Dear Senior Student and Parents of 2015

Congratulations! You have made a decision about taking on the challenge and the responsibilities associated with senior schooling. In effect, you have made a deliberate commitment to your adult future.

The restructuring of the workforce, as a response to the technological revolution, impacts upon our daily lives in a multitude of ways:

- Your adult working life will be significantly different from that of your Parents and Grandparents.
- Futurists tell us the youth of this new millennium are likely, on average, to undertake up to five significant career changes across their adult working lives.
- And they also tell us that 70% of the jobs that will exist in 2025 – as you approach your thirties – have not yet even been conceptualized!

Indeed, you now find yourself immersed in the era of Lifelong Learning!

At HSC, senior education embraces the seven national Key Competencies which are considered the essential ingredients for post-school success – whether via study, apprenticeships, community service, paid or unpaid work. These competencies are:

1. Collecting, analysing, and organising information
2. Communicating ideas and information
3. Planning and organising activities
4. Working with others and in teams
5. Using mathematical ideas and techniques
6. Solving problems
7. Using technology

At HSC you will have the opportunity to develop these competencies through the availability of OP, OP ineligible and VET subjects so that you are able to select a course that best meets your initial career aspirations.

At HSC we are committed to encouraging and supporting you to achieve high academic standards and, also, to develop a sense of connectedness. We are dedicated to developing a culture that encourages and supports you through these vital transition years, whilst also facilitating you to remain affiliated and contributing positively.

Our Learning and Pastoral programs focus upon encouraging and supporting you to ...

- set clear goals;
- plan strategies to achieve the results you want;
- understand that effort is not merely an optional extra but rather is an essential ingredient to achieving dreams.

In short, at HSC, we are about

**Launching Adolescents into Lifelong Learning!**

We believe this is exciting stuff!!

John Lyons, Principal
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Transition to Senior Schooling

A Multi-Step Process at HSC

At HSC, we offer a comprehensive Subject Selection Support Process for Year 10 students as they begin to make choices for senior studies. Outlined below is the 9 step support process.

Year 10 Retreat
The Year 10 Retreat is conducted off campus over two days. Students have the opportunity to step away from the normal routines of school life and reflect on important matters in their own lives, both as individuals and as a group. The two days are packed with fun - with activities, storytelling, singing, and dancing.

Year 10 TOPS - 'Tapping Our Potential' Sessions
During TOPS, conducted over two days in Term 2, time is spent researching and considering Career Pathways. During this time Students receive their Learner User Identification (LUI) number and are introduced to their Queensland Studies Authority (QSA) Learning Account, and participate in practical workshops focused on use of online careers websites and other practical resources to assist them in exploring possible career options.

Pathways through Senior @ HSC Subject Expo and Parent Information Evening for Year 10 Students and Parents
- Experiencing Senior at HSC
- Choices in Senior Schooling
- Making the Most of Senior Years
- Pathways Beyond Senior
- Department Subject Displays
- Displays from Tertiary Institutions
- Displays from Industries and Professions
- Local Senior Schooling Providers on hand to answer questions

During this evening, Students and Parents have the opportunity to explore the excellent range of Subject Options on offer at HSC for our Senior Students and investigate further study and employment options. The Senior Handbook and a HSC Subject Preferences Expression of Interest Form will be distributed to Students.

HSC Subject Preferences Expression of Interest Form
In the period following the Subject Expo and Parent Information Evening, Students and Parents will consider and complete the HSC Subject Preferences Expression of Interest Form.

Career Options Day
Students will have the opportunity to speak directly with representatives from a number of industries and professions to assist them in exploring possible career pathways.

Individual MENTORING Interviews
These interviews are conducted with Students and Parents to facilitate optimal decision making regarding subject selection choices to best fit each student’s aspirations and learning needs.

Mackay District CAREERS MARKET
This Careers Market visits all major Regional Centres across Queensland. This is an opportunity for Parents to collaborate with their Students to explore the link between his/her aspirations for Post-Senior life, especially tertiary study, and appropriate Subject Choices for Years 11 & 12.

Finalise Subject Choice Selection
At the end of Term 3 students will receive a letter detailing their proposed choices for Year 11. They will be asked to confirm their choices.

Senior Subject Lines
Holy Spirit College delivers a Responsive Senior Curriculum where subject lines are designed in response to student preferences taking into account factors such as class numbers, staffing and availability of facilities.
General Information

Assessment: General

Students are notified of all assessment and checkpoint dates through the assessment calendar published at the beginning of each semester and the exam timetable published for each exam block. It is the student’s responsibility to complete assessment as scheduled. Alternative dates for assessment, in exceptional circumstances, can only be arranged through the Head of Department or the Assistant Principal – Curriculum. Where possible the school should be notified in advance if a student is aware of other major commitments when assessment is being held.

Summative Assessment is used in the calculation of Exit Levels of Achievement recorded on the Senior Statement. Students who are absent for assessment items due to ill health must notify the College on the day of the assessment. They may also be required to provide a medical certificate. Formative assessment is primarily intended for, and instrumental in, helping a student attain a higher level of performance. It is not used in arriving at exit levels unless a student exits from a subject after completing at least one semester of that subject. A significant amount of Year 11 assessment is formative, with variations between subjects. All assessment in Year 12 is summative.

Absence for Assessment Items

The procedure for exams missed due to illness is as follows:
- Notify the College office by phone on the day of the exam and obtain a medical certificate.
- As soon as the student is recovered, another time to sit the exam should be arranged on the phone with the College Office.

Late Assignments

If because of illness, or any other serious reason, a student is unable to meet the conditions of the assignment, he/she needs to see their subject teacher for an extension through the Head of Department before the due date when practical. An Extension Application Form is available on the website www.hsc.qld.edu.au on the Student tab, Assignment Extensions. [A medical certificate may be required.]

Assignments are expected to be completed. Students will be required to submit a checkpoint, approximately one week prior to the due date, which is a prescribed amount of preparation for the assignment. Extended assessment may involve several checkpoints as significant stages in preparation are reached. In the event of an assignment being incomplete or not submitted by the due date, and no extension granted or exceptional circumstances, the class teacher will mark the checkpoint and any other evidence of assignment preparation which can be provided by the Student. This procedure is in accordance with QSA policy.

Subject Changes

Once students have commenced Year 11 they are not locked into their subject choices. However, all requested subject changes must be discussed with the Careers Advisor or Assistant Principal – Curriculum so that the best possible outcome may be achieved for each student.

Subject changes will usually only be permitted at the end of a semester and a signed Subject Change Form from parents will be required. Some subject changes may not be possible due to class size restrictions, or because of prerequisites required.

QCE – Queensland Certificate of Education

From 1 January 2006, young people have been required to stay at school until they finish Year 10 or turn 16, whichever comes first.

After that, if they aren’t working at least 25 hours per week, young people will need to:
- stay in education or training for a further 2 years, or
- complete a QCE, or
- complete a Certificate III vocational qualification or higher, or
- turn 17 whichever comes first.

During Year 10 students will develop a Senior Education and Training (SET) plan to help them structure their learning around their abilities, interests and ambitions. Each student will have an online Learning Account with the QSA to record their progress toward a QCE.
At the completion of senior schooling a student will receive a Senior Statement, which details all learning undertaken and the results achieved during the senior phase of learning, and possibly one or more of the following, if requirements have been met:

- **Queensland Certificate of Education (QCE)** which confirms a significant amount of learning at a set standard and which meets literacy and numeracy requirements.
- **Tertiary Entrance Statement** which indicates a student’s Overall Position (OP) based on achievement in Queensland Studies Authority (QSA) subjects and the Queensland Core Skills (QCS) test compared to other students in the state as well as Field Position (FP) results.
- **Queensland Certificate of Individual Achievement (GCIA)** recognises the achievements of students who are on highly individualised learning programs.

**Vocational Education & Training (VET) Certificate(s) or Statements of Attainment** which certify full or part completion of a qualification may be directly received from external Registered Training Organisations. Where HSC is the Registered Training Organisation for the Certificate studied, QSA provides Certificates or Statements to the College in January of the year following Year 12 and these are then forwarded to the student’s home address by the College.

The subjects which will be offered in any particular year depend upon the needs of students. There will be threshold numbers for various subjects in order for them to be viable. If only a small number of students indicate that they wish to enroll in a subject, it may follow a Year 11/12 combined program as prescribed by QSA or it may be possible for students to consider a related subject in the Senior Curriculum. Alternatively, they may enroll in the subject through the Brisbane School of Distance Education (BSDE).

**Overall Position (OP)**

This is the system used by Queensland Tertiary Institutions to select applicants to fill quotas in courses. Students are allocated an OP score, ranging from the highest of 1 to the lowest of 25.

To be eligible for an OP a student must:
- Complete 20 semester units of QSA OP eligible Subjects e.g., 12 semester units are required from three subjects that have been studied for the full two-year period and an additional 8 semester units from other OP eligible subjects. It is for this reason that subject changes will be considered carefully before they are approved or otherwise by the College.
- Sit all four papers of the Queensland Core Skills (QCS) test.

**Queensland Core Skills (QCS) Test**

The Queensland Core Skills (QCS) Test is a common state wide written test for Queensland Year 12 students. The QCS Test covers the 49 Common Curriculum Elements (see Appendix 2). These Elements are common across OP Subjects; they are not related to specific subjects.

The QCS Test is used to produce an individual overall result for the student on an A to E scale which is reported on the Senior Statement. It is also used to provide a mean and spread for all subject groups from a particular school, so that the actual results provided by the school can be scaled (adjusted for comparability between different subjects in school and between schools). These adjusted scores will determine a student’s Overall Position (OP) and Field Positions (FP).

The QCS Test consists of four papers called the Writing Task, Short Response Items, Multiple Choice I and Multiple Choice II. Students sit the papers late in third term of Year 12. Any student may sit the QCS Test. Students with extenuating circumstances such as major illness or family trauma may be eligible for special consideration if they miss all or some papers. Such students may still be allocated an OP.

**Field Position (FP)**

FPs differentiate students with the same OP scores and are used by tertiary institutions when allocating positions. FPs are automatically calculated by QSA dependent on subjects studied.

There are up to five fields for which students may gain a result. Field Position scores (ranging from 1 to 10) are calculated by combining results of related subjects. A simplified description of each field follows:

- **Field A** Extended Written Expression involving complex analysis and synthesis.
- **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 arts.

See Appendix 2 for the contributions of each subject to each of the five fields. Field Position eligibility can then be calculated on the grid provided in Appendix 3.
General Information

Tertiary Entrance

Students wishing to continue their studies at university after completing their senior schooling do so by applying to the Queensland Tertiary Admissions Centre (QTAC) in the latter part of Year 12. OP ineligible students may also apply for a tertiary placement through QTAC who will allocate a Selection Rank based on their results to date. QTAC allocates positions at tertiary institutions based on each person's OP score (and, if necessary, their FP score) or their Selection Rank and any prerequisite results required by the course.

Compulsory Areas of Study

Religion

As a Catholic College we look to the life of Jesus as a model for our own lives. Study in this area allows students to develop their knowledge based on the life and times of Jesus as told through scripture and the Gospels. Such studies allow students to learn about other significant people in both ancient and modern times who provide models from which they might learn, and to reflect upon their values.

Students who are enrolling in a course which makes them eligible for an Overall Position are encouraged to enroll in Study of Religion (SOR) whilst other students may select either SOR or Certificate III in Christian Ministry and Theology.

Religion and Ethics is offered, to provide flexible delivery where career objectives may be supported by this option. Students will need to make an application to study Religion and Ethics and will need to meet the selection criteria.

English

The Diocese of Rockhampton has made it mandatory that English be studied by all students in the senior years of study. A perusal of the Selection Criteria for Tertiary Courses in Queensland handbook will show that English is the dominant pre-requisite subject for courses. The English Head of Department will be able to advise students on the most appropriate strand of English to undertake, either English (OP) or English Communication (OP ineligible).

Vocational Education and Training (VET) Options

For many students, moving straight into the work force is the preferred pathway following senior schooling. In some instances students may spend up to two days at work during the school week and many students complete nationally recognised Certificates or Units of Competence towards them. These qualifications may reduce the time the student must spend in training after leaving school. Students need to ensure that work missed while at TAFE or in the workplace is caught up and subject choices are arranged with the Careers Advisor to help achieve this.

Some of the initiatives include:

- SATS (School Based Apprenticeships and Traineeships)
- Structured Work Placement blocks
- Work Experience during school holidays
- Concurrent study through other providers such as TAFE
- School/Industry partnerships with companies such as the Construction Industry Training Board’s Doorways to Construction initiative

Many of these initiatives involve flexible timetable arrangements and a high level of cooperation and responsibility from the student.

Subject Selection Guidelines

- What do I want to be?
- Which courses do I think I might want to do?
- Which subjects am I good at?
- Which subjects do I like?
- Which subjects are prerequisites?

Number of Subjects

Students will be required to select a total of six subjects, including the two compulsory subjects of English and a Religion subject.

Under some circumstances special arrangements are made for students to vary the number of subjects studied.
These subjects are based on syllabuses that have been approved and issued by the Queensland Studies Authority (QSA). The results may be used in the calculation of a student’s Overall Position (OP) and Field Positions (FP).

**Overall Position (OP) Subjects on offer are:**

- Accounting
- Ancient History
- Biology
- Business Communication & Technologies
- Chemistry
- Dance
- Drama
- English
- Geography
- Graphics
- Home Economics
- Information Technology Systems
- Japanese
- Legal Studies
- Mathematics A
- Mathematics B
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Study of Religion
- Technology Studies
- Visual Art
Holy Spirit College offers a wide range of subjects which prepares students for entry into the workforce following the completion of senior schooling. These subjects include QSA Authority Registered Subjects and nationally recognised VET (Vocational Education and Training) Certificate qualifications.

VET Certificates, Structured Work Placement, and options such as School Based Traineeships and Apprenticeships which are available to students in their senior years, may provide entry level qualifications to some areas of employment or part completion of apprenticeship training.

These subjects are OP ineligible and do not count towards the calculation of an OP. Students may request QSA to determine a Selection Rank from their combination of subjects and VET Certificates which may provide an entrance pathway to university study. The Careers Advisor at HSC will be able to provide assistance. Students may choose to include one of these subjects in an OP program of study to broaden their employability skills. Results in these subjects are recorded on the Senior Statement.

Holy Spirit College is a Registered Training Organisation and the National Provider Number is 30619.

Holy Spirit College offers the following OP ineligible subjects:

- Certificate II in Business, Certificate II in Information, Digital Media and Technology
- Certificate III in Christian Ministry and Theology
- Certificate I in Construction, Certificate I in Furnishing
- Certificate III in Early Childhood Education and Care
- Certificate I in Engineering
- English Communication
- Hospitality, including Certificate I in Hospitality
- Manufacturing - Industrial Graphics (including skills which may contribute to Certificate I in Engineering, Certificate I in Construction, and Certificate I in Furnishing)
- Marine & Aquatic Practices
- Pre-vocational Mathematics
- Recreation
- Religion and Ethics (by application)
- Certificate III in Sport & Recreation

Structured Work Placements, mandatory for OP ineligible students, are essential components of VET at school, ensuring that learning outcomes relate more directly to actual competencies required in employment.

While studying for their QCE and Senior Statement, students, whether OP eligible or ineligible, may undertake a School Based Apprenticeship or Traineeship. Students participate in normal school activities and usually attend work one day per week. They may complete part of the apprenticeship out of school hours and during holidays.

School Based Apprenticeships conducted over Years 11 and 12 will usually enable a student to complete the equivalent of the ‘first year’ of their apprenticeship.

Note: The Australian Skills Quality Authority (ASQA) requires that students and parents are made aware of the following statement:

"The College must have certain teachers and equipment to run VET courses. If the College loses access to these resources, the College will attempt to provide students with alternative opportunities to complete the course and the related qualification. The College retains the right to cancel a course if it is unable to meet requirements."
SUBJECT DESCRIPTION

Authority
Subjects
(OP Eligible)
Global Aims

The study of Accounting provides not only a foundation in the discipline of accounting, preparing students for further education, training and employment, but also an understanding of the processes involved in using accounting information to make effective decisions. The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level.

The changing processes of accounting practice are recognised, especially with respect to the development and use of new technologies. Students will use information and communication technologies to enable them to apply the accounting process in business, their daily lives, and as members of society.

Course Overview

The Course is organised under three main areas of study:

- Core Studies, including Accounting Package (MYOB)
- Recording and Controls
- Reporting and Decision Making

Students at HSC will also undertake an elective unit on Personal Financing and Investing.

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

- provides a foundation in the discipline of accounting.
- promotes the development of numeracy, effective communication skills, and logical reasoning processes.
- introduces students to relevant information and communication technologies.
- enables students to participate more effectively and responsibility in a changing business environment.
- provides information useful to individuals in the management of their personal financial affairs.

- assists students to appreciate the necessity for accuracy and the presentation of high-quality work.
- prepares students for further education, training and employment.

Pre-requisites

- Although the Year 10 subject, Accounting and MYOB, is an advantage when undertaking senior Accounting, it is not a pre-requisite. Many students successfully study the course without having studied a business subject previously.
- Sound level of achievement in Year 10 English and Mathematics.

Additional Information

Accounting introduces students to the world of business.

Although Accounting is not a prerequisite for courses at universities, it stands students in good stead for tertiary studies. Over twenty Queensland tertiary institutions have commented on how beneficial it was for their students to study Accounting at school before they commenced their Business Studies.

The Study of Accounting promotes the development of competencies in logical reasoning, effective communication, analysis, interpretation and evaluation, numeracy and complex problem solving. Completion of this course will enable students to participate more effectively and responsibility in a changing business environment.
Global Aims

Students who come to this course are beginning to concern themselves with the complex problems of living in a society governed by law, organised by means of various kinds of political institutions, influenced by a long history of religious and cultural developments, and stimulated by complex economic and social changes. Through the study of history, we can understand the processes of change and continuity that have shaped today’s world, their causes and the roles people have played in those processes. We can understand that relationships exist between people’s needs and a range of historical issues, people and events. Students will develop these understandings through processes of critical inquiry, debate and reflection and through empathetic engagement with the perspectives of others.

Through studying history, students should be more ready to cope with the present and to influence local and global futures.

Through studying Ancient History, students will develop:
- an objective understanding of the development of human society and civilization
- a proficiency in the process of historical inquiry and explanation
- an appreciation of cultural heritage and tradition which comes from the past
- the ability to locate, select and summarise a variety of primary and secondary sources in preparation for their critical use
- skills of written and non-written communication
- an empathy with the value positions and consequent actions of others in both the past and present, leading, where appropriate, to the acceptance of differences.

Course Overview

Possible Topics of Study

- Asia (east and west) and Egypt
- Greece
- Rome
- Comparative study of Ancient and/or Modern Societies
- Ancient Palestine and Judea
- History of the Middle Ages

Assessment Overview

A variety of assessment tasks are used over the four semesters, including:
- Essays, Objective/Short Answer Tests, Research Assignments, Multi-model presentations, and Response to Stimulus tests.

Pre-requisites

A minimum of a Sound Achievement in Year 10 English is recommended.
Global Aims

To develop in students:
- a knowledge and understanding of the living world
- the capacity to identify, gather, manipulate and process information
- an ability to apply the biological understanding, skills and mental processes to public issues
- the capacity to communicate competently in various formats on biological issues
- recognition of the unique nature of Australian ecosystems
- an appreciation that Homo Sapiens occupy a unique position in the biosphere and from this position derives certain responsibilities of stewardship
- an appreciation of the complexity and beauty of biological phenomena.

Course Overview

Topics of Study

- Foundations of Life – Classification and Cell Biology
- Bush to Beach - Ecology
- It’s good to be Green – Plant Physiology
- The Animal in Me – Animal Physiology
- The Essence of Life – Reproduction and Disease
- How did I become Me? - Genetics
- Past to Present - Evolution

Assessment Overview

There are three assessment techniques employed in Senior Biology:

- **Extended Experimental Investigation (EEI):** The purpose of the EEI is to investigate a hypothesis or to answer a practical research question. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory or field-based.

- **Written Test (WT):** The supervised assessment is an instrument that is written and conducted under supervised conditions to ensure authentication of student work.

- **Extended Response Task (ERT):** The extended response task is an assessment instrument developed in response to a Biological question, circumstance or issue. Research and secondary data will often be the focus.

Manipulative skills will be assessed in the field as fieldwork is a compulsory part of Biology.

Pre-requisites

A Sound Achievement in Year 10 Core Biology (Semester Two) and English is recommended.

Additional Information

Biology is a content rich subject requiring considerable comprehension and study. There is also a high proportion of practical work in this subject. Students need to be able to follow written instructions, handle laboratory equipment, co-operate with other students and record observations accurately.
Business Communication & Technologies

Global Aims

Business Communication and Technologies offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. 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.

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

Course Overview

The two-year course is organised on the basis of 6 - 8 Topics of Study to be taught within a variety of Business Contexts. The 11 Topics of Study available are:

- **Business environments**
  Business sectors, work environments, strategic planning, quality practices, fraud and security management and corporate social responsibilities and ethics.

- **Managing people**
  Employment issues, change management difficulties, management practices, human resources and workplace issues.

- **Industrial relations**
  Australian, employer and employee rights and responsibilities, unions, awards and dismissal and grievance procedures.

- **International business**
  General considerations, incorporating cultural, political, economic differences, travel issues, business dealings and trade issues are explored from a business perspective.

- **Workplace health, safety and sustainability**
  Legislation, employer/employee responsibilities, risk management, accidents and emergencies, sustainable practices [air, water, land, waste, noise], impacts [environmental, heritage, economic], current issues.

- **Organisation and work teams**
  Planning and organisation skills and tools, interpersonal skills, team dynamics and processes, tracking and reporting progress, communicating to stakeholders and reviewing and evaluating team performance.

- **Managing workplace information**
  Types of workplace information, classification of information, accountability, manual and electronic security of systems, maintaining system integrity and the retention and disposal of information.

- **Financial administration**
  Incorporates sources of business finance, financial policies and procedures, processing payments and receipts, financial documentation, security of information, superannuation, insurance, payroll, moving off shore and supplier/customer relations.

- **Social media**
  Types and uses of social media in business settings, changes to client relations, marketing communication, impact on the planning of business networks, internal uses of social media, security issues and management and the influence of government.

- **Events administration**
  The incorporation of time management, resource administration, communication between stakeholders. Finance, risk management, quality control, in implementing an event and the reflection and evaluation of the success of an event/function.

Assessment Overview

A variety of assessment techniques and learning experiences are used, including:

- Objective and short written response items
- Extended written responses in a variety of genres
- Response to stimulus material
- Research Projects
- Spoken or multimodal responses

Pre-requisites

Year 10 Introducing BCT would be an advantage but not essential.
Global Aims

Through a course of study in Chemistry, students should develop:
- the capacity to work scientifically in chemistry contexts
- the skills to engage in informed chemistry inquiry and investigation techniques safely beyond the school context
- an ability to engage in solving chemistry problems in everyday contexts
- an ability to use technology productively in chemistry contexts
- an ability to understand and appreciate the chemistry encountered in everyday life
- a capacity to work as part of a team engaging in cooperative activity
- an ability to communicate chemical understandings
- an appreciation of the issues and impacts of chemistry.

Course Overview

Topics of Study

Some of the exciting contextualised units of work that are incorporated in the Senior Chemistry program are:

**Sweet Chemistry.** a unit based around the separation techniques used in industry with a local link to the Sugar Industry.

**Should I Dive In?** a detailed look at the Chemistry involved in water quality with particular emphasis on pool water chemistry.

**Just One More Drink!** the Chemistry of wine making that is sure to be of great interest. Students will learn about the qualities of a good wine as well as make and test wine for attributes such as alcohol and sulphur content.

Assessment Overview

There are three assessment techniques employed in Senior Chemistry:

- **Extended Experimental Investigation (EEI):** The purpose of the EEI is to investigate a hypothesis or to answer a practical research question. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory or field-based.
- **Supervised Assessment (SA):** The supervised assessment is an instrument that is written and conducted under supervised conditions to ensure authentication of student work.
- **Extended Response Task (ERT):** The extended response task is an assessment instrument developed in response to a Chemical question, circumstance or issue. It is essentially non-experimental, but may draw on primary experimental data. Research and secondary data will often be the focus.

Pre-requisites

A Sound Achievement in Year 10 Core Chemistry [Semester Two] and Extension Mathematics or Accelerated Mathematics is strongly recommended.

Additional Information

There is a high proportion of practical work in this subject and students need to be able to follow written instructions, plan procedures, handle laboratory equipment, co-operate with other students and record observations.
Dance

Global Aims

A Course in Senior Dance aims to:

- Assist all students to achieve their unique potential in and through the arts
- Facilitate the development and expression of the individual physically, intellectually, socially and emotionally
- Enable students to value the human body as an instrument of communication through awareness and control of physical movement
- Encourage students to value individual aesthetic responses
- Foster an appreciation of a range of cultural contexts within Australia and in the rest of the world
- Develop critically informed and aesthetically appreciative audiences of dance in all its contexts
- Explore and develop abilities and skills appropriate to a range of work and other life paths.

Course Overview

Dance is an OP subject. During the course of study, Year 11 and 12 students are exposed to a variety of dance genres to develop an awareness of dance in various contexts. Over the two years, eight units are studied within the framework of three Central Organisers - Choreography, Performance and Appreciation. The following dance styles are studied: Hip Hop, Jazz, Dancesport, Contemporary, Tap Dance and various cultural and popular dances.

New resources, such as ballet and tap shoes, are available to students wishing to partake in this subject.

Assessment Overview

Assessment techniques include:

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<tr>
<th>YEAR</th>
<th>TERM</th>
<th>UNIT TITLE</th>
<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>Cultural Dance [social dance]</td>
<td>Choreography &amp; Performance</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Breaking Boundaries - Contemporary Dance 1</td>
<td>Appreciation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Epoch - Contemporary Dance 2</td>
<td>Choreography &amp; Performance</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Let’s Hit the Stage [Musical Theatre]</td>
<td>Appreciation</td>
</tr>
<tr>
<td>B</td>
<td>1</td>
<td>Building Blocks - Popular dance of the Youth Culture</td>
<td>Choreography &amp; Performance</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Iconic - Contemporary Dance 3</td>
<td>Appreciation</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>The Politics of Movement [Social Action] - Contemporary Dance 4</td>
<td>Choreography &amp; Performance &amp; Appreciation</td>
</tr>
</tbody>
</table>
|      | 4    | Director of Dance - Independent Study | One piece chosen by the student:  
  - Choreography OR  
  - Performance OR  
  - Appreciation task |

Choreography: Dance works, sections or movement sequences choreographed individually which may be performed individually, in pairs or small groups.

Performance: Adapted repertoire; technique classes, teacher choreographed routines.

Appreciation: A variety of written genre such as: reviews, reflections, analysis, short and extended written essays, and research assignments.

Pre-requisites - nil
Global Aims

This two-year course aims to promote students' development and appreciation of Drama by:

- assisting students to achieve their unique potential through the arts
- promoting a socially active orientation to the students' community and the world in which they live
- exploring and addressing competencies appropriate to a wide range of career and other life paths
- fostering personal communication skills and social understanding
- building self-discipline and confidence
- providing dramatic experience in order to create a critical awareness of the dynamic and changing nature of the world
- engaging the aesthetic experience
- encouraging on-going involvement in dramatic activities
- providing dramatic experience in order to create a critical awareness of Australia's multi-cultural heritage and of its dynamic and changing nature
- giving students the opportunity to develop skills associated with the entertainment industry.

Course Overview

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 someone other than themselves in a fictional context. If they enact the events in front of others who accept the fiction, the drama becomes theatre. Drama is experienced through the three dimensions of Forming, Presenting and Responding.

Topics of Study

- Australian Drama
- Tragedy in the Theatre
- Realism and Stanislavski
- Musical Theatre
- Commedia Dell'Arte
- 20th Century Theatre
- Being a Critic
- Physical Theatre
- Collage Drama
- Audition techniques for film, television and stage performances

Assessment Overview

- Individual and group performances
- Research and analysis of dramatic forms
- Reviews of live and filmed performances
- Demonstrating directorial process
- Demonstrating creative process through improvisation
- Critique of performances
- Creation of stage properties
- Management of various stage craft techniques

Additional Information

It is recommended that students selecting this subject have completed the requirements of Junior Drama (or equivalent), however this should not deter anyone with a keen interest in the Arts and a commitment to success in Senior Drama.

Pre-requisites – nil
Global Aims

The subject English develops students’ knowledge of how language typically works in a given culture and of how language works in particular texts. At the senior level, English involves the systematic study of language to build increased understanding of the relationships within and between texts, language, and literacies as social practices, with the emphasis on how these relationships help to make meaning in particular cultural contexts and social situations. Students develop their ability to use language, to talk about language and about its use in texts. By studying texts, by learning and using language, students develop their capacities as literate members of Australian and global communities to participate actively in the worlds of work, study and leisure among other human pursuits.

Course Overview

As students study the increasingly demanding texts that senior English requires, students conceptualise, imagine, appreciate, reflect, make decisions, hypothesise, speculate, experiment, analyse and evaluate to enhance their ability to think, use language, and make meaning. They will reflect on ways of being in the world, shape their identities, develop meaningful relationships with others, and express their ideas and feelings. They are encouraged to enjoy and appreciate texts while developing understandings of the power of texts to influence, tell the stories of a culture and promote shared understandings. From the texts chosen over the two-year course, students develop understandings that texts store, transmit, reproduce, negotiate or challenge assumptions, values and attitudes available in the culture. To develop this range of understandings, students will engage with a wide variety of literary, mass media and everyday texts.

Topics of Study

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester One – Jumping on the Bandwagon</strong></td>
<td><strong>Semester Three – Walking the Line...</strong></td>
</tr>
<tr>
<td>Students will analyse a wide range of public print and visual texts, to explore the representations of &quot;popular&quot; texts - literary and media. They will construct / deconstruct a range of texts / genres including novels, plays, films, feature articles and other media to determine how any version of society represents a selective construction.</td>
<td>Students experience a range of classic literary texts and their contemporary intertextual representations to explore the social constructedness of texts and the historical shifts in their construction, these being affected by such variables as gender, class, race, creed and social, cultural and historical contexts. This unit explores how we empathise with, or are alienated by, fictional constructs created in other places and times and how our responses differ from those of past readers/audience.</td>
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</table>

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<tr>
<th>Semester Two – Before you can walk...</th>
<th>Semester Four - Reading the Real...</th>
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<tbody>
<tr>
<td>Students begin to recognise the shift in standards between texts from popular culture and texts which are regarded as classical in nature. They will come to define, understand and apply the concepts related to literature and literary texts as opposed to popular/cult fictions. This semester serves as a vital introduction and foundation for the study of texts in first semester Year 12.</td>
<td>Students will examine a range of literary and non-literary texts that reflect and represent contemporary social issues: the morality of war, family relationships, migrants, genocide, crimes against humanity. Students will deconstruct texts to see how they operate to position / reposition and persuade readers and therefore generate change in prevailing social attitudes, ideologies and behaviours. In this unit, students will explore the way texts not only communicate information but represent knowledge in ways that manifest cultural beliefs, attitudes and prejudices.</td>
</tr>
</tbody>
</table>

Assessment Overview

Students’ written/visual and spoken/visual work will be assessed through a variety of assessment instruments. Assessment items will involve a range of literary and non-literary genres, e.g., imaginative, expository, persuasive and analytical. Tasks will be completed under a range of conditions, e.g., assignment work completed at home or under restricted conditions, tasks completed under exam conditions and work presented ‘live’ or on video.

Pre-requisites

A Sound Achievement in Year 10 English.
**Geography**

**Global Aims**

Geography is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there; and
- the ecological dimension, which considers how humans interact with environments.

Geography prepares students for adult life by developing in them an informed perspective. This perspective should be developed across a two-year course of study through a range of scales, including local, regional, national, and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:

- know and understand facts, concepts and generalisations about Geography
- apply geographic skills to observe, gather, organise, present and analyse information
- use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events.

**Course Overview**

**Topics of Study**

In a two-year course of study in Senior Geography there will be four (4) Semester Theme Units with at least one Focus Unit per semester. Elective Units are optional.

**Theme 1: Managing the Natural Environment**
- Focus Unit 1: Responding to Natural Hazards
- Focus Unit 2: Managing Catchments
- Elective Unit: Managing Coastal Environments

**Theme 2: Social Environments**
- Focus Unit 3: Sustaining Communities
- Focus Unit 4: Connecting People and Places
- Elective Unit: Urbanisation

**Theme 3: Resources and the Environment**
- Focus Unit 5: Living with Climate Change
- Focus Unit 6: Sustaining Biodiversity
- Elective Unit: Mining and the Environment

**Theme 4: People and Development**
- Focus Unit 7: Feeding the World’s People
- Focus Unit 8: Exploring the Geography of Disease
- Elective Unit: First World Diseases

**Assessment Overview**

- *Short Response Tests* including multiple choice, definitions, sentences, short answer paragraphs, labelling and explaining diagrams and maps.
- *Data Response Tests* offer the opportunity to test analytical and decision-making processes and are used in conjunction with specific geographic data, e.g. aerial photos, maps, graphs, images, statistics, cartoons and texts.
- *Practical Exercises* involve interpreting and manipulating information, such as statistics, maps, photographs, images and graphs.
- *Stimulus Response Essays* these essays are responses to a question or series of questions structured to require students to analyse stimulus materials and use decision-making processes.
- *Reports* are an investigation based on fieldwork.
- *Non-Written Responses* are analytical, persuasive, and argumentative expositions. They can be in the form of oral presentations and multi-media presentations.

**Pre-requisites – nil**
Graphics

Global Aims

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

Graphics contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including 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.

Course Overview

The core subject matter in Graphics is a design process, design factors, and a range of graphical representations. All core subject matter is included in Year 11 and then revisited and further developed in Year 12.

Industrial Design is the professional service of creating and developing concepts and specifications that optimise the function, value and appearance of products and systems for the mutual benefit of both user and manufacturer. Industrial design uses a combination of applied art and applied science to improve the aesthetics, utility and usability of a product, which also may improve the product's marketability and production.

Built Environment Design includes the areas of architecture, landscape architecture and interior design. It refers to indoor and outdoor spaces that have been structurally changed by human action.

- Architecture involves the design of buildings and structures for human activity including residential spaces ranging from individual homes to large housing complexes, major public infrastructure such as hospitals and museums and commercial office spaces and entertainment facilities.
- Landscape architecture involves the design of long lasting, meaningful and enjoyable outdoor spaces including parks and other recreational spaces, botanic gardens, sporting complexes, various educational, commercial, industrial and residential sites as well as landscapes associated with major infrastructure systems such as roads and railways.
- Interior design is concerned with the relations between people and the environment to create efficient, meaningful and appealing interior spaces in settings such as domestic residences, commercial buildings such as offices, entertainment and retail spaces and industrial and transportation interiors including vehicle and train interiors.

Graphic Design involves the manipulation, combination and use of shape, colour, imagery, typography and space to create visual solutions for reproduction by any means of visual communication. Graphical products include identity [logos and branding], publications [magazines, webpages, newspapers and books], advertisements, product packaging, maps and charts.

The Course provides opportunities for skill development in predominately CADD [Computer Aided Drawing and Drafting] software and some manual drafting and sketching procedures.

Assessment Overview

- Graphics will be assessed through a combination of Design Folios and Short and Extended Response Tests.
- The student’s work will be awarded standards from A+ [the highest] to an E- with an overall Level of Achievement determined from trended standards on the student profile.

Pre-requisites

It is recommended that students who wish to study senior Graphics should have gained at least a Sound Achievement in Year 10 Graphics, as this subject draws upon the knowledge and skills developed in Year 10. Students who have not studied Year 10 Graphics may find this subject difficult.
Home Economics

Global Aims

Home Economics brings together theoretical understandings and practical applications related to nutrition and food, textiles and fashion, living environments and relationships to enhance the wellbeing of individuals and families.

Home Economics includes the practices of empowerment, management, social inquiry and technology.

The Course of Study is designed to develop in students the ability to:

- think critically and creatively to design and create solutions to practical challenges.
- manage human and non-human resources.
- work collaboratively to address issues of personal and social significance such as food selection models and diets; the effect of food choices on health; conflict resolution in families; future living spaces; body image, fashion choices and sustainable practices.

Course Overview

The Senior two-year course of study in Home Economics will draw upon three areas of study:

- Individuals, Families and Communities
- Nutrition and Food
- Textiles and Fashion

Course organisation involves four semester units:

Unit 1
The Health of Individuals and Families Today
- Nutrition and Food, incorporated with Individuals, Families and Communities within Australia.

Unit 2
Moving Out
- Social Issues for Individuals, Families and Communities, incorporated with Creative Textiles.

Unit 3
Textiles and Fashion
- Textiles, Fashion and Clothing for the Individual, with a Global Perspective.

Unit 4
Food and Nutrition in Australia and Beyond
- Nutrition and Food in Australian History and Other Cultures.

Assessment Overview

- Supervised Written Assessment
- Research Assessment - analysis of data and research, discussion of findings, concluding with recommendations
- Performances and Product - incorporating the Inquiry Process where a justified decision is made and then the practical task is completed and evaluated.

Pre-requisites - nil

Completion of Home Economics to Year 10 is not a pre-requisite. The Home Economics program is designed to cater for ‘new entry’ students.
Information Technology Systems

Global Aims

Multimedia is an exciting field that engages an audience through a combination of graphics, video, animation, text and sound. The interactive nature of multimedia allows users to find and understand specific information efficiently.

Students in Information Technology Systems will design and produce a variety of multimedia products using industry standard software.

Information Technology Systems aims to:
- develop students’ skills in using industry standard multimedia software
- develop in students an awareness and understanding of the concepts, practices and effects of Information Technology
- equip students with problem-solving skills that allow them to design, develop and evaluate solutions
- develop students’ communication skills in order that they may comprehend and respond effectively to client needs using a variety of techniques and media
- develop in students the ability to relate to clients on a business level
- encourage students to think critically and purposefully about the uses of Information Technology
- promote responsible, discriminating and competent use of Information Technology
- foster personal development and social skills conducive to a concern for others, cooperation in the workplace and self-reliance

Course Overview

This course has a dominant client-based multimedia emphasis.

Students will be expected to develop extensive knowledge and application of industry standard software. Some of these software packages include Adobe Photoshop, Adobe Dreamweaver, Adobe Premiere Pro, Adobe Encore and Swish Max.

Units include:
- Graphic design
- Photo editing and manipulation
- Website Design and Development
- Video editing
- Short Film Making
- DVD Development
- 2-D animation

Assessment Overview

In Information Technology Systems, there are three criteria from which a student’s Exit Level of Achievement is derived:
1. Knowledge and Communication
2. Design and Development
3. Implementation and Evaluation

Assessment instruments may include:
- Designing Posters
- Creation of Websites
- Animation Sequences
- Creation of short films
- The production of an interactive DVD
- Short writing tasks
- Individual and team projects

Pre-requisites

A Sound Achievement in Mathematics and English is recommended.
Global Aims

The overall aim of Senior Japanese is to enable the student to communicate his/her needs and opinions within the limits of the language studied. By the end of Year 12, the student should be able to:

- Comprehend spoken Japanese within a range of topics covered in the course. Read more complex passages in Japanese using all three scripts, and deduce meaning from unseen passages
- Write passages on the covered topics and express opinions using the three scripts
- Develop and appreciate some of the special characteristics of Japanese culture and society

Course Overview

- Personal Identification
- Relationships with other people
- Entertainment – social and environmental issues
- School
- Eating and Drinking
- Shopping
- Transport and Travel
- Daily Routine
- Weather
- Celebrations
- Sports and Health
- Welfare Services
- Customs
- Future Plans
- Living in Japan

Assessment Overview

Exit Assessment requires judgment of Global Achievement in terms of Communication and will be related specifically to communicate objectives in the four skill areas of listening, speaking, reading and writing. It is based on continuous assessment that has occurred throughout the course. Some examples of assessment may take the form of:

Listening:
Responding in English to questions about a Japanese text, e.g. announcements, radio broadcast, news bulletin, interviews.

Speaking:
Role play around given situations, responding to visual stimuli, interview.

Reading:
Travel brochures, advertisements, magazine articles, personal letter.

Writing:
Postcard, letter, note, invitation, narratives, captions.

Assessment will reflect the types of tasks done in class.

Pre-requisites

A Sound Achievement in Year 10 Japanese.
Legal Studies

Global Aims

Legal Studies develops students’ understanding of the Australian legal system and how it affects their rights and responsibilities. Students learn how to explore legal issues and access legal processes in order to participate as informed and active members of society.

This course of study enables students to recognise that situations can arise that have legal implications which affect the rights and obligations of citizens. Students investigate legal issues and examine case studies to make recommendations about suitable resolutions. The course is not intended to provide a formal legal education at the detailed level achieved by tertiary law courses.

Students examine and justify their own opinions and attitudes so they can contribute to critical discussions on the improvement of laws and legal processes.

Course overview

The Legal Studies course includes four core areas of study and at least two elective areas of study.

Core areas:

- The legal system
- Criminal law
- Introduction to civil obligations
- Human rights

Elective areas:

- Civil wrongs (torts) and the law
- Family and the law
- Sport and the law
- Technology and the law

Assessment Overview

- Extended responses
- Independent inquiry
- Short response tests
- Essay tests
- Response to stimulus
- Research assignments

Pre-requisites – nil
Mathematics A

Global Aims

Mathematics A should develop in students an ability to:

- be able to recognise problems in everyday life that can be solved mathematically and be able to solve them with some confidence
- develop a positive attitude to the use of Mathematics in making decisions in real-life situations

Course Overview

Topics of Study

Financial Mathematics
- earnings, taxation, budgeting, spending
- interest, inflation, credit, investments

Applied Geometry
- trigonometry, area and volume, latitude, longitude, time
- scale drawings, plans, bracing, squareness, estimation

Statistics and Probability
- data collection and presentation
- samples and summary statistics
- probability

Two Elective Topics from the following:
- Operations Research - Linear Programming, or Networks & Queuing
- Models for Data
- Maps and Compasses – Navigation, or Land Measurement

Assessment Overview

Two formal written exams and at least one extended modelling and problem solving task [or report or similar] per semester.

Student performance will be judged on the following criteria:

Knowledge and Procedures
- recall and use of learned results and procedures

Modelling and Problem Solving
- investigation and modelling mathematical situations
- problem solving in mathematical contexts using a range of strategies

Communication and Justification
- presentation and communication of results
- use of logical arguments
- interpretation and justification of mathematical representations.

Students will also have opportunities to experience situations involving the real-life application of mathematics, the use of technology, both familiar and unfamiliar tasks, and also tasks that range from simple ones to others that have multiple stops and higher orders of difficulty.

Pre-requisites

A Sound Achievement or better in Year 10 Core Mathematics.

Additional Information

Mathematics A is suitable for students seeking an OP Mathematics Subject but who do not want to continue mathematics study on to University.

It is most desirable for students to make a choice of mathematics subject that is appropriate to their needs, future career choices, interests and abilities. It is preferable for students to be guided to undertake the subject from the start of Year 11.
Mathematics B

Global Aims

Mathematics B should develop in students:
- a broad base of mathematical knowledge and skills
- ability to recognise mathematical problems and attempt to solve such problems with some confidence
- experience in a wide range of mathematical applications.

Course Overview

Topics of Study
- Introductions to Functions
- Rates of Change
- Periodic Functions and their Applications
- Exponential and Logarithmic Functions and their Applications
- Optimisation Using Derivatives
- Introduction to Integration
- Applied Statistical Analysis

Assessment Overview

Two formal written exams and at least one extended modelling and problem solving task (or report or similar) per semester.

Student performance will be judged on the following criteria:
Knowledge and Procedures
- recall and use of learned results and procedures

Modelling and Problem Solving
- investigation and modelling mathematical situations
- problem solving in mathematical context using a range of strategies

Communication and Justification
- presentation and communication of results
- use of logical arguments
- interpretation and justification of mathematical representations

Students will also have opportunities to experience situations involving the real-life application of mathematics, the use of technology, both familiar and unfamiliar asks, and also tasks that range from simple ones to others that have multiple steps and higher orders of difficulty.

Pre-requisites

A High Achievement or Very High Achievement in Year 10 Extension Mathematics or Accelerated Mathematics from Semester 2 is strongly recommended to ensure the student has demonstrated the necessary algebraic facility to undertake this subject.

Additional Information

Mathematics B is suitable for students seeking an OP Mathematics subject and who want to continue these studies on to University.

It is most desirable for students to make a choice of mathematics subjects that is appropriate to their needs, future career choices, interests and abilities. It is preferable for students to be guided to undertake the Subject from the start of Year 11.
Global Aims

Mathematics C should develop in students:
- a broad base of mathematical knowledge and skills through the depth and breadth of their studies
- an ability to recognise mathematical problems and attempt to solve such problems with some confidence
- experience in a wide range of mathematical applications

Course Overview

Topics of Study

- Introduction to Groups
- Real and Complex Number Systems
- Matrices and Application
- Vectors and their Applications
- Calculus
- Structures and Patterns

Optional topics – two of:
- Conics
- Dynamics
- Linear programming
- Introduction to number theory
- Introductory modelling and probability
- Advanced periodic and exponential functions.

Assessment Overview

Two formal written exams and at least One alternative assessment item, e.g. research task investigation, modelling task per semester.

Student performance will be assessed on the following criteria:

Knowledge and Procedures
- recall and use of learned results and procedures

Modelling and Problem Solving
- investigation and modelling mathematical situations
- problem solving in mathematical contexts using a range of strategies

Communication and Justification
- presentation and communication of results
- use of logical arguments
- interpretation and justification of mathematical representations

Pre-requisites

A High Achievement or Very High Achievement in Year 10 Extension Mathematics or Accelerated Mathematics.

Additional Information

This subject should provide an excellent preparation for the further study of Mathematics in a wide variety of fields.

It is most desirable for students to make a choice of mathematics subject that is appropriate to their needs, future career choices, interests and abilities. It is preferable for students to be guided to undertake the subject from the start of Year 11.
## Modern History

### Global Aims

Through studies of Ideals and Beliefs, Conflict and Hope, students will discern the specious and dishonest nature of coercion, force and violence as a means of achieving goals. Students will focus on the choice made by millions of individuals around the world, throughout the 20th century and continuing to the present, to effect change through non-violent, passive resistance and to reject violence, ‘not just as morally indefensible, but also as tactically naive, limiting and destructive’. The course will also cover Australian national history, providing students with an historical perspective of who and what we are, as a nation, and the knowledge and skills to challenge the dominant Australian identity.

Modern History should develop in students:

- Knowledge of people, places, events and conditions that shape the modern world
- Proficiency in the process of historical inquiry and explanation
- Knowledge of key historical concepts
- Ability to critically evaluate heritages and traditions
- Ability to interpret, organise, locate, select, summarise and critically examine historical sources, both primary and secondary
- Knowledge, abilities, skills and ethical commitment to participate as active citizens in the shaping of the future
- Ability to formulate hypotheses
- Skills of both written and non-written communication
- Empathy with the value positions and consequent actions of others in both the past and present, leading, where appropriate, to tolerance of differences
- Understanding of the relevance that historical study has to their own lives

### Course Overview

#### National History – the emergence of a National Identity after Federation and the evolution of a legitimate Foreign Policy
- Australia’s role in World War I
- Australian Identity through an examination of Foreign Policy
- Comparative study - World War I and World War II
- Development of a dominant Australian identity

#### Studies of Hope – hope for a better future.
- Studies of inequalities throughout history
- Slavery during the 15th, 16th and 17 centuries
- Politics in America leading up to the Civil War and the Abolition of Slavery
- The official end of slavery in the USA
- The continuation of discrimination in the USA during the 20th century
- Studies of Apartheid in South Africa
- The end of apartheid in South Africa – Nelson Mandela

#### Studies of Conflict – studies of international tensions after World War II
- The concept of an ideological war – communism v capitalism
- The emergence of Super Powers
- The Cold War
- Conflict in Indo-China

#### The History of Ideals and Beliefs – ideologies that shaped the 20th century
- The overthrow of the Tsars in Russia
- Development and application of Communism
- Struggle between the ideologies of Leon Trotsky, Vladimir Lenin and Josef Stalin
- The rise of the Communist State and world power
- The rise of the Nazi Party in Germany during the interwar years
- Adolf Hitler as a charismatic leader
- Anti-Semitism and the persecution of the Jews
- The Final Solution

### Assessment Overview

- Extended response to Historical Evidence
- Short Answer / Objective Tests
- Research Assignment
- Multi Modal Presentations
- Response to Stimulus

### Pre-requisites

A Sound Achievement in Year 10 English.
Global Aims

Students live in a world in which music has an important and pervasive presence. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

A course of study in senior music provides opportunities for students to:
- Enjoy and value music
- Engage confidently in music making, whether at home or in the wider community
- Communicate and express ideas about music
- Develop higher order thinking skills
- Apply audiation through an exploration of the musical elements to analyse repertoire, compose and perform
- Understand sociocultural influences and critically evaluate music across a variety of contexts, genres and styles
- Employ a variety of music related technologies such as instruments, computer software and turntables

Course Overview

A course of study in music is based on developing in students the fundamental concept of musicianship. Musicianship is achieved through the knowledge and application of musical elements and concepts, and experiences in, and appreciation of, a range of music context, styles and genres. In a two year rotational course of study, students will explore musicianship through the three dimensions of Musicology, Composing and Performing.

Topics of Study
- Growing up with Music
- Who are we?
- Innovators
- Home Grown
- Wide Horizons
- Vocalise
- Dance! Dance! Dance!
- Let’s go to the Movies

Assessment Overview

Students will be summatively assessed in three areas:
- Musicology - Students partake in the study of music in social, historical and cultural contexts. They research, analyse and evaluate repertoire and other music sources, in a range of contexts, styles and genres.
- Composing - Students combine the musical elements and compositional devices to create music that is within a context and genre and which expresses style.
- Performing - Students, through playing, singing or conducting, interpret musical elements to communicate the music to audiences [real or virtual], within a context and genre while expressing style.

Pre-requisites

Year 10 Music, Grade 3 or 4 A.M.E.B.
Physical Education

Global Aims

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. This course encompasses the study of human and physical sciences which provides a foundation for students who wish to pursue further study in human movement and health science related fields such as:

- nursing, physiotherapy, occupational therapy, sports science, psychology and medicine
- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- primary, middle and senior school teaching.

Course Overview

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

Students study four physical activities over the course. Subject matter is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

Practical Components:  
Students will study four practical units which will be revisited in Year 12. Students need to be aware that practical and theoretical aspects of this subject are equally rated. Selection and combination of the four practical activities will depend on the expertise of teachers, facilities available and syllabus requirements.

Due to the nature of this subject and the time required for practical activities, Physical Education students commit to offline classes in order to maximise their time and experiences in their chosen activities during Years 11 and 12. Off line classes take place outside of the normal school hours, and are organised on a term by term basis.

In Physical Education, the dimensions of acquiring, applying and evaluating group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

Assessment Overview

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students:

- applying conceptual and personalised understandings from the focus areas to the physical activities they are studying
- Information about student practical achievement in all dimensions is gathered throughout the unit of work, in a variety of authentic performance environments.

Pre-requisites

The study of Physical Education in Year 10 would be an advantage, but is not mandatory.

A student suitability interview should be undertaken with the HPE HOD before the end of year 10.

Additional Information

The willingness to actively participate in all practical sessions is mandatory. A high level of motivation is required, particularly in completing the practical components of the course where improvements in personal skills and fitness development are expected.

Levies for this subject have been calculated on estimates by vendors for the many external activities this subject involves. Should these estimates change closer to the event there may be an additional cost for specific activities.
Physics

Global Aims
Through a course of study in Physics, students should develop:

- the capacity to work scientifically in physics contexts.
- the skills to engage in informed scientific inquiry and safe investigation techniques beyond the school context to solve physics problems.
- an ability to use technology productively in physics.
- an ability to understand and appreciate the physics encountered in everyday life.
- a capacity to work as part of a team engaging in cooperative activity.
- an ability to communicate understandings of physics.
- an appreciation of the issues and impacts of physics.

Course Overview
The Physics program includes some exciting contextualised units:

Cars – Speed and Safety. This unit allows students to explore many of the concepts developed from Newton’s laws of motion in the familiar context of the motion of motor vehicles. It also provides a variety of opportunities to develop basic skills in measurement, qualitative and quantitative data analysis, and research.

Amusement Park Physics. Rides in amusement or theme parks provide an interesting way of demonstrating the application of physics [particularly mechanics]. In this context, several types of rides are analysed with respect to the physics principles at work.

The Sounds of Music. A look at how instruments create their sound and how the properties of sound are considered in the design of concert halls.

Physics in the Home. Everything that happens in the home in terms of making our lives comfortable and enjoyable is reliant directly or indirectly on physics. This context looks at how electricity and water are brought to our homes.

Assessment Overview
There are three assessment techniques employed in Senior Physics:

- Extended Experimental Investigation (EEI): The purpose of the EEI is to investigate a hypothesis or to answer a practical research question. The focus is on planning the extended experimental investigation and problem solving using primary data generated through experimentation by the student. Experiments may be laboratory or field-based.
- Supervised Assessment (SA): The supervised assessment is an instrument that is written and conducted under supervised conditions to ensure authentication of student work.
- Extended Response Task (ERT): The extended response task is an assessment instrument developed in response to a Physics question, circumstance or issue. It is essentially non-experimental, but may draw on primary experimental data. Research and secondary data will often be the focus.

Pre-requisites
A Sound Achievement in Year 10 Core Physics (Semester Two) and Extension Mathematics or Accelerated Mathematics is strongly recommended.

Additional Information
It is expected that students take Maths B in Year 11 and 12. Whilst Maths C is complementary to some sections of Physics, it is not an essential co-requisite.

Students need to be able to follow written instructions, handle laboratory equipment, co-operate with other students and record observations.
Global Aims

To help students understand and appreciate:
- their own patterns of belief
- the religious tradition to which they belong
- different religious interpretations of life
- the phenomenon of religion
- the beliefs, attitudes and values of others.

Course Overview

The inclusion of Study of Religion in the OP eligible students’ program of study provides an additional opportunity for students to develop their extended writing and research skills in preparation for the QCS Writing Task and professional standard writing required in their working lives.

Topics of Study

YEAR 11 [Semester 1]

Term 1 and Term 2
Ultimate Questions
- The nature of Religion
- Primal or Ancient religion
- Role and purpose of religion in society
- Islam or Judaism
- Hinduism or Buddhism

YEAR 11 [Semester 2]

Term 3
Ritual
- Ritual Design
- Purpose and role of Ritual
- Christian and other world religions

Term 4
Religion State Relationships A
- Relationship between religion and culture
- Christianity - history and development
- Religious states and politics

YEAR 12 [Semester 3]

Term 1
Religion State Relationships B
- Religion in Australian Society
- Ethnographic Field Study

Term 2
Sacred texts
- Judaism and Christianity
- Sacred writings
- Historical critical interpretation and exegesis

YEAR 12 [Semester 4]

Term 3
Religion, Values and Ethics
- Values & Ethics! Social Justice
- Origins, Destiny, Purpose, Identity, Authority
- Philosophy and development of human codes of behaviour

Term 4
Spirituality
- Divine revelation
- Human responses and expression of Divine relationship
- Role of religion and belief in the human condition.

Assessment Overview

Two or three assessment items per semester from the following:
- Short Answer Test
- Multi-Modal Presentation
- Research Assignment
- Field / Case Study
- Response to Stimulus Materials
- Creative Presentation
- Essay

Pre-requisites

Sound Achievement in Year 10 English and Year 10 Religious Education is recommended.
Technology Studies

Global Aims

The Technology Studies Course aims to introduce students to a wide range of experiences that will equip them to deal with design problems. Students will be called upon to develop written skills and practical applications that demonstrate the written expression of ideas in the areas of:

- Problem solving
- Research and Reporting on Aspects of the Design
- Construction Procedures and Safety
- Graphical Communication

Course Overview

There are 3 areas of study to be covered over two years, namely:

1. **Foundations of Technology** - requires students to understand the impact of the interrelationship of technology, industry, society and sustainability, and their influence on product design.

2. **Safety** - is incorporated into all activities associated with the design and development of a product, and students are encouraged to transfer the need for safety into real-life situations. Safety involves current compliance standards, safe workshop practices, personal safety and safety standards.

3. **Manufacturing Resources** - requires students to understand and apply the expanding development of resources used in manufacturing and industry. Manufacturing resources involves materials, tools, processes and systems.

Technology Studies will embrace the following 10 contexts during study:

1. Agriculture
2. Environment
3. Communication
4. Health & Welfare
5. Community
6. Home & Family
7. Construction
8. Leisure & Recreation
9. Engineering
10. Transportation

Assessment Overview

The three criteria from which a student’s Exit Level of Achievement is derived are: Knowledge and Application; Reasoning Processes; and Production. The major operating principle is “continuous assessment”. Students are assessed on a collection of responses to design tasks including Project Proposal and Development, Project Realisation [workshop], Investigative Analysis, and Project Appraisal and Evaluation.

Pre-requisites

A Sound Achievement in Year 10 Design Technology is advantageous but not mandatory.
Global Aims

Promote critical, cultural and aesthetic understandings through participation in the processes of the visual art experience. Visual Art encourages students to:

- make, appraise and display artworks, with confidence and individuality.
- define and solve problems with the flexibility to negotiate and creatively consider a variety of solutions and processes.
- examine and affirm personal and community perspectives relating to past and present, social, cultural, spiritual, economic, political, environmental and vocational contexts.
- develop a personal aesthetic.
- be inclusive and appreciative of multiple perspectives and philosophies and the meanings of artworks.
- explore, appreciate and embrace contemporary visual arts practices and emerging technologies.
- create informed, active and sustained engagement with, and enjoyment of, the visual arts.

Course Overview

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

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

The two year course of study is designed to encourage diversification in Year 11, providing a more structured introduction to the inquiry learning model in the first semester. This then leads to specialisation in Year 12 with more student directed activities in Year 12. A diverse range of media - including two-dimensional and three-dimensional art, design and time-based media - are explored in the course. These may include drawing, painting, printing, design, electronic imaging, photography, sculpture, ceramics, construction, performance, installation, wearable art, film and sound art.

Assessment Overview

Over the two dimensions of MAKING and APPRAISING there are three criteria:

Criterion 1: Visual Literacy
This criterion refers to the student’s ability to:

- define visual problems and communicate solutions with relevant concepts, focuses, contexts and media.
- create and communicate meanings through the use of visual language and expression.
- research, develop, resolve and reflect to demonstrate a personal aesthetic (style/ expression).

Criterion 2: Application
This criterion refers to the student’s ability to:

- construct meaning using knowledge and understanding of materials, techniques, technologies and art processes.
- select, explore and exploit materials, technologies, techniques and art processes, informed by researching, developing, resolving and reflecting.

Criterion 3: Appraising
This criterion refers to the student’s ability to:

- analyse, interpret, evaluate and synthesise information about visual language, expression and meanings in artworks, relevant to concepts, focuses, contexts and media.
- justify a viewpoint through researching, developing, resolving and reflecting.
- use visual art terminology, referencing and language conventions.

Pre-requisites – nil

Additional Information

There is a large time commitment required for research, development and resolution of artworks and assignments in the student’s own time.
SUBJECT DESCRIPTION

Authority Registered Subjects & VET Certificate Courses (OP Ineligible)
Aquatic Practices

Global Aims

A program of study derived from Aquatic Practices aims to assist students to develop:

- An understanding of the commercial, environmental, recreational and cultural aspects of the sea, inland waters and associated catchments areas.
- A responsible and caring attitude toward safety, health and wellbeing of themselves and others in work-related and recreational situations.
- Knowledge, practical skills and work-related practices which are essential for effective participation in the workforce in general, and in the marine and aquatic industries.
- The ability to plan and work cooperatively.
- The ability to problem solve.
- Literacy and Numeracy skills.
- The ability to access and communication information effectively to others.
- Attitudes that contribute to lifelong personal and professional development.
- Social responsibility in sustainable environmental management.
- Respect for culturally diverse relationships with the sea and inland water experiences by different communities.

Course Overview

Core Topics of Study

- Safety and Management Practices
  Focus on the principles of safety and management in all of the activities associated within the course of study.
- Commercial
  Developing skills related to the many industry based work fields i.e. maintaining equipment, tourism, seafood handling, employment, aquaculture and propulsion systems.
- Environmental
  Focus on sustainable practices that will lead to the success of marine and aquatic environments i.e. relationships between plants and animals, oceanography, geography, tides and wave action.
- Recreational
  Development of skills in various sports and activities and an awareness of personal safety in the water i.e. snorkelling, boating, sailing, and fishing.
- Cultural
  Focus on the history of our heritage and about our interactions with other cultures by studying Australian Maritime Culture.

Aquatic Practices will also include school developed electives.

Examples of Elective Topics of Study

- Citizen Science
- Aquatic activities i.e. boating, snorkelling
- Aquaculture, aquaponics and aquariums
- Boat building and engineering
- Historical understandings i.e. shipwrecks

Assessment Overview

Assessment instruments may include:

- Investigations which involve locating and using information i.e. investigation of water quality.
- Projects which involve response to a single task, situation or scenario i.e. presentations, letters to the editor, articles for magazines or journals.
- Extended Response to Stimulus which involves the interpretation, analysis and/or evaluation of ideas and information i.e. essays, case studies, reports.
- Examination i.e. drawing, labelling, interpreting, calculations, responding to seen and unseen materials.
- Collection of Work which involves a series of tasks relating to a single topic i.e. folios, sketches, explanation of procedure.
- Product which involves the production of aquatic models and equipment i.e. making a rod, lure, net.

Pre-requisites

There are no pre-requisites for this subject.

Additional Information

- There is a high proportion of practical work and field experiences (at least 30 hours per year) in this subject.
- Students need to be competent at following written and oral instructions, handling equipment, cooperating with each other and working independently.
- In the interests of safety it is highly recommended that each student purchase a mask, snorkel and fins, a sun safe shirt, and reef-walkers shoes for all aquatic activities.
- Excursion costs for the many external activities involved in this subject fluctuate during the year so parents will be notified of additional contributions required at time of booking.
Certificate II in Business, Certificate II in Information, Digital Media and Technology

[School Code: BIT]

Global Aims

In this subject, students will have the opportunity to achieve:

Certificate II in Information, Digital Media & Technology and Certificate II in Business

The aim of this subject is for students to become confident and competent users and consumers of ICTs as well as gain an understanding of Business fundamentals and management. This course is designed for senior students who would like to develop and enhance their IT and Business skills and achieve nationally recognised qualifications to gain employment and develop life skills regarding business operation. The delivery arrangements for these VET certificate courses allows for extended opportunities to achieve competencies in scheduled LEP lessons and exam blocks. This course will also help students to develop IT skills to support the elements of running a Business.

Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

A variety of software, hardware and peripherals may be used, including industry standard computers, digital cameras (still/video), scanners and printers.

Course Overview

The course will consist of a series of term based units which may include:

- Graphic Design Techniques
- Photo Manipulation Techniques
- Detailed Sound Editing
- Social Media
- Multimedia on the Internet
- Software Installations and Management
- Spreadsheets
- Databases
- Word Processing
- Business and Work Environments
- Client Interactions
- Communication Skills
- Organisational skills (Time Management and Planning Skills)
- Working Effectively with Others

ICA20111 Certificate II in Information, Digital Media and Technology: 14 Competencies

BSBOHS201A Participate in OHS processes
BSBSUS201A Participate in environmentally sustainable work practices
ICAICT201A Use computer operating systems and hardware
ICAICT202A Work and communicate effectively in an IT environment
ICAICT203A Operate application software packages
ICAICT204A Operate a digital media technology package
ICAWEB201A Use social media tools for collaboration & engagement
ICAICT205A Design basic organisational documents using computing packages
ICAICT207A Integrate commercial computing packages
ICAICT209A Interact with ICT clients
CUFSOU204A Perform basic sound editing
BSBIND201A Work effectively in a business environment
BSBITU203A Communicate electronically
BSBITU202A Organise and complete daily work activities

BSB20112 Certificate II in Business: 12 Competencies

BSBHHS201A Contribute to health and safety of self and others
BSBSUS201A Participate in environmentally sustainable work practices
BSBIND201A Work effectively in a business environment
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate Electronically
BSBITU204A Use business technology
BSBITU202A Organise and complete daily work activities
BSBITU204A Use business technology
ICAWEB201A Use social media tools for collaboration and engagement
ICAICT205A Design basic organisational documents using computing packages
ICAICT207A Integrate commercial computing packages
ICAICT205A Use business technology
CUFSOU204A Perform basic sound editing

Assessment Overview

Assessment will be competency based. Assessment instruments may include:

- Folio of work
- Problem solving scenarios
- Written task
- Workplace Scenarios/ Simulations
- Projects
- Observations with checklists and self-assessment
- Diary/journal

An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Pre-requisites – nil
Certificate III in Christian Ministry and Theology

Global Aims

Certificate III in Christian Ministry and Theology has the overarching purpose of enabling students to do theology at an elementary level. It is designed to:

- develop students’ skills of studying and discussing theology
- encourage students to apply theological principles in personal life and ministry

The course seeks to enable students to study, internalise and communicate:

- the nature of God’s presence and mystery
- the nature and manner of God’s self-communication through sacred Scripture and through the Word-made-flesh, Jesus Christ
- the identity and role of the Church as people of God and sacrament of God’s presence
- what it means to live Christian lives

This Certificate is delivered at HSC and registered through the Institute of Faith and Life as the Registered Training Organisation. The course is nationally accredited and contains four modules across the 2 years of senior study. Students who successfully complete the course will gain 5 credits towards their Queensland Certificate of Education.

This course may also be of assistance to Vocation Education students in accessing tertiary studies after Year 12. A QTAC selection rank of 68 (approximately equivalent to an OP 16) may be assigned to a completed Certificate III course. QTAC advises that ranking and eligibility can vary. For more details, contact QTAC at www.qtac.edu.au.

Course Overview

Year 11

1. Belonging
   - What kind of community is the community of Jesus?
   - Do we want to be part of this community and how will we participate in it?
   - What is the church? Is it relevant today? If so how?
   - Vatican II.
   - The role of the Holy Spirit.
   - Sacraments.
   - Community role models – Saints and Mary.

2. The Story
   - Hebrew and Christian Scriptures.
   - Overview of the story.
   - Skills for interpreting the Scriptures.
   - Opportunities to explore how the Scriptures are used today including in media and politics

Year 12

3. Choices
   - Ethics and Catholic social justice teaching.
   - The role of conscience.
   - Virtue-based ethics.
   - Case studies of current moral and ethical issues.

4. The Edge
   - The nature of God.
   - Suffering and hope.
   - An opportunity for students to integrate the previous semesters, to articulate their own questions and their own beliefs.
   - On the edge: what will be the next step in students’ journeys? What role will their beliefs play?
   - Contains an e-learning component.

Assessment Overview

This is a competency based course structured across 4 modules. Most assessment will be class-based and involve individual and group work. An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports. Upon successful completion, students will be awarded a Certificate III level qualification.
Certificate I in Construction, Certificate I in Furnishing

Global Aims
To provide students with basic industry knowledge and skills applicable to the Construction and Furnishing industries.

Course Overview
CPC10108 Certificate I in Construction and LMF10108 Certificate I in Furnishing

Units of Competence – Construction
Compulsory Units
CPCCOH1001A Work Safely in the Construction Industry
CPCCCM1012A Work effectively and sustainably in the General Construction Industry
CPCCCM1013A Plan and organise work
CPCCCM1014A Conduct workplace communication
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005A Use construction tools and equipment
CPCCVE1011A Undertake a basic construction project
CPCCOH2001A Apply OHS requirements, policies and procedures in the Construction Industry

Elective Units
CPCCCM1011A Undertake basic estimation and costing
CPCCCM1015A Carry out measurements and calculations
CPCCCM2004A Handle construction materials
CPCCCM2006A Apply basic levelling procedures
CPCCVE1002A Undertake a basic computer design project
CPCCCO2003A Carry out concreting to simple forms

Units of Competence – Furnishing
Compulsory Units
MSAPMHO100A Follow OHS Procedures
MSAPMOPS101A Make Measurements
MSAPMSUP102A Communicate in the workplace
MSAPMSUP106A Work in a team

Elective Units
LMFFM1001B Construct a basic timber furnishing project
LMFFM2002B Assembling furnishing components
MSAENV272B Participate in environmentally sustainable work practices

Assessment Overview
Theory work is as much a part of the course as practical work and is necessary for the completion of units. All theory work for safety requirements and competencies is completed online and there is an expectation that students complete the majority of this work at home. It is envisaged that Work Placement will be a part of this course. Assessment for the units of this subject is competency based. Students need to demonstrate that they can complete all of the tasks required in the units to be considered competent. Students also have the opportunity to build relationships and access employment opportunities within the Construction industry through our links with Construction Queensland and the Doorways to Construction (D2C) initiative.

On completion of the course, students will receive appropriate certification listing the units in which the student has demonstrated competency. These certificates can be used as credit towards a traineeship or apprenticeship.

An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Pre-requisites
A Sound Achievement in Year 10 Introduction to Woodwork is advantageous but not mandatory.
Certificate III in Early Childhood Education and Care

Global Aims
The Certificate III in Early Childhood Education and Care [CHC20113] is a two-year course of study for students in Years 11 and 12. A study of early childhood provides students with the knowledge, understanding and practical skills which may be invaluable to them in future life roles, and provides students with a variety of thinking, operational and workplace skills.

Global Aims
The Certificate III in Early Childhood Education and Care course encourages students to develop an awareness and understanding of the development of young children, and to use this understanding to perform a role that facilitates, supports and enhances child development and learning. To achieve this, students are exposed to both theoretical and practical learnings.

Course Overview

Topics of Study
Students complete eighteen units of work which will be clustered together. They are comprised of theoretical and practical sections, and a first aid certificate.

<table>
<thead>
<tr>
<th>15 Core Units</th>
<th>3 Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHCCS400C Work within a relevant legal and ethical framework</td>
<td>CHCEDE011 Provide experiences to support children’s play and learning</td>
</tr>
<tr>
<td>CHCEEEE01 Develop cultural competence</td>
<td>CHCEDE013 Use information about children to inform practice</td>
</tr>
<tr>
<td>CHCEEEE02 Ensure the health and safety of children</td>
<td>CHCPRT001 Identify and respond to children and young people at risk</td>
</tr>
<tr>
<td>CHCEEEE03 Provide care for children</td>
<td>HLTAD004 Provide an emergency first aid response in an education and care setting</td>
</tr>
<tr>
<td>CHCEEEE04 Promote and provide healthy food and drinks</td>
<td>HLTWHS001 Participate in work health and safety</td>
</tr>
<tr>
<td>CHCEEEE05 Provide care for babies and toddlers</td>
<td>HLTHER104D Work effectively with Aboriginal and/ or Torres Strait Islander people</td>
</tr>
<tr>
<td>CHCEEEE07 Develop positive and respectful relationships with children</td>
<td></td>
</tr>
<tr>
<td>CHCEEEE08 Use an approved learning framework to guide practice</td>
<td></td>
</tr>
<tr>
<td>CHCEEEE09 Support the holistic development of children in early childhood</td>
<td></td>
</tr>
<tr>
<td>CHCEEEE10</td>
<td></td>
</tr>
<tr>
<td>CHCEDG303C Participate effectively in the work environment</td>
<td></td>
</tr>
<tr>
<td>CHCEEEE12 Support children to connect with their world</td>
<td></td>
</tr>
<tr>
<td>CHCEEEE06 Support behaviour of children and young people</td>
<td></td>
</tr>
</tbody>
</table>

Students are required to be competent in both the theory and practical aspects of each unit to gain credit for the unit. Students who wish to gain employment in the childcare industry are required to have a Certificate III in Early Childhood Education and Care or to begin studying their certificate whilst working. Students who complete their Certificate III while still at school can use this to gain employment in the childcare industry or may elect to use the certificate to gain entry into some courses at university if they are OP ineligible. A GTAC selection rank of 5B (approximately equivalent to an OP 16) may be assigned to a completed Certificate III course. GTAC advises that ranking and eligibility can vary. For more details, contact QTAC at www.qtac.edu.au. Students who complete the course gain 8 credit points towards their Queensland Certificate of Education [QCE].

The Certificate III in Early Childhood Education and Care competencies are overseen by an external training provider and students are able to complete the certificate course while at school. There is a requirement for students to complete some competencies in the workplace. This may require 120 - 240 hours and is usually undertaken by attending a childcare facility during Structured Work Placement, for one day a week/fortnight or after school and/or holidays during the two-year course. Units of work are taught in normal lessons and a staff member is a mentor for workplace experiences. All students will be required to apply for a “Working with Children” blue card. There is no cost for students in applying for the “blue card”.

Additional Information
The fees required for this course will not be included in your Holy Spirit College account and will need to be paid separately to the College’s Finance Officer. The cost of the Certificate III in Early Childhood Education and Care will be approximately $480 over the 2 years of study, but if students were to complete the course independently it may cost approximately $2250. An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Assessment Overview
- Practical Activities and continuous practical assessments in established child care facilities
- Work books for each unit of work with theoretical assessment
- Simulated situations

Pre-requisites
Students undertaking the course should enjoy working with young children.
Certificate I in Engineering

Global Aims
To provide students with basic industry knowledge and skills applicable to the Engineering (Manufacturing) Industry.

Course Overview
VET: MEM10105 Certificate I in Engineering

Units of Competence

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in work environment</td>
</tr>
<tr>
<td>MEM14004A</td>
<td>Plan to undertake a routine task</td>
</tr>
<tr>
<td>MEM15024A</td>
<td>Apply quality procedures</td>
</tr>
<tr>
<td>MEM16007A</td>
<td>Work with others in a manufacturing, engineering or related environment</td>
</tr>
<tr>
<td>MEM05004C</td>
<td>Perform routine oxyacetylene welding</td>
</tr>
<tr>
<td>MEM05006B</td>
<td>Carry out mechanical cutting</td>
</tr>
<tr>
<td>MEM05006B</td>
<td>Perform brazing and/or silver soldering</td>
</tr>
<tr>
<td>MEM05007C</td>
<td>Perform manual heating and thermal cutting</td>
</tr>
<tr>
<td>MEM05012C</td>
<td>Perform routine manual arc welding</td>
</tr>
<tr>
<td>MEM07032B</td>
<td>Use workshop machines for basic operations</td>
</tr>
<tr>
<td>MEM11011B</td>
<td>Undertake manual handling</td>
</tr>
<tr>
<td>MEM12023A</td>
<td>Perform engineering measurements</td>
</tr>
<tr>
<td>MEM12024A</td>
<td>Perform computations – basic</td>
</tr>
<tr>
<td>MEM16008C</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
</tbody>
</table>

Assessment Overview
Theory work is as much a part of the course as practical work and is necessary for the completion of units. It is envisaged that Work Placement will be a part of this course. Assessment for the units of this subject is competency based. Students need to demonstrate that they can complete all of the tasks required in the units to be considered competent.

On completion of the course, students will receive appropriate certification listing the units in which the student has demonstrated competency. This certificate can be used as credit towards a traineeship or apprenticeship.

An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Pre-requisites
A Sound Achievement in Year 10 Welding & Small Engines is advantageous but not mandatory.
Certificate III in Sport & Recreation

Global Aims
The Certificate III in Sport and Recreation ‘Fitness in Schools’ program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. This course is delivered with the assistance of an external Registered Training Organisation, Binnacle Training (www.binnacletraining.com.au). Graduates will be competent in a range of essential skills – such as preparing and conducting sessions, providing quality customer service, operating computing packages and conducting risk assessments.

Upon successful completion, students are certified with 9 Queensland Certificate of Education (QCE) Credits:
• Nationally recognised qualification – Certificate III in Sport and Recreation (8 Credits – Core)
• Senior First Aid Certificate (1 Credit – Enrichment)

Course Overview

<table>
<thead>
<tr>
<th>TERM</th>
<th>YEAR 11</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Health and Safety&lt;br&gt;Plan a work schedule for program/event</td>
<td>• Customer service&lt;br&gt;Dealing with customer complaints</td>
</tr>
<tr>
<td>2</td>
<td>• Respond to emergencies&lt;br&gt;Collecting information&lt;br&gt;Using technology to process information</td>
<td>• Preparing and conducting sessions&lt;br&gt;Using equipment</td>
</tr>
<tr>
<td>3</td>
<td>• The Sport &amp; Recreation Industry&lt;br&gt;Equipment use and maintenance&lt;br&gt;Review of OHS and work tasks</td>
<td>• Personal work schedules&lt;br&gt;Environmental sustainability&lt;br&gt;Risks analysis of activities</td>
</tr>
<tr>
<td>4</td>
<td>• First Aid&lt;br&gt;Beginning Coaching General Principles</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Overview
Program delivery will combine both class-based tasks and practical components in a real sport and recreation environment at the school. This involves the delivery of a range of sport programs to clients within the school community [high school and primary school students].

A range of teaching/learning strategies will be used to deliver the competencies including:
• Practical tasks, Hands-on activities involving clients, Group work, Work experience within the school sporting programs [athletics and swimming carnivals, cross country etc.] and primary school.
• Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Pre-requisites
1. The willingness to actively participate in all practical sessions is mandatory. A high level of motivation is required and students must be committed to attending camps and sporting competitions outside of class time.
2. A student suitability interview should be undertaken with the HPE HOD before the end of Year 10.

Additional Information
Pathways:
• The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a sports coach, athlete, volunteer or activity assistant. Students may choose to continue their study e.g. by completing the Certificate III or IV in Fitness upon completion of this subject.
• This course may also be of assistance to Vocation Education students in accessing tertiary studies after Year 12. A QTAC selection rank of 68 (approximately equivalent to an OP 16) may be assigned to a completed Certificate III course. QTAC advises that ranking and eligibility can vary. For more details, contact QTAC at www.qtac.edu.au.
• OP equivalency of 16 may allow students to apply for University courses such as Exercise and Sports Science, Education, Nursing, Occupational Health and Safety, Business [Sports and Events Management].

COST:
Binnacle Training Fees = $198.00 for the full 2 year course. First Aid Certificate = $24.00
Excursion costs for the external activities involved in this subject fluctuate during the year so parents will be notified of additional contributions required at time of booking.
English Communication

Global Aims

While the aim of English Communication is, as for OP English, to develop students’ capacity to enjoy and use language appropriately, effectively and critically in a variety of contexts, this course places greater emphasis on the language skills appropriate for employment and/or entry to TAFE and other further education options.

Course Overview

Topics of Study

In the English Communication Course, students will be involved in a wide range of language activities, including reading, writing, viewing, listening and speaking. Students will be exposed to, and use, literary as well as non-literary texts, in order to equip them with English skills required in their day-to-day personal and work lives.

Topics are presented in the following units over Years 11 and 12.

- Workplace Communication
- Reading popular fiction
- Writing Skills for Work
- Advertising
- Marketing
- Film
- Comic creations
- Television Representations
- Job Seeking Skills
- Moving On
- Community involvement

Assessment

Students’ written/visual and spoken visual work will be assessed by a variety of assessment items. Tasks will be completed under a range of conditions, with at least half of the assessment tasks being presented orally.

Pre-requisites – nil
Hospitality (including Certificate I in Hospitality)

Global Aims

- To develop the ability to select, prepare, present and serve foods using management and decision making processes
- To develop knowledge of the occupational fields involved in this area
- To develop an awareness of personal suitability for employment in food related occupations.

Course Overview

Hospitality is a two year course of study delivered in two parts:

- SIT10213 Certificate I in Hospitality
- Hospitality Subject Area Syllabus (SAS)

Each part is delivered over two semesters each.

Topics of Study

SIT10212 Certificate I in Hospitality (2 semester course) has three core and three elective Hospitality Industry Units of Competency from the Hospitality Industry National Training Package (SIT12) incorporated into the school program of study.

The three general units of competency which comprise the study area core are:

- SITXCCS101 Provide information and assistance
- SITXWHS101 Participate in safe work practices
- BSBWOR203B Work effectively with others

The three elective units of competency are:

- SITHCCC102 Prepare simple dishes
- TILE1005A Carry out basic workplace calculations.
- SITXFSA101 Use hygienic practices for food safety

Hospitality (SAS) (2 semester course) is designed to develop students' skills in basic cookery techniques, preparation and service.

The range of cooking undertaken is from cafe and restaurant style meals through to a range of entertaining, gourmet and specialised cookery.

Assessment Overview

The assessment for the Certificate I in Hospitality (SIT10213) is competency based. Students will receive appropriate certification listing the units in which they have demonstrated competency. An indication of the student’s progress towards successful completion of competencies will be recorded on College Student Reports.

Assessment in the Hospitality (SAS) is based on three criteria:

- Knowledge and understanding
- Examining and applying
- Creating and evaluating

Assessment instruments may include folios of work, written tasks, tests, observations with check lists, industry simulated activities and work placement. Students receive an Exit Level of Achievement for this part of the course.

Pre-requisites – nil
Manufacturing - Industrial Graphics

Global Aims
To provide a base of skill and knowledge related to the Construction and Furnishing Industries and Engineering (Manufacturing) Industry.

Course Overview
Selected topics from Certificate I in General Construction, Certificate I in Furnishing and Certificate I in Engineering

The subject is designed for pre-employment rather than Tertiary Entrance and aims to provide a practical rather than a theoretical approach to graphics. The subject matter for Metal and Woodwork Trades has been drawn from the National Standard Curriculum and is intended to help prepare students for higher level skills.

The following topics will be studied in Industrial Graphics:
- Engineering drawing interpretation
- Drawings relating to the Building and Construction Industries
- Furnishing drawings
- Australian drawing standards

Assessment Overview
The students are assessed on these criteria:
- Knowledge and Understanding
- Practical Expertise
- Applied Practice

Theory work is as much a part of the course as Practical work as criteria have equal weighting. On completion of the course students will also receive one of five (5) Exit levels of Achievement.

Pre-requisites
A Sound Achievement in Year 9 or 10 Graphics would be advantageous but not mandatory.
Pre-Vocational Mathematics

Global Aims

Pre-Vocational Mathematics is an Authority Registered subject. It is designed to provide opportunities for students to assist them in pursuing a range of vocational and personal goals. It develops not only students' confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills.

During the course of study, students should:
- build confidence and success when using mathematics in every day contexts
- improve their preparedness for entry to work, apprenticeships, traineeships or further study by developing their numeracy
- develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions and working cooperatively with others and in teams
- be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables and texts
- be able to present findings orally and in writing
- be able to use relevant technologies
- be able to make informed decisions.

Course Overview

Topics of Study

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

Assessment Overview

There are three exit criteria.
- Knowing
- Applying
- Explaining

Student achievement will be recorded as one of five levels of achievement.

Pre-requisites – nil
Global Aims

Commercialisation of leisure has developed significantly as the personal, health and social benefits of organised recreational activities have become more apparent. This has been reflected in the growth of employment opportunities in the sport and recreation industry, and in the awareness that our society is carrying the burden of the ever-increasing health costs incurred by many who have inactive lifestyles.

Recognition of the need for people to be physically and socially active, has led to increasing development of a recreation industry that aims for a healthier community.

Given the significance of the industry to the community and as a source of potential employment, the Recreation Study Area Syllabus makes an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning.

These activities should encourage them to appreciate and value their involvement in recreation activities, and to continue their active participation in personal and community activities in their adult life.

Course Overview

Recreation provides students with an opportunity to participate in physical activity, while developing skills necessary for and beneficial to life. Whether these skills are oriented towards work, fitness or recreation, students will develop their interpersonal skills, to learn and function in varied situations and to acquire specific knowledge and skills related to further training and employment.

Students will be involved in many different learning experiences, including: engaging in and observing recreation activities; planning and organising activities; working with others and in teams; making decisions and solving problems; gathering and comprehending information from a range of sources; organising and analysing information; conducting surveys; using technology; compiling reports; and communicating ideas and information in a variety of modes and genres.

The course addresses these aims through 4 core content areas:
1. Recreation, you and the community
2. Physical activity and healthy lifestyle
3. Safety, risk awareness and health concerns
4. Interpersonal and group dynamics.

Practical Components:
Students need to be aware that Recreation is practically orientated. Selection and combination of the practical activities will depend on the expertise of teachers, facilities available and syllabus requirements.

Due to the nature of this subject and the time required for practical activities, Recreation students commit to offline classes in order to maximise their time and experiences in their chosen activities during Years 11 and 12. Offline classes take place outside of the normal school hours, and are organised on a term by term basis.

Examples of practical activities undertaken in Recreation:

- Individual Sports: squash, billiards, darts, lawn bowls, ten pin bowling, roller skating, multi sports, martial arts, cycling, athletics, swimming
- Team Sports: beach volleyball, netball, touch, cricket, soccer, tennis, golf, dance, rugby, baseball, hockey, water polo, team handball
- Fitness for Recreation: Yoga, Pilates, body balance, fitness training, boot camp, aerobics – attack/combatt/step/vive, RPM cycling, weights training.

Assessment Overview

Students are assessed on physical performances, multimodal presentations, written tests, practical observations and participation.

Pre-requisites

A student suitability interview should be undertaken with the HPE HOD before the end of Year 10.

Additional Information

The willingness to actively participate in all practical sessions is mandatory. A high level of motivation is required and students must be committed to attending camps and sporting competitions outside of class time.

Excursion costs for the many external activities involved in this subject fluctuate during the year so parents will be notified of additional contributions required at time of booking.
Rationale

Our aim at HSC is to accommodate the learning needs of our students and provide alternatives for students who may benefit from a flexible program in order to pursue their goals and varied career pathways.

HSC currently provides an ideal subject structure for Senior Studies seeking an OP score, which enables students to maximise their results and engaged learning time in class over six OP subjects. Where a student has particular goals that require an increased range of subjects, the flexible delivery of Religious Education may be beneficial and would enable students to commit to an additional subject without losing HSC’s advantageous six line structure.

Should Year 10 students have sufficient reason to select an additional elective OP subject in Year 11, to suit their career aspirations, a Religious Education program with a flexible mode of delivery is being offered. This alternative program involves flexible timetabling arrangements and project work over Years 11 and 12. Students considering this option will have already achieved commendable Application results and demonstrated their capacity to work independently. Students would need to make a firm commitment to complete the program, to attend compulsory learning sessions, in addition to timetabled hours, and to be involved in various community service activities. Students committing to this option would be required to complete the standard syllabus requirement of 55 hours across each 20 week semester. The flexible delivery of these hours may include learning sessions during lunch breaks, before and after school and during the exam blocks. Mentoring and guidance will be provided during the selection process and the learning phase.

Global Aims

The dimensions for a course of study in this subject are:

Dimension 1
Knowing and understanding refers to the concepts, ideas and perspectives of human experience related to religion, beliefs and ethics.

Dimension 2
Applying and examining refers to the application of concepts, ideas and strategies to investigate and analyse perspectives and viewpoints about religion, beliefs and ethics.

Dimension 3
Producing and evaluating refers to the management of resources and the planning and communication of outcomes in response to inquiries about religion, beliefs and ethics. It involves synthesis of concepts and ideas and reflection on the processes, strategies and outcomes of inquiries about religion, beliefs and ethics.

Course Overview

Possible Topics of Study
- The Australian Scene
- Sacred Stories
- Social Justice
- Religious Citizenship
- Spirituality

Assessment Overview

A variety of assessment tasks is used over the four semesters, including:
- Projects, Investigations, Examinations and Extended Responses to Stimulus.

Pre-requisites

Entry is by application and subject to an interview. Mentoring and guidance will be provided to determine suitability of the program for interested applicants.

A successful applicant will demonstrate:
- educational and career goals that require a seventh line of study
- good application results across subjects in Year 10
- Sound Achievement or higher in English and Religious Education
- a willingness to commit to flexible timetabling which may include limited time during exam blocks and after school
- a capacity to work independently
Appendix 1

The 49 COMMON CURRICULUM ELEMENTS of the Queensland senior curriculum:

• Recognising letters, words and other symbols
• Finding material in an indexed collection
• Recalling / remembering
• Interpreting the meaning of words or other symbols
• Interpreting the meaning of pictures / illustrations
• Interpreting the meaning of tables or diagrams or maps or graphs
• Translating from one form to another
• Using current spelling, punctuation, grammar
• Using vocabulary appropriate to a context
• Summarising / condensing written text
• Compiling lists / statistics
• Recording / noting data
• Compiling results in a tabular form
• Graphing
• Calculating with or without calculator
• Estimating numerical magnitude
• Approximating a numerical value
• Substituting in formulae
• Setting out / presenting / arranging / displaying
• Structuring / organising extended written text
• Structuring / organising a mathematical argument
• Explaining to others
• Expounding a viewpoint
• Empathising
• Comparing, contrasting
• Classifying
• Interrelating ideas / themes / issues
• Reaching a conclusion which is necessarily true provided a given set of assumptions is true
• Reaching a conclusion which is consistent with a given set of assumptions
• Inserting an intermediate between members of a series
• Extrapolating
• Applying strategies to trial and test ideas and procedures
• Applying a progression of steps to achieve the required answer
• Generalising from information
• Hypothesising
• Criticising
• Analysing
• Synthesising
• Judging / evaluating
• Creating / composing / devising
• Justifying
• Perceiving patterns
• Visualising
• Identifying shapes in two and three dimensions
• Searching and locating items / information
• Observing systematically
• Gesturing
• Manipulating / operating / using equipment
• Sketching / drawing
## Appendix 2

### Table of Subject Weights for Fields

This table is for use by students completing Year 12 in Queensland in 2015. The 2016 table is not available at time of printing.

<table>
<thead>
<tr>
<th>Name</th>
<th>Field A</th>
<th>Field B</th>
<th>Field C</th>
<th>Field D</th>
<th>Field E</th>
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<tbody>
<tr>
<td>Accounting</td>
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<td>5</td>
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<td>2</td>
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<td>5</td>
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<tr>
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<tr>
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<td>NA</td>
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</tr>
</tbody>
</table>

### Field Positions (FPs)

A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 [highest] to 10 [lowest] in the following fields:

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

You should only go through this process if you are enrolling in five (5) or more Overall Position (OP) subjects.

Use the Table of Subject Weights for Fields to calculate the fields for which you are eligible. Here’s a step by step guide to follow:

1. **WRITE** down your selected OP subjects.
2. **ASSUME** you will complete 4 semesters of each subject.
3. **LOOK UP** the allocated Weight for Subject 1 on the Table of Subject Weights for Fields for each of field A, B, C, D and E. Write these in the appropriate box.
4. **CONTINUE** this process until you have completed all of your OP subjects.
5. **MULTIPLY** each Weight (Wt) by 4 to find the Weighted Semester Units (WSU) for each subject in each field.
6. **ADD** the WSU’s down each column.
7. If you have 60 or more, tick the bottom for that field. This means that you are eligible for an FP in this field.

<table>
<thead>
<tr>
<th>Subjects Selected</th>
<th>No of Sem. Units</th>
<th>Subject Weights for Field Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wt WSU</td>
</tr>
</tbody>
</table>

Number WSU's

If Eligible(^)

(^(^)To be eligible for a field Position, the total number of weighted semester units must be equal to or greater than 60.)