inquiry is integrated into the themes of the Modern History program. Students will critically evaluate primary and secondary sources of information, and undertake background and bridging studies that help to place the in-depth studies in a wider thematic or chronological context.

Assessment Structure/Techniques

Assessment in Modern History is designed to enable students to demonstrate a broad range of competencies, all of which have valuable application to the adult world.

To determine the Level of Achievement a student has attained, the School may select from, and combine in a variety of ways, the following assessment techniques: objective and short answer examinations, written research assignments, response to stimulus examinations, multimodal presentations and extended written responses to historical evidence.
LANGUAGES

French

Contact: Mrs Georgina Richardson (grichardson@scgs.qld.edu.au)

Recommended Prior Learning
A ‘C’ level of achievement in Year 10 French or significant in-country experiences/native speaker background

What is French?
The primary objective of our language courses is to assist students in developing effective communication skills in French. In order to develop well-rounded students of French, equal emphasis is placed on the four macro-skills of Listening, Reading, Speaking and Writing. It is important to note that the four skills do not necessarily develop at the same rate.

The senior language programs aim to develop an intimate knowledge of and empathy for the fascinating culture of the countries being studied. Students will study aspects of the culture through a range of different themes and topics such as: Education, Exchanges and Exchange Students, Leisure and Fitness, Environmental Awareness and Protection, Future Options, Immigration and Racism, Health Issues, Healthy Lifestyle Choices, Media and New Technology, Poverty, Marginalisation and Unemployment and International Tourism.

The French course has been developed using a range of materials and texts but the core material comes from the texts Elan 1 and Elan 2, with supporting Grammar Workbooks and reference materials.

Special Note: Successful completion of the study of French contributes two (2) bonus points towards a student’s Tertiary Rank.

Course Structure

Listening
Listeners should be able to comprehend a wide range of spoken material, such as conversations, narrations, reports, announcements and selected radio and television broadcasts. The awareness of intonation and rhythm patterns is basic to the understanding of the language. The emphasis is on sympathetic background speech.

Speaking
Students should be able to convey purposeful meaning in a wide range of authentic situations relevant to their needs. The development of characteristic French rhythm, stress and intonation patterns and the use of appropriate linking devices with an ability to develop spontaneity are key areas in this field.

Reading
Learners will be exposed to a variety of reading materials. They will develop strategies for coping with unfamiliar material and for reading for different purposes. They will be able to make decisions and judgements based on the information they have extracted along with background cultural knowledge and use that information in other forms.

Writing
Learners should be able to write spontaneously with sufficient fluency to satisfy reasonable communication needs. Written text such as personal letters, formal letters and letters to the editor, blog entries, magazine articles and emails will be covered amongst others.

Language and Culture are inextricably linked and the total perspective of the course will keep this in mind. The topics taught will reflect the interests of the learners and will allow for the revisiting of previously taught topics. Through studying a range of themes, students gain an understanding and appreciation of the culture of the country and the people.

By the end of Year 12 students should be able to:
- Comprehend (Listening and Reading) – know and understand, reason and respond
- Compose (Speaking and Writing) – know and use language features, create and respond

Assessment Structure/Techniques
All assessment is conducted via formal examinations and each skill is tested separately each semester. Students will be tested in a variety of modes to assess their ability to use the language through a variety of communicative tasks. These include: comprehending reports, speeches, interviews; role playing; having conversations; responding to written material e.g. articles, webpages, brochures; producing letters, articles; and completing surveys.
Japanese

Contact: Mrs Elizabeth Suzuki (esuzuki@scgs.qld.edu.au)

**Recommended Prior Learning**

A ‘C’ level of achievement in Year 10 Japanese or significant in-country experiences/native speaker background.

**What is Japanese?**

The primary objective of our language courses is to assist students in developing effective communication skills in Japanese. In order to develop well-rounded students of Japanese, equal emphasis is placed on the four macro-skills of Listening, Reading, Speaking and Writing. It is important to note that the four skills do not necessarily develop at the same rate.

The senior language programs aim to develop an intimate knowledge of and empathy for the fascinating culture of the countries being studied. Students will study aspects of the culture through a range of different themes and topics such as: Exchanges/Exchange Students, Leisure and Fitness, Environmental Issues, Travel and Itineraries, Future Options and Tourism.

The Japanese course has been developed using the *Mirai* series of texts.

**Special Note:** Successful completion of the study of Japanese contributes two (2) bonus points towards a student’s Tertiary Rank.

**Course Structure**

**Listening**

Listeners should be able to comprehend a wide range of spoken material, such as conversations, narrations, reports, announcements and selected radio and television broadcasts. The awareness of intonation and rhythm patterns is basic to the understanding of the language. The emphasis is on sympathetic background speech.

**Speaking**

Students should be able to convey purposeful meaning in a wide range of authentic situations relevant to their needs. The development of characteristic Japanese rhythm, stress and intonation patterns and the use of appropriate linking devices are key areas in this field.

**Reading**

Learners will be exposed to a variety of reading materials. They will develop strategies for coping with unfamiliar material and for reading for different purposes. They will be able to make decisions and judgements based on the information they have extracted and use that information in other forms.

**Writing**

Learners should be able to write spontaneously with sufficient fluency to satisfy reasonable communication needs. Written text such as personal letters, notes, postcards, diary entries and imaginative writing will be covered.

Language and culture are inextricably linked and the total perspective of the course will keep this in mind. The topics taught will reflect the interests of the learners and will allow for the revisiting of previously taught topics. Through studying a range of themes, students gain an understanding and appreciation of the culture of the country and the people.

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

- Comprehend (Listening and Reading) – know and understand, reason and respond
- Compose (Speaking and Writing) – know and use language features, create and respond

**Assessment Structure/Techniques**

All assessment is conducted via formal examinations. Each skill is tested separately each semester. Students will be tested in a variety of modes to assess their ability to use the language through a variety of communicative tasks. These include: comprehending reports, speeches; role playing; having conversations; responding to written material e.g. articles, diary entries; producing letters, postcards, articles; and writing essays.
MATHEMATICS

Contact: Mr Gerry Lynch (glynch@scgs.qld.edu.au)

Mathematics A

Recommended Prior Learning
Successful completion of Mathematics Ten or Mathematics TenPlus

What is Mathematics A?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

The course contains much less algebraic work that is presented Mathematics B or C. It provides a study of mathematics education which enables students to seek admission into many tertiary courses, but not into tertiary courses which require substantial theoretical mathematics e.g. science or medical courses and engineering.

Special Note: At least a SA in a semester of Mathematics A allows a student to meet the Numeracy requirements for QCE qualification.

Course Structure
Mathematics continues to develop in response to changes in society and in turn, it influences further societal development. The Mathematics A syllabus contains core and elective topics which relate to the mathematics used in personal and work situations.

Core topics
Financial Mathematics strand
• Managing money 1
• Managing money 2

Applied Geometry strand
• Elements of applied geometry
• Linking two and three dimensions

Statistics and Probability strand
• Data collection and presentation
• Exploring and understanding data

Elective topics
• Maps and Compasses – Land measurement
• Operations Research – Networks and Queuing

Assessment Structure/Techniques
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification). Assessment techniques in this syllabus are grouped under categories and may include:

• extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
• reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data is collected, analysed and modelled, a mathematical investigation, a field activity or a project
• supervised examination – within this category, examinations are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses
Mathematics B

Recommended Prior Learning
A ‘C+’ Level of Achievement in Mathematics TenPlus

What is Mathematics B?
Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present day cultures around the world. Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

Special Note: At least a SA in a semester of Mathematics B allows a student to meet the Numeracy requirements for QCE qualification.

Course Structure
The Mathematics B course consists of seven core topics:

- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Introduction to integration
- Applied statistical analysis
- Optimisation

Graphics calculators are an integral tool in the Mathematics B course.

Assessment Structure/Techniques
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
- reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data is collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised examination – within this category, examinations are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses

Mathematics C

Recommended Prior Learning
A ‘B’ Level of Achievement in Mathematics TenPlus

What is Mathematics C?
Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

Special Note: At least a SA in a semester of Mathematics C allows a student to meet the Numeracy requirements for QCE qualification. Successful completion of the study of Mathematics C contributes two (2) bonus points to a student’s Tertiary Rank.
Course Structure

The Mathematics C course consists of core and option topics.

Core topics
- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns

Optional topics
- Dynamics
- Advanced periodic and exponential functions

Graphics calculators are an integral tool in the Mathematics C course.

Assessment Structure/Techniques

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and Procedures, Modelling and Problem Solving, and Communication and Justification). Assessment techniques in this syllabus are grouped under categories and may include:
- extended modelling and problem solving tasks – within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
- reports – within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data is collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised examination – within this category, examinations are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses

Prevocational Mathematics

Recommended Prior Learning
Completion of Mathematics Ten

What is Prevocational Mathematics?

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives.

Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

Students who have found Year 10 Mathematics Ten challenging should consider Prevocational Mathematics in Years 11 and 12. Recommendations will be made by the Head of Learning Area at the end of Year 10.

Special Note: This is an Authority Registered subject, which contributes to the QCE and a Tertiary Ranking, but not towards the calculations of Overall Positions or Field Positions. At least a SA in a semester of Prevocational Mathematics allows a student to meet the Numeracy requirements for QCE qualification.

Course Structure

Students study five topics (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts that they find relevant. Students respond to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.
Students’ confidence improves when they have sufficient time to discuss and discover how to solve problems, guess at answers, take chances, try things out, be wrong, and most importantly, experience success. Students learn that there is rarely one way of doing things and that workplace mathematics is often very different from school mathematics because each industry adapts mathematical skills differently. As students become more confident in using mathematics, they willingly contribute to class and group discussions – they question, propose, argue, challenge, seek advice and clarification, and become aware of the benefits of working independently and in groups.

Students build confidence and success by participating in activities in which they:

- develop knowledge about and apply mathematical concepts in contexts that are meaningful to them
- learn practical skills and techniques that may lead to further engagement in industry, education and leisure
- explain their reasoning and the significance of their solutions
- experience mathematics in a range of workplaces, such as through work experience or work placement
- work cooperatively in groups and/or independently to achieve goals.

Assessment Structure/Techniques

Assessment in Prevocational Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives of Knowing, Applying and Explaining. The SAS advises that examinations not be used or kept to a minimum. To determine a student’s Level of Achievement, a wide range of tasks is used. These tasks are practical and relate to the world of work, personal organisation and interpreting society. They are conducted mostly in class time so that students can be fully supported by the teacher. Contextualised assessment may require students to give, for example:

- short written answers (comprising one word, a sentence or a paragraph)
- extended written answers (comprising at least three paragraphs; not essays)
- non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; role plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model)
PERFORMING ARTS

Drama

Contact: Ms Katie Livock (klivock@scgs.qld.edu.au)

Recommended Prior Learning
A ‘C’ Level of Achievement in Year 10 From Page to Stage or Comedy with Attitude

What is Drama?

Drama is one of the world’s great art forms, and is a way for human beings to understand themselves and their surroundings. It is a unique way for students to blend intellectual and emotional experience, in order to help define their identity both within their own community and the broader society. Through making, performing and studying plays and the theatre, students develop higher intellectual skills, empathy, social, linguistic and communication competencies. Drama, within the terms of the program, is defined as follows:

“The art form of drama is the dynamic embodiment of events involving human beings. It comprises a group of people agreeing to suspend their disbelief in order to be other than themselves in a fictional context. If they enact the events in front of others who accept the fiction, the drama becomes theatre”.

Through a study of drama, students are provided with experiences which develop self confidence, self discipline and social skills. Through the wide range of situations that drama provides, students learn to communicate more effectively, both orally and in writing.

Course Structure

The Senior Drama program aims to cater for all student abilities and interests and therefore exposes students to a wide range of dramatic contexts. Within these contexts, drama will be experienced through the three dimensions of:

• Forming - making and shaping drama
• Presenting - performing drama to a range of audiences
• Responding - analysing, interpreting, reflecting upon and evaluating drama

The students will study a range of units over the two years including:

• The study of Australian drama which gives students an understanding of Australian dramatic voices. It may focus on themes, images or changing cultural attitudes.
• The study of Stanislavski’s Realism, not only in context of its development and impact on theatre and performance, but also in terms of its current use
• Other significant forms of world drama are also to be addressed, with both heritage and contemporary texts and styles including Brecht’s Epic Theatre and Absurdism
• The culmination of the course will result in an ensemble Senior Production

In student devised drama, students create their own work from concept to execution. This may take the form of individual or group work, improvisation or scripted text.

Assessment Structure/Techniques

Levels of Achievement will be arrived at by means of continuous assessment. A variety of assessment techniques will be used to measure student achievement in the three dimensions of:

• Forming – analysis of text, improvisation, directing
• Presenting – student devised drama, scripted text
• Responding – assignments, examinations, seminars

Across the two year course of study an appropriate balance of the above has been established in the organisation of the course.
Music

Contact: Mr Brendan Scully (bscully@scgs.qld.edu.au)

Recommended Prior Learning

Completion of either Year 10 Key Elements and / or Film Music.

What is Music?

Music is an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, it offers a unique form of self-expression and communication, and it assists students to understand people of different cultures.

Fundamental to the study of Music is the development of creativity and expressiveness, which goes hand in hand with fostering self discipline, concentration, listening skills and fine motor skills. The subject Music will help students develop important interpersonal skills and a sense of responsibility and teamwork. It will lead to an informed awareness of the world at large, improve language and mathematical abilities, refine higher order thinking and enhance self esteem.

Students who study Music can be inspired to create and enjoy music. They gain insight, discover sensibility and learn to balance self discipline with artistic freedom. The study of Music can develop an enduring love of and lifelong involvement with music, as well as open up job opportunities. Such opportunities include not only tertiary courses or professional careers in music, but also early childhood or primary teaching, secondary teaching (visual and performing arts), arts administration, music therapy, radio and television work, library work, sound recording, advertising and the retail industry. Full or part-time work in bands, orchestras, ensembles, musicals, operas and choirs is both enjoyable and profitable for competent musicians.

Special Note: Students are expected to become a member of the School’s Senior Choir. It is recommended that students learn a musical instrument or take voice lessons.

Course Structure

Senior Music seeks to develop a broad and integrated understanding of music. The course is studied through the three interrelated dimensions of Composing, Musicology and Performing, all of which incorporate higher order thinking skills and expressive responses. In Musicology, students learn about music and apply this knowledge to understand and evaluate a wide repertoire. In Composing, students acquire, develop and apply knowledge of music writing and problem solving to create music. In Performing, students display musical performing skills, which may include playing, singing, conducting, improvising, accompanying and moving.

Over the two year course the three abovementioned dimensions are studied through six units of work which are:

- Music for the Screen & Stage
- Home Grown: Australian Music
- Jazz & Fusion
- Traditions & Innovations
- What You Hear
- Your Place in Music

As students play, sing, compose and listen, they develop their musical skills and achieve a heightened appreciation and understanding of music. They also write about the music they study. Thus students learn by participating actively in classroom music.

Assessment Structure/Techniques

Students are assessed through a broad range of Composing, Musicology and Performing tasks.

Students will be asked to play musical instruments, sing individually and in groups, conduct and direct their own compositions and the music of others, read and interpret music scores and write music for voices and instruments. They will be expected to complete short and extended written tasks including visual and aural analysis of music and music theory, and they will be asked to present research assignments and multimedia oral presentations.
Music Extension (Year 12 only)

Contact: Mr Brendan Scully (bscully@scgs.qld.edu.au)

Recommended Prior Learning
Must be studying Senior Music

What is Music Extension?
Music Extension is designed to offer more challenge than senior Music. The challenge of the subject includes expectations of accelerated independence, increased cognitive, expressive and musical demands, and increased assessment task requirements. The course is studied over the two Year 12 semesters, concurrently with the parent syllabus. Students will be invited into this subject at the completion of Year 11. It is designed for students interested in exploring in greater depth and specialising in one of two areas of study: Composition or Performance.

Special Note: Students must be learning a musical instrument or having voice lessons.

Course Structure
A course of study in Music Extension provides opportunities for students to:
- engage confidently in music-making, whether at home or in the wider community
- communicate and express complex ideas about music
- critically evaluate music across a variety of contexts, genres and styles
- apply higher order and creative thinking skills in solving complex musical problems
- apply audiation and musical elements to investigate and realise music ideas

Assessment Structure/Techniques
Students are required to complete one Investigating task (researched discussion/presentation) and two Realising tasks (in the student’s chosen field of study ie: Composition or Performance).

It is recommended, although not mandatory, that in order to complete Music Extension students will discontinue one of their current elective subjects. Music Extension will be offered offline, which means that lessons will be outside school hours and students will be provided with study sessions during the day.
PHYSICAL EDUCATION

Contact: Mr Paul Cross (pcross@scgs.qld.edu.au)

Physical Education (PE)

Recommended Prior Learning
Successful completion of Year 10 Health and Physical Education

What is PE?

PE allows students to become involved in highly personalised studies of physical activity which are related to their individual capabilities. Students develop critical judgments regarding their involvement in physical activity in a variety of roles such as participant, spectator, official or observer. The subject also encourages students to consider many of the wider complex social issues which surround physical activity in Australia and the world.

PE focuses on the complexity of and interrelationships between the psychological, biomechanical, physiological and sociological factors which influence individual and team performances and the wider social attitudes to physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills, understandings, capacities and attitudes both directly and indirectly as they participate in and study physical activity. These aspects of the subject will be demonstrated as they become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation of performance.

Course Structure

Students study four physical activities over the course, with equal time and emphasis given to each activity. Volleyball, Tennis, Touch and Biathlon will be the activities undertaken throughout the two year course of study at this stage. They are studied in an integrated way with subject matter drawn from three focus areas. These focus areas are:

Focus area A – Learning Physical Skills
- How does an understanding of motor learning help and improve team and individual performance in physical activity?
- How can an understanding of psychology theory influence participation, learning of and performance in physical activities?
- How do biomechanical understandings influence the learning of and performance in physical activities?

Focus area B – Processes and effects of training and exercise
- How does an understanding of energy systems help and improve team and individual performance in physical activities?
- How does an understanding of exercise physiology principles help and improve team and individual performance in physical activities?
- How does an understanding of training program design help and improve individual performance in physical activities?

Focus area C – Equity and access to exercise, sport and physical activity in Australian society
- How have individual, interpersonal, institutional, structural and cultural factors shaped your own participation in physical activity and sport?
- How have individual, interpersonal, institutional, structural and cultural factors shaped the participation in physical activity and sport of your peers or others in the community?
- How have decisions regarding equity and equality influenced your participation and the participation of others in sports and physical activity?

Students will be involved in a variety of written, oral and physical learning experiences which are focused on the study of the four physical activities mentioned previously. These could include such activities as designing a personalised training program, analysing popular beliefs about physical activity and debating current sporting issues. Learning experiences are designed to allow students to develop as increasingly self-directed, interdependent and independent learners. At least 50% of timetabled time involves students engaging in physical activity/performance.
Assessment Structure/Techniques

A wide range of assessment techniques will be used including physical performance, oral and written activities. The assessment program could include such tasks as the demonstration of skills in a particular physical activity, a research report which analyses a personalised training program, or a multimodal presentation which focuses on strategies used in a physical activity. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the assessable exit criteria of the course as outlined in the syllabus. These criteria are Acquiring, Applying and Evaluating.
SCIENCE

Contact: Mr Chris Smith (chsmith@scgs.qld.edu.au)

Biology

Recommended Prior Learning

Successful completion of Year 10 Biology; Chemistry recommended

What is Biology?

The study of Biology provides students with an understanding of the ways biologists seek solutions to problems pertaining to the living world and how the processes of science lead to the discovery of new knowledge. It also develops and enhances skills which can be used to solve problems arising in students’ life experiences. It helps students understand the workings of their own bodies and provides them with an understanding of the living world around them and an appreciation of their relationships within this world. An underlying emphasis of biological studies at Grammar is to make links between scientific knowledge and the technologies and issues that arise from this knowledge. This ensures relevance and genuine meaningfulness in the course material.

Course Structure

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

Areas within Biology are:

- Organisms, Populations and Communities
- Ecosystems
- Diversity of Organisms and Classification
- Cell Biology
- Physiology of Plants
- Physiology of Animals
- Reproduction, Growth and Development
- Genetics
- Evolution
- The Immune System
- Homeostasis
- Diseases

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

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

Assessment Structure/Techniques

The assessment program will include a variety of assessment techniques such as field work, assignments, experiments, reports and examinations which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance in the dimensions of Understanding Biology, Investigating Biology and Evaluating Biological Issues.
Chemistry

**Recommended Prior Learning**
Successful completion of Year 10 Chemistry and Biology

**What is Chemistry?**

Chemistry provides an understanding of the materials around us and why they behave as they do. Being central to understanding the phenomena of the reactions of matter in our material universe, it also bridges links with other branches of natural science. Chemistry possesses a theoretical framework that allows new knowledge to be organised and related to other aspects of the discipline. The modern chemical approach seeks an understanding of natural phenomena in the test tube, in the crust of the earth or in living organisms and in terms of the events at the atomic and molecular level. The course should enable students to appreciate the power of this way of thinking and investigating. Chemistry remains a growing discipline, with exciting and unexpected developments on its frontiers. It is a discipline in which students may experience beauty and excitement at many levels, whether comprehending the ordered structure of matter or in what they see in their own experiments.

Knowledge of chemistry can assist students in understanding and interpreting many experiences in their everyday surroundings, thus enriching their daily lives. Chemistry is intimately involved in extractive, refining and manufacturing industries which provide our food, clothing and many articles we use daily. These industries are important to our economy. Students should come to appreciate the impact of chemical knowledge and technology on their society. An understanding of chemistry will assist students to participate as informed and responsible citizens in making decisions in which economic benefit and the quality of the environment are considered. Chemistry will provide a foundation for students who will proceed to tertiary level courses in science, the applied sciences, engineering or the health sciences.

**Course Structure**

During the course students should acquire knowledge of the following organisers:
- Structure
- Reactions

To acquire this knowledge the course has been broken into the following contexts and units to develop an understanding of key concepts and ideas as specified in the syllabus:
- Bring the Chemist out in you!
- Fuels
- Bonding
- Consumer Chemistry
- Marine Chemistry
- Turning Water into Wine!

Students will learn about the applications of chemistry and their industrial and economic importance. They will be exposed to chemical issues relating to society and to recent developments and discoveries in chemistry.

Students will participate in a wide range of activities to develop their knowledge of chemistry and their ability to think and solve life-related problems. They will be involved in practical experiments designed to develop laboratory skills, as well as illustrating and amplifying theories discussed in class. Their laboratory experiences and exposure to industry will acquaint them with workplace health and safety practices when dealing with chemicals and help them develop an appreciation for chemical safety within the home and environment.

**Assessment Structure/Techniques**

The assessment program will be based on the fullest and latest information about student performance. Supervised assessments, extended experimental investigations and extended response tasks will be used to assess the students.

Performance in the dimensions of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding, will be used to determine the achievement level awarded to each student on exit from the course.
Physics

**Recommended Prior Learning**
Successful completion of Year 10 Physics and Mathematics TenPlus

**What is Physics?**

Physics is the fundamental science in that its principles are used to varying extents in other science disciplines. It is fundamentally mathematical in nature and so students of Physics can expect to use concepts from mathematics subjects. It has always been part of the human condition to marvel at the world we live in and to ask why the world should be that way. In Western culture, this way of speculating about the world became known as natural philosophy, and over time separated into distinct sciences such as Biology, Chemistry and Physics. Physics developed particular methods and procedures that valued precise measurement and developed a powerful and fruitful partnership with mathematics. Physics is concerned with the discovery, understanding and application of the fundamental laws of nature.

Physics is not a static body of facts. Physical and mathematical models and theories are used to predict the outcomes of other new situations. If experiments do not verify these predictions, or if certain behaviours are found that cannot be explained by the relevant theory, then the model has to be redefined or discarded. Thus, quite often, presently accepted theories need to be modified as the results of more accurate observation and experimental data come to hand.

Knowledge of physics has led to developments in technology and remains a basis for technology in the foreseeable future. Through the application of its findings, physics is also indirectly responsible for generating much of the intellectual and material wealth of our way of life. Knowledge of physics is useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environments, pursuing hobbies and appreciating the challenge of a particular way of knowing the world. Physics is an appropriate choice for students with a good background in mathematics and science at Year 10 level. Physics is valuable background knowledge to professional studies in science, engineering, medicine, pharmacy, physiotherapy and agriculture and as such should be a primary choice for students who anticipate entering these courses. It is certainly a desirable choice for students who intend to pursue secondary science teaching, paramedical and health care courses or various trade apprenticeships, especially in applied electrical fields.

**Course Structure**

The course is built around three main organisers of Forces, Energy and Motion. There will be the traditional introduction of concepts and laws; however, there will be a greater emphasis on how these concepts and laws are utilised in different contexts in the real world. Possible contexts may be:

- **Transport** – this could consider the physical laws involved in the flight of an aircraft or the design and mechanical workings of a car
- **Sport** – this context could consider the physical laws involved in the design of running shoes or pole vault, the aerodynamics and production of power of a cyclist
- **Alternative Energies** – this context could consider the global concern of production of power and subsequent use of resources. The viability of different alternative energies could be evaluated and discussions raised about the real dilemmas faced by the world’s governing bodies.

**Assessment Structure/Techniques**

Students will be given the opportunity to display achievement of the course objectives through a variety of assessment instruments. Formal examinations will still take place, but will be accompanied in each year level, by Extended Experimental Investigations – these involve a 4-6 week period of extended research that is predominantly practical work and will be evaluated by a scientific report that may include a daily log of work.

Tests and examinations may be either formative or summative, with performance being assessed against criteria within the dimensions of Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding.
VISUAL ART

Contact: Dr Kerrie Corcoran (kcorcoran@scgs.qld.edu.au)

Visual Art

Recommended Prior Learning
Successful completion of Year 10 ‘Exploring the Human Form’ and/or ‘Having a Voice in the Visual World’.

What is Visual Art?
The senior Visual Art course encourages students to make, appraise and display artworks with confidence and individuality. The course promotes critical, cultural and aesthetic understandings through participation in the processes of the Visual Art experience.

Students who have a natural potential for the subject and are interested in furthering their Visual Art life on completion of their schooling should study Visual Art. Students who are willing to define and solve problems with the flexibility to negotiate and creatively consider a variety of solutions and processes make great senior Visual Art students.

Most tertiary institutions require the presentation of a folio of practical work for selection for entry to Art courses. The senior Visual Art course can provide content for this folio.

Course Structure
Students will be actively involved in researching, developing, resolving and reflecting ideas through a variety of Visual Art forms. The making of artworks requires students to create and display artworks that communicate thoughts, feelings, ideas experiences and observations. The appraising of artworks requires students to critically analyse artworks in diverse contexts, investigating artistic expression, directly related to their selected concepts and media areas.

In Year 11 the course offers an eclectic range of Visual Art Making and Appraising experiences. In Year 12 students will develop specialist skills through the production of two bodies of work. Areas of media specialisation could include:

- Ceramics
- Electronic Imaging
- Time-Based Media
- Installation
- Printmaking
- Performance
- Wearable Art/Body Adornment
- Drawing
- Fibre Arts
- Painting
- Sculpture
- Design (including product, curatorial, public space, costume, cross-arts projects/events)

Assessment Structure/Techniques
Student performance will be assessed in the two dimensions of Making and Appraising. A variety of assessment techniques will be used such as bodies of work, experimental making experiences, visual diaries, extended written tasks, oral presentations, examinations, gallery and exhibition visits and critiques.
VOCATIONAL EDUCATION TRAINING (VET)

Contact: Mr Scott Roush (sroush@scgs.qld.edu.au)

SIS 30310 Certificate III in Fitness

Recommended Prior Learning
Successful completion of Year 10 Health & Physical Education

Special Note: This subject contributes eight (8) credits to the QCE on completion of all course units. It will be the provider’s responsibility to enter the QCE credits into the students’ learning account. This subject is stand-alone VET – it is NOT an Authority or Authority Registered subject.

Cost: NIL – The School will cover the $200 fee for Certificate III students.

Course fees cover the cost of the full course. Course booklets, access to online and other educational resources will be issued to the students throughout the course.

Course Structure
Working in collaboration with Binnacle Training who will act as the Registered Training Organisation, students will undertake sessions utilising facilities that exist at the school. Mr Scott Roush will be responsible for the teaching and assessing of all of these requirements. The Certificate III in Fitness will require competency in the following units:

Content Covered:

Competency 1 SISXOHS101A: Follow occupational health and safety policies
Competency 2 SISXIND101A: Work effectively in a sport and recreation environment
Competency 3 SISXFAC207: Maintain sport, fitness and recreation equipment for activities
Competency 4 SISXRSK301A: Undertake risk analysis of activities
Competency 5 SISFFIT311A: Deliver approved community fitness programs
Competency 6 SISFFIT302A: Provide quality service in the fitness industry
Competency 7a SISFFIT301A: Provide fitness orientation and health screening
Competency 7b SISFFIT307A: Undertake client health assessment
Competency 8 SISFFIT306A: Provide healthy eating information to clients in accordance with recommended guidelines
Competency 9a SISFFIT304A: Instruct and monitor fitness programs
Competency 9b SISFFIT308A: Plan and deliver gym programs
Competency 10 SISFFIT305A: Apply anatomy and physiology principles in a fitness context
Competency 11 SISFFIT303A: Develop and apply an awareness of specific populations to exercise delivery
Competency 12 BSBWOR301B: Organise personal work priorities and development
Competency 13 HLTAID003: Provide first aid

What students receive
• Certificate III in Fitness from a nationally recognised training provider
• Direct pathway into Certificate IV in Fitness with Fitlink Australia as a Year 12 option
• First Aid Qualification and CPR Certificate
• 8 QCE Credits
• Tertiary entrance through QTAC Selection Rank

SIS 40410 Certificate IV in Fitness

To be started in Year 12, only once Certificate III has been achieved.

Special Note: This subject contributes twelve (12) credits to the QCE on completion of all course units. It will be the provider’s responsibility to enter the QCE credits into the students’ learning accounts. This subject is stand-alone VET – it is NOT an Authority or Authority Registered subject.

Cost: $650.00

Course Information

Students will work in collaboration with FitLink Australia (a Binnacle Training recognized partner) who will act as the Registered Training Organisation. FitLink will provide all resources necessary to complete course requirements; however, as with the Certificate III, Mr Scott Roush will be responsible for the teaching and assessing of all of these requirements.

Content Covered:

The Certificate IV in Fitness extends the fitness knowledge learned in Certificate III and qualifies students as a Personal Trainer. Throughout the Certificate IV in Fitness students will study:

• Advanced Programming
• Functional Core Training
• Athlete Strength and Conditioning
• Rehabilitation
• Children’s Training
• Outdoor Group Training
• Postural Analysis

This advanced course gives students the knowledge, skills and confidence to deliver innovative, individualised, one-on-one and group training sessions and covers the following competencies:

BSBSMB401A Establish legal and risk management requirements of small business
BSBSMB403A Market the small business
BSBSMB404A Undertake small business planning
SISFFIT415A Work collaboratively with medical and allied health professionals
SISFFIT416A Apply motivational psychology to provide guidance on exercise behaviour and change to meet health and fitness goals
SISFFIT417A Undertake long term exercise programming
SISFFIT418A  Undertake appraisals of functional movement
SISFFIT419A  Apply exercise science principles to planning exercise
SISFFIT420A  Plan and deliver exercise programs to support desired body composition outcomes
SISFFIT421A  Plan and deliver personal training
CHCIC301E  Interact effectively with children
SISFFIT313A  Plan and deliver exercise to apparently health children and adolescents
SISFFIT314A  Plan and deliver exercise to older clients with managed conditions
SISSSTC301A  Instruct strength and conditioning techniques
SISSSTC402A  Develop strength and conditioning programs

Competency Based Assessment

Students will not receive an A - E level of Achievement throughout their course of study. Competency based assessment is designed to ensure that students have achieved the knowledge and skills required in the workplace. It is based on gathering sufficient evidence which is valid, reliable, fair and flexible to enable an assessor to make a judgement that competency has been achieved against nationally recognised standards. It would be normal to expect students to obtain their certificate in the allocated time frame (Certificate III by the completion of Year 11, Certificate IV by the completion of Year 12). If a student is deemed “not competent” in one or more units, they will have the opportunity to continue training and work towards competency with the outside provider after they finish Year 12.

Recognition of Prior learning (RPL)

Recognition of Prior learning gives students the opportunities to receive recognition for specific competencies, knowledge and skills that they may have acquired through other studies, training, and experience at work. Students are invited to discuss their knowledge and skills with their teacher to gauge the feasibility to complete the RPL process.

The school also recognises the qualifications and statements of attainment issued by all other Registered Training Organisations delivered in Australia. Where it is identified upon enrolment that you have completed identical units of competency, credit will be granted upon provision of a certified copy of the statement of attainment of qualification (with the lists of units achieved).
All students are required to select a total of six (6) subjects including English or English Communication in addition to one of Mathematics A, Mathematics B or Mathematics - Prevocational.

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<tr>
<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td>Mathematics C</td>
<td></td>
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<tr>
<td>Mathematics - Prevocational</td>
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<tr>
<td>Modern History</td>
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<tr>
<td>Music</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Physics</td>
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<tr>
<td>Technology Studies</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
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</tr>
</tbody>
</table>
Senior Education Profile

Students in Queensland are issued with a Senior Education Profile when they complete Year 12. All students receive a Senior Statement. Eligible students also receive a Queensland Certificate of Education (QCE) and/or a Tertiary Entrance Statement, or a Queensland Certificate of Individual Achievement (QCIA). Students who continue to study towards a QCE after completing Year 12 will receive a Statement of Results when they become eligible for a QCE.

Queensland Certificate of Education

The QCE is Queensland’s senior schooling qualification. It is awarded to eligible students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements.

Tertiary Entrance Statement

The Tertiary Entrance Statement shows an eligible student’s OP (Overall Position) and FPs (Field Positions). An OP indicates a student’s rank, based on overall achievement in Authority subjects. The student must study at least three of these subjects for all four semesters and sit the Queensland Core Skills (QCS) Test. FPs indicate a student’s rank based on overall achievements in Authority subjects in up to five fields (areas of study that emphasise particular knowledge and skills). FPs are calculated only for OP-eligible students.

Senior Statement

All students who finish Year 12 will receive a Senior Statement, regardless of whether they have met the requirements for the award of a QCE. This statement is a transcript of the learning account that records all contributing studies and results achieved.

Queensland Certificate of Individual Achievement

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Statement of Results

If a student leaves school or completes Year 12 without achieving a QCE, they can add to their learning account for up to seven years after leaving school. Once they become eligible, the QCAA will issue a QCE and a Statement of Results. The Statement of Results shows all contributing studies and the results achieved and, if applicable, a student’s QCS Test result.
Working towards a QCE

About the QCE
The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works
To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway
QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

For more information
There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:
- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CORE courses: usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters) 4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships)</td>
<td>Certificate II 4</td>
</tr>
<tr>
<td>Certificate III &amp; IV</td>
<td>5, 6, 7 or 8</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>Certificate III competencies Up to 2</td>
</tr>
<tr>
<td>On-the-job component</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course 4</td>
</tr>
<tr>
<td>PREPARATORY courses: generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I qualifications</td>
<td>(Max. of 2 qualifications can count) 2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>(Max. of 1 program count) 2</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program count) 2</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course 1</td>
</tr>
<tr>
<td>ENRICHMENT courses: add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>1</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>2</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>1</td>
</tr>
<tr>
<td>ADVANCED courses: go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject 2</td>
</tr>
<tr>
<td>Two-semester subject 4</td>
<td></td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits (1 credit per competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:
- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 6 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QLD Certificate I in Core Skills for Employment and Training — Numeracy.