St Hilda’s School
Subject Selection iBook
Students Entering
Year 11 (2016) & Year 12 (2017)
CHAPTER 1

Introduction
The selection of subjects for Years 11 and 12 is an important decision. It will impact on students’ pathways to tertiary education or work and perhaps influence students’ future careers. This booklet has been prepared by the Head of Senior School and the Head of Curriculum, supported by the Heads of Faculty and the Careers Counsellor, to help students and parents to make informed and appropriate decisions about which subjects to choose for their final years of secondary schooling.

This booklet is just one of the steps students at St Hilda’s School work through in order to reach their decisions on subjects for Years 11 and 12. In Term 1 of Year 10, each girl had her Career Avenues testing, to help her identify her strengths in relation to career options. Later in the year, the students (and often their parents) consulted with an advisor from Career Avenues to discuss the outcomes of these tests. The students are also strongly encouraged to meet with Mrs Baker, the Careers Counsellor, to discuss future options.

This booklet will help students to investigate subjects and think carefully about those they might like to pursue.

On July 13 through to July 16, 2015, members of the Leadership Team will meet with each girl to discuss her plans for the senior years. This will lead to the formulation of a Career Pathway Plan, an official document that describes each student’s selection and how it is that she will fulfill the requirements of her Queensland Certificate of Education. Career Pathway Plans are flexible documents that may change if a student makes different decisions in the future.

At St Hilda’s, the timetable for Years 11 and 12 is constructed around what will accommodate the majority of the needs and wishes of the girls. The Career Pathway Plan ties directly to the choice of subjects, so it is expected that Subject Selection forms will be submitted at Career Pathway Plan interviews.
Guidelines for students for making good subject choices:

• Gather as much information as possible by reading this booklet, seeing Mrs Baker and attending the Head of Curriculum Q & A session
• Talk to Heads of Faculty and teachers about possible choices
• Familiarise yourself with any prerequisite subjects needed for future studies, traineeships, apprenticeships or other pathways
• Consider subjects that are continuations of those subjects you enjoy
• Consider in which subjects you do well.

Pathways to Tertiary Education

There are many pathways available to students for entry to tertiary studies. Students might:

• Complete six Authority Subjects and the Queensland Core Skills Test to achieve an OP (Overall Position) score
• Complete five Authority Subjects and a traineeship leading to a Certificate III, as well as the Queensland Core Skills Test, to achieve an OP score
• Complete a combination of Authority Subjects, Authority-Registered Subjects and/or a traineeship leading to a Certificate III, to get a Selection Rank (note – this is only accepted for entrance to Queensland universities).

In addition, some studies in Music, Drama and other qualifications outside school can contribute to a Selection Rank and the Queensland Certificate of Education. The sheer breadth of options means that it is crucial to discuss individual circumstances at the Career Avenue Pathway Plan interview, or with the Head of Curriculum, the Head of Senior School or the Careers Counsellor.
Students who successfully complete Years 11 and 12 are eligible for the Queensland Certificate of Education (QCE), plus a Senior Education Profile (SEP).

Qld Certificate of Education (QCE)

The QCE is a qualification that shows that a student has completed a significant amount of learning at a set standard of achievement and has met literacy and numeracy requirements. Authority subjects and Authority-registered subjects contribute to the calculations of the QCE, as well as school-based traineeships and university courses the student may undertake while at school. In order to achieve a QCE, students should do subjects that suit their skills and abilities (see Appendix 1).

Senior Education Profile (SEP)

All students who are eligible for a QCE, an OP or for a Tertiary Selection Rank will receive a Senior Education Profile (SEP). The Senior Education Profile (SEP) is a transcript of the learning account for all students completing Year 12 at a school. It details what learning was attempted, the results achieved that may contribute to the QCE, and where and when the learning took place (see Appendix 2).

To attend a university or other tertiary institution, students can now choose from two different pathways: an Overall Position (OP) or Tertiary Selection Rank. A student’s chosen pathway will depend on her strengths, abilities, interests, and career aspirations. Both pathways are equally valid, and both have benefits and limitations. It is recommended that both pathways are explored before any decisions are made.

The information contained in this book is correct at
Students interested in University also need to earn an OP or a Selection Rank.

**Overall Position (OP)**

The OP reflects a student’s rank order in relation to all other eligible Year 12 students in the State. The Overall Position range is from 1 (the highest) to 25 (the lowest). To attain an OP, students must study subjects classified as Authority subjects.

To be eligible for an OP you must:
- Study a total of 20 semester units of Authority subjects
- Study three of your subjects for 4 semesters
- Sit the QCS Test
- Successfully complete all set course requirements.

It is calculated on the results of the students, best 20 semester units (see Appendix 3).

**Tertiary Selection Rank**

The Tertiary Selection Rank is given to students based on the successful completion of a Vocational Studies pathway or when you don’t meet the criteria for an OP. This is based on the successful completion of a combination of either:
- Authority subjects,
- Authority-registered subjects,
- Vocational Educational and Training (VET) studies including school-based traineeships or external programs or
- Qualifications gained outside the school which can achieve a selection rank e.g. some external Music and Drama courses (AMEB, Trinity) (see Appendix 4).
Choosing & Changing Subjects

- Students must choose six subjects for Years 11 & 12.
- The School may withdraw a subject if the numbers choosing it are such that it is deemed not viable. Consultation regarding alternative subjects will take place with students and their parents if this situation occurs.
- A student may be asked to revise her initial preferences if the subjects she has selected cannot be accommodated. Consultation will take place with the student and her parents if this situation occurs.
- When choosing subjects, be aware of the Recommended Prior Results (see next page). If you are unsure whether a student should be

Choosing Subjects

- Students who choose to commence study of a VET subject after Semester 1 in Year 11 may not have the opportunity to complete all units of competency required for the awarding of a Certificate of Qualifications at the completion of Year 12.
- Students who intend to undertake a traineeship must still initially enrol in six subjects, but will drop a subject when the traineeship commences.
- Students who intend to enrol in Extension English, Extension French or Extension Music in Year 12 must initially enrol in six subjects not including their extension subject. One subject (not English or Mathematics) will be dropped in Year 12, when enrolment in the extension subject commences.

Changing Subjects

During the two years of Years 11 and 12, the girls become more aware of their abilities and interests and in most cases, their post-school plans clarify. Therefore, it may become necessary to reconsider the original selected subjects.

A Variation to CP Plan form should be collected from the Senior School Centre and completed. All subject changes must be approved by the Head of Senior School and the Head of Curriculum. Written consent to the change is required from parents.
Subject changes may only take place if there is a place available in a class.

Application for subject change can be submitted:

1. During the first two weeks of Semester 1

The Queensland Studies Authority has specified that the minimum number of hours for a course of study, (ie, a subject), is 55 hours per semester. To ensure that the 55 hours are met, students may only change subjects within the first two weeks of each semester.

This is permitted since the girls may have selected new subjects and only find by experience, that it is not the most appropriate selection. However, after two weeks a change would mean that too much time had been lost in a new subject.

2. At the beginning of Semesters 2 and 3

Discussion of proposed changes will normally have taken place during the latter part of the previous semester.

In most cases, students will study six subjects through Years 11 and 12. They must ensure that they continue to study three subjects continuously for four semesters to retain OP eligibility.

When changing into a VET course through the school, the late enrolment means that the training and assessment agreement is for a negotiated package of units which will lead to a Statement of Attainment if achieved.
## Recommended prior Results

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>SUBJECT</th>
<th>RECOMMENDED PRIOR RESULTS</th>
<th>CONTACT</th>
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<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
<td>C in English &amp; C in Mathematics</td>
<td>Ms Cooper 5577 7266</td>
</tr>
<tr>
<td></td>
<td>English Communication</td>
<td>Nil</td>
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<tr>
<td><strong>MATHEMATICS</strong></td>
<td>Mathematics A</td>
<td>C in Mathematics or D+ in Mathematics A (Advanced)</td>
<td>Mrs Jacka 5577 7248</td>
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<tr>
<td></td>
<td>Mathematics B</td>
<td>B in Mathematics or C+ in Mathematics A (Advanced)</td>
<td></td>
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<tr>
<td></td>
<td>Mathematics C</td>
<td>B in Mathematics or B in Mathematics A (Advanced)</td>
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</tr>
<tr>
<td></td>
<td>Prevocational Mathematics*</td>
<td>Nil</td>
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</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Biology</td>
<td>C in English, C in Science</td>
<td>Dr Stolarchuk 5577 7206</td>
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<tr>
<td></td>
<td>Chemistry</td>
<td>C in Science</td>
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<tr>
<td></td>
<td>Physics</td>
<td>C in Mathematics, B in Science</td>
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<tr>
<td><strong>HUMANITIES</strong></td>
<td>Ancient History</td>
<td>C+ in History</td>
<td>Mrs Wain 5577 7247</td>
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<td></td>
<td>Modern History</td>
<td>C+ in History</td>
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<tr>
<td></td>
<td>Geography</td>
<td>C+ in History and preferably Geography</td>
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<tr>
<td><strong>HEALTH &amp; PHYSICAL</strong></td>
<td>Physical Education</td>
<td>C in HPE</td>
<td>Mr Krenske 5577 5723</td>
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<tr>
<td><strong>RELIGIOUS EDUCATION</strong></td>
<td>Religious Education #</td>
<td>Nil</td>
<td>Mr Larsen 5577 7293</td>
</tr>
<tr>
<td></td>
<td>Study of Religion</td>
<td>C in English</td>
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</tr>
<tr>
<td><strong>LANGUAGES OTHER THAN ENGLISH</strong></td>
<td>French</td>
<td>C across the 4 skill areas</td>
<td>Mr Dunn 5577 7260</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
<td>C across the 4 skill areas</td>
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* Authority - registered subjects, # Compulsory School subject
CHAPTER 2

Compulsory Subjects

Students must select:

✦ One of the following English subjects
  *English or English Communication*

✦ One of the following Mathematics subjects
  *Mathematics A, B or Prevocational Mathematics*
  *Mathematics C is an elective and may be studied only in addition to Mathematics B*

✦ Religious Education
  *This is a school subject studied in addition to the six subjects to be selected. Students study one period a week*
‘FREEING THE IMAGINATION, GIVING VOICE TO OUR THOUGHTS’

English Communication is offered as a two-year course for students seeking an alternative to senior English, but who still require an English course to extend their capabilities. It will allow students to develop and use English language skills in the areas of work, community and leisure. It will establish essential communication skills to enhance employment opportunities.

Section 1

English Communications

Authority Registered Subject

Course outline

Content

These are examples of the sort of topics covered in this course:

Year 11

✦ Representations of women in popular culture
✦ What does it mean to be Australian?
✦ Workplace responsibility
✦ Reading the media

Year 12

✦ Tabloid journalism
✦ Who are our role models?
✦ Music with meaning
✦ Visual texts – the influence of pictures

Skills

Students are encouraged to read and view widely in order to develop their ability to think critically about issues. The course focuses on developing good written and verbal communication skills for the workplace and for community and leisure activities.
Expectations

The focus is on students becoming more aware of the language requirements of work, community and leisure activities. They also develop their own communication skills, with a balance of written and spoken activities. Students will be expected to use a range of modern technologies in their course, both for study and for the production of their own texts.

Assessment

Assessment is both written and spoken and a range of tasks are completed over the two years of the course. The final result is based on student performance as represented by a folio of specified tasks. At least 50% of assessment is through spoken tasks. Assessment will include some written pieces completed under controlled conditions.

Why study English Communications?
FREEING THE IMAGINATION, GIVING VOICE TO OUR THOUGHTS

The prime aim of any English program is to produce students who can read, write and manipulate those skills to function as effective members of a literate, English speaking community. The more sophisticated a student’s writing skills and the more fluently she can read a wide variety of texts, the more freedom she will have as an adult to move amongst the varying language demands she will encounter.

Course outline

Contents

Year 11
- Johnno
- Summer of the Seventeenth Doll
- Pride & Prejudice
- Romantic and Victorian poetry
- Readings of Othello

Year 12
- The Catcher in the Rye
- Maestro
- Texts constructing versions of growing up
- Understanding Macbeth and the way it constructs reality
- The World of the Horror Classic

Skills

Students develop the ability to be critically aware of the way language is used to position them in both literary and media texts. They will also learn how to manipulate language to suit their own purposes by writing and speaking across a range of genres.
Expectations

The course is designed around principles of continuity, increasing complexity of challenge, and increasing independence over the two years. The focus is on students developing their ability to be critically aware of how texts position them as well as manipulating language. This will involve students in:

✦ Reading and viewing a variety of text types, including literary texts
✦ Analysing texts
✦ Understanding the positioning techniques used
✦ Evaluating the way texts represent concepts and groups
✦ Synthesising their understanding by making choices which position readers

Assessment

Students complete four written and two spoken assessment items each year, including two assessment items under test conditions.

Why study English?
Prevocational Mathematics

Authority Registered Subject

‘THE POWER TO MULTIPLY YOUR OPTIONS AND ADD VALUE TO LIFE’

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

Course outline

Contents

Year 11
- Taking a gamble
- Maths in hospitals
- Earning money & paying tax
- Health & Exercise
- Travelling in the local area
- Cars & mobile phones
- Practical statistics
- Seeing Queensland

Year 12
- Planning to leave home
- Buying your first property
- Travelling overseas
- Building a new house
- Investing your money
- Growing vegetables
- Renovating property
- Organising an event
Starting a business

Skills

Students will be able to:
✦ Collects, analyse & organise information
✦ Communicate ideas and information
✦ Plan & organise
✦ Use mathematical ideas & techniques
✦ Solve problems
✦ Use technology

Expectations

Throughout the course, students will be exposed to a variety of learning experiences to help them achieve the general objectives. These learning experiences will also incorporate the contexts of knowing, applying and explaining.

Some of these are shown below in general terms:
✦ Traditional methods of exposition, reinforcement and discussion
✦ Investigations
✦ Individual and group work requiring research. Problem solving and modelling

Assessment

A variety of assessment techniques will be used and might include:
✦ Supervised, open book tests at the end of each chapter; 4 per semester
✦ Reports and / or assignments and / or projects and / or investigations, 1 per term

Why study Prevocational Maths?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of participation in a rapidly changing society. Mathematics pervades so many aspects of our daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically orientated society.

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<th>Course outline</th>
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<td><strong>Contents</strong></td>
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<td><strong>Year 11</strong></td>
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<td>✦ Trigonometry</td>
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<td><strong>Year 12</strong></td>
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<td>✦ Land measurement</td>
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<td>✦ Networks &amp; Queuing</td>
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<td>✦ Probability</td>
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<td>✦ Compound interest &amp; investment</td>
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<td>✦ Latitude &amp; longitude</td>
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<tr>
<td>✦ Appreciation &amp; Depreciation</td>
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Skills

Students will be able to:

✦ Pose questions and formulate propositions
✦ Represent and interpret concepts and relationships
✦ Analyse situations, describe the mathematical concepts, and use efficient procedures to solve problems
✦ Make deductions, generalise and verify solutions
✦ Make logical use of mathematical language
✦ Make predictions, solve problems and reflect on solutions

Expectations

Throughout the course, students will be exposed to a variety of learning experiences to help them achieve the general objectives. These include:

✦ Traditional methods of exposition, reinforcement, discussion
✦ Investigations
✦ Individual and group work requiring research, problem solving and modelling either as supervised school activities or as unsupervised out-of-class activities
✦ Computer software integrated into the course where appropriate

Assessment

A variety of assessment techniques will be used and might include:

✦ Two supervised tests per Semester
✦ One extended modelling and problem-solving task or assignment per semester
Mathematics B is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Course outline

Contents

Year 11
- Introduction to Functions
- Applied Statistical Analysis 1
- Periodic Functions & Applications
- Exponential & Log Functions
- Rates of Change

Year 12
- Periodic Functions & Applications 3
- Optimisation using Derivatives
- Introduction to Integration
- Exponential & Log Functions & applications
- Applied Statistical Analysis 2

Skills

Students will be able to:
- Pose questions and formulate propositions
Represent and interpret concepts and relationships

Analyse situations, describe the mathematical concepts, and use efficient procedures to solve problems

Make deductions, generalise and verify solutions

Make logical use of mathematical language

Make predictions, solve problems and reflect on solutions

**Expectations**

Throughout the course, students will be exposed to a variety of learning experiences to help them achieve the general objectives. These learning experiences will also incorporate the contexts of application, technology, initiative and complexity.

Some of these are shown below in general terms:

- Traditional methods of exposition, reinforcement, discussion
- Investigations
- Individual and group work requiring research, problem solving and modelling
- Either as supervised school activities or as unsupervised out-of-class activities

- Computer software and graphics calculators integrated into the course where appropriate

**Assessment**

A variety of assessment techniques will be used and might include:

- Two supervised tests per Semester

Why study Maths B?

- One extended modelling and problem-solving tasks or assignment per semester
Mathematics C
Authority Subject

‘THE POWER TO MULTIPLY YOUR OPTIONS AND ADD VALUE TO LIFE’

Mathematics C is an elective subject which may be studied along with Mathematics B. In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of mathematics through problem solving and applications in life-related situations.

Course outline

Contents

Year 11
✦ Introduction to Groups
✦ Real & Complex Numbers 1 & 2
✦ Structures and Patterns 1 & 2
✦ Matrices & Applications 1 & 2
✦ Vectors & Applications 1 & 2
✦ Linear Programming 1
✦ Dynamics 1

Year 12
✦ Real & Complex numbers 3
✦ Structures & Patterns 3
✦ Linear Programming 2
✦ Dynamics 2 & 3
✦ Calculus 1 & 2
✦ Vectors and Applications 3
✦ Matrices and Applications 3
Skills

Students will be able to:
✦ Pose questions and formulate propositions
✦ Represent and interpret concepts and relationships
✦ Analyse situations, describe the mathematical concepts, and use efficient procedures to solve problems
✦ Make deductions, generalise and verify solutions
✦ Make logical use of mathematical language
✦ Make predictions, solve problems and reflect on solutions

Expectations

Throughout the course, students will be exposed to a variety of learning experiences to help them achieve the general objectives. These learning experiences will also incorporate the contexts of application, technology, initiative and complexity. In general these terms include:
✦ Traditional methods of exposition, reinforcement and discussion
✦ Investigations
✦ Individual and group work requiring research. Problem solving and modelling

✦ Either supervised school activities or as unsupervised out-of-class activities
✦ Computer software and graphics calculators integrated into the course where appropriate

Assessment

A variety of assessment techniques will be used and might include:
✦ Two supervised tests per semester
✦ One extended modelling and problem-solving tasks or assignment per semester
Section 7
Religious Education

"For God so loved the world, that he gave his one and only Son" John 3:16

Religious Education enables girls to consider and respond to important issues related to their own spiritual development; in particular, it provides opportunities for them to clarify their own experiences and beliefs. Religious Education allows for the development of values and attitudes and consideration of fundamental questions concerning the meaning and purpose of life.

Course outline

Contents

Year 11

✦ The evidence for Christianity, particularly in relation to Jesus’ life and the record of his resurrection
✦ The reliability of the New Testament and its authorship
✦ The challenges presented by publications such as The Da Vinci Code
✦ Other religions compared with Christianity
✦ Life changing ideas from the letter to the Ephesians in the New Testament

Year 12

✦ Why do bad things happen? The question of Suffering and Evil.
✦ Life lessons from the letter of James
✦ What should I do? Christian Ethics.
✦ Where do we come from? Why are we here? What happens when we die?
Expectations

✦ To enable students to understand the nature of Christian faith and the beliefs and practices of other traditions

✦ To provide students with opportunities to consider the reliability of the Bible and Christian foundations through the study of Christian apologetics

✦ To develop an understanding of the Anglican tradition, in particular the interplay of Scripture, Tradition and Reason in informing faith responses

✦ To develop an appreciation of other religions through their comparison with Christianity

✦ To provide an opportunity for students to appreciate the uniqueness of Christianity

✦ To help students reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as ‘ultimate questions’

✦ To encourage students to develop open minds to new and different concepts and to form their own opinions based on evidence and argument

Assessment

Portfolio of student work.
In addition to an English subject and at least one Mathematics subject, students study four electives.
Accounting is an information system that provides financial and other information for making and evaluating decisions about the allocation of resources. This course is designed, not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment.

Course outline

Content

Year 11
- The Accounting Process to Trial Balance
- End of Year Reports and Analysis of Reports
- Accounting for Non-Current Assets
- Budgeting – Cash Budgets (Spreadsheets)
- Accrual Accounting

Year 12
- Accounting for Cash
- Cash Flow Statements
- Financial Reports – Limitations, Analysis and Interpretation
- Internal Controls
- Integrated Accounting Package – MYOB
- Extension of Spreadsheets
Skills

- Recording financial data
- Applying deductive reasoning
- Writing
- Analysing stimulus material
- Problem solving

Expectations

The learning experiences involved in Accounting reflect the active and practical nature of the course. Students are presented with realistic accounting situations and are encouraged to develop their knowledge and skills and express opinions about accounting issues. Students may be involved in activities which include:

- Analysing and evaluating case studies or statistics and data
- Using computers and the internet
- Undertaking research activities
- Interacting with the teacher and others through questioning and discussions

Assessment

A variety of assessment techniques will be used and might include:

- Objective / short and extended response items
- Practical application items
- Assignments
- Non-written presentations

Why study Accounting?
The senior Ancient History course aims to give the student an active interest in the civilisations of the past by providing some insight into the beliefs, attitudes, customs and ways of life of ancient peoples, as well as their political, economic and cultural history. Emphasis is placed on the fact that Ancient History is still an evolving subject which uses scientific research and technology to reinterpret existing material. The course attempts to foster an understanding of the role the past has played in creating the contemporary world. Ancient History is particularly relevant to students who seek careers in art and design, media and public relations, law, education, travel, drama, government, librarianship, architecture, fine arts, archaeology and museum work.

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**Course outline**

**Content**

*Year 11*
- Studies of Archaeology
- Studies of the Arts
- Studies of Pharonic Power in Egypt
- Studies of Funerary Practices

*Year 12*
- Studies of Power (Rome)
- Studies of Conflict (Greece)
- Studies of Personalities in History

**Skills**

Students develop the skills of inquiry and the ability to present information and conclusions in both written and oral form with accuracy, clarity and coherence. Emphasis is given to developing the skills and processes necessary for analytical thinking and the interpretation of material, as well as the skills of investigation and making judgements based on evidence which may be applied to everyday life.
Expectations

A good Ancient History student is one who has a genuine interest in the past and enjoys reading and research. The focus of Ancient History is on having students doing and developing those processes and skills which are integral to the process of historical inquiry. This will involve students in:

✦ Investigating evidence from primary and secondary sources
✦ Reading, recording and interpreting data from sources such as text, books, videos, and websites
✦ Framing questions for investigation, formulating hypotheses, researching relevant sources, making judgements and expressing judgements in written and/or oral form
✦ Interacting with the teacher and others through questioning and discussions

Assessment

Achievement in is determined by a student’s performance in the following criteria:

Criterion 1: Planning and using a Historical Research Process

Criterion 2: Forming Historical Knowledge through Critical Inquiry

Criterion 3: Communicating Historical Knowledge

Students are assessed using a range of essays, short response tests and research tasks. They should expect to do two in-school assessment tasks and one take-home task each semester.

Year 11 allows the students to practise and develop these assessment techniques before they are implemented for summative purposes in Year 12.

Why study Ancient History?
Students with an interest in: how organisms, especially humans, work at a molecular, cellular, organ and system level; how organisms have evolved in changing environments; issues involving the effects of human intervention, past, present and future, on biological systems, should strongly consider studying Biology.

Course Outline

Content

Year 11
- Cell biology
- Nerves and hormones
- Ecology
- Nerves and hormones

Year 12
- Biological systems working together
- Genetics
- Independent research project (EEI)
- Disease

Skills

Students will be able to:
- Recall and describe ideas, concepts and theories of Biology in a range of situations
- Apply and link ideas, concepts and theories to explain phenomena in a range of situations
- Identify and formulate questions and hypotheses for investigations and research
- Design, manage and carry out experimental and non-experimental investigations
Collect, organise, interpret, model and present primary and secondary data

Analyse data gathered from investigations

Make judgements and draw conclusions pertaining to the validity of an investigation

Recognise relevant past and present scientific and social issues

Explain the explicit and implicit meanings of information selected from a variety of sources

Evaluate and assess the reliability, authenticity, relevance, accuracy and bias of the sources and methods of the collection of information

Justify decisions and develop future scenarios based on the interpretation and analysis of current information

Expectations

Students develop an understanding of living systems and the consequences of intervention in these systems, by learning the basic principles that govern these and developing those processes and skills which are integral to understanding, inquiry and discovery. This will involve students in:

- Gaining insight into the scientific manner of investigating problems pertaining to the living world
- Experiencing the processes of science, and how this leads to the discovery of new knowledge
- Developing a deeper understanding and aesthetic appreciation of the living world

Framing questions for investigation, formulating hypotheses, researching relevant sources, making judgements about the issue under investigation and expressing those judgements in written and/or electronic form

Assessment

Students are assessed using tests, non-experimental and experimental research tasks. They should expect to write a test and complete either a non-experimental or experimental research task each semester, except for Semester 3, when they will be required to write two tests and complete a research task.

Why study Biology?
Through this subject students have the opportunity to develop an appreciation of issues challenging business organisations and managers. Business practices include the use of innovation, entrepreneurial creativity, strategic planning, management, marketing and information and communication technologies. An added feature this course has a requirement of developing a Business Plan.
Expectations

Through practical, applied, situational and experiential activities students develop not only knowledge and understanding of the content but develop thought processes of understanding existing experiences and coming to decisions about what a business person should believe or do. This is achieved by:

✦ Group research of ‘real business’ environments
✦ Class discussions on current business practices
✦ Use of practical note-taking skills
✦ Communication, leadership, negotiation, advocacy and technical skills

Assessment

A variety of assessment techniques will be used and might include:

✦ Supervised tests
✦ Projects and practical work
✦ Non-written responses

Why study Business Management?
CONNECTING LIFE AND LEARNING

This nationally recognised qualification Certificate III in Business Administration is designed to give students the skills required to advance their career in business administration. Students will develop a range of business-related skills including how to design, develop and present business documents, develop customer relationships and perform tasks using relevant business computer applications.

This is a stand-alone Vocational Education and Training (VET) course using competency-based assessment only. Students completing this certificate course will receive a VET Certificate rather than a level of achievement. It is preferred that students wishing to enter this course have studied a Business subject in years 9 and 10. There are no formal entry requirements for this subject, however the qualification applies a range of administrative roles in varied contexts.

## Course outline

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBITU309</td>
<td>Produce desktop published documents</td>
</tr>
<tr>
<td>BSBITU307</td>
<td>Develop keyboarding speed &amp; accuracy</td>
</tr>
<tr>
<td>BSBSWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>BSBADM307</td>
<td>Organise schedules</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise Personal work priorities and development</td>
</tr>
<tr>
<td>BSBITU302</td>
<td>Create electronic presentations</td>
</tr>
<tr>
<td>BSBFIA303</td>
<td>Process Accounts Payable &amp; Receivable</td>
</tr>
<tr>
<td>BSBITU303</td>
<td>Design &amp; produce text documents</td>
</tr>
<tr>
<td>BSBWOR204</td>
<td>Use business technology</td>
</tr>
<tr>
<td>BSBITU304</td>
<td>Produce spreadsheets</td>
</tr>
<tr>
<td>BSBDIV301</td>
<td>Work effectively with diversity</td>
</tr>
<tr>
<td>BSBITU306A</td>
<td>Design &amp; produce business documents</td>
</tr>
</tbody>
</table>
Expectations

This qualification reflects the role of individuals who apply a broad range of administrative competencies in varied work contexts.

On completion of this Certificate students may decide to undertake a Certificate IV in Business Administration. A Certificate III in Business Administration attracts a separate QTAC selection rank. Students study by:

✦ using a variety of computer software
✦ participating in teamwork, problem solving and communication activities
✦ self managing time to ensure tasks are completed on time
✦ planning and organising resources and schedules
✦ participating in school organised work experience

Assessment

A range of holistic assessment methods are used to assess practical skills and knowledge. This includes direct questioning, demonstration of techniques, analysis of case studies and scenarios and oral or written questioning.
‘INSPIRING IMAGINATION – UNDERSTANDING REALITIES’

Students with an interest in enhancing their understanding of matter, achieving knowledge and useful research and experimental skills, developing their scientific literacy and numeracy skills and their critical and creative thinking skills should strongly consider studying Chemistry.

Students who study Chemistry should have a sound background in Year 10 Science, a good understanding of Mathematics B, an inquiring mind, and be prepared to work diligently. Chemistry is a subject suitable for students continuing on to tertiary level studies. It is a prerequisite subject for some university courses of

Course outline

Content

Year 11
- Chemical nature of matter
- Qualitative/quantitative analysis techniques
- Stoichiometry
- Historical development of atomic theories
- Structure/ organisation of the Periodic Table
- Intra/inter molecular bonding
- Aqueous solutions and their properties
- Organic molecules and energy
- Independent research project (EEI)

Year 12
- Reaction rates
- Equilibrium
- Acid/base reactions
- Oxidation/ reduction reactions
- Electrochemical processes
- Gas laws
- Independent research project (EEI)
Skills

Students will be able to:
✦ Recall and interpret concepts, theories and principles of Chemistry
✦ Describe and explain processes and phenomena of Chemistry
✦ Link and apply algorithms, concepts, theories and schema of Chemistry
✦ Conduct and appraise chemical research tasks
✦ Operate chemical equipment and technology safely
✦ Use primary and secondary chemical data
✦ Determine, analyse and evaluate the chemical interrelationships involved in Chemistry
✦ Predict chemical outcomes and justify chemical conclusions and recommendations
✦ Communicate chemical information in a variety of ways

Expectations

The focus of Chemistry is on engaging students in an exciting and dynamic investigation of the material world. This is achieved by students learning the basic principles that govern these and developing those processes and skills which are integral to understanding, inquiry and discovery. This will involve students in:
✦ Researching from primary and secondary sources
✦ Developing decision-making skills

Assessment

Students are assessed using various tests (traditional and practical) and experimental research tasks. They should expect to complete: two tests (one of each type) in semester one, a traditional or practical test and experimental research task in semesters two and four, and three tests (two traditional and one practical in semester three.)

Why study Chemistry?
A VET QUALIFICATION OFFERED BY
BARRINGTON COLLEGE AS AN EXTENSION
AREA OF STUDY

A business qualification is a key element in a career in the commercial business world. You will gain understanding of business principles and the skills and knowledge required to develop and deliver business strategies.

The Diploma of Business is a nationally accredited qualification offered within the school program, but taught and assessed by Barrington College which is an external Registered Training Organisation. This is an extension area of study suitable for capable students who already have some involvement in business through family business or part time employment.

To be accepted into this course students are required to complete an application form and participate in an interview. Selection will be made according to a range of suitability criteria.

Course outline

Participants must successfully complete 8 units to be eligible for the Diploma of Business. There are numerous units to select from that can be customized to meet the requirements of the class as per the sample below.

Expectations

As this is taught by an external RTO there is an additional cost of $1500 - $2000. This is a tertiary level vocational qualification which is currently given a QTAC selection rank of 82 when a student applies for tertiary study in Queensland. In many instances the student will gain credit transfer into a related tertiary degree.
Students undertaking this course need to be aware that **after school class time will be required as well as some school holiday days.** These will be advised at commencement of the training. Students must agree to attend all training sessions.

**Assessment**

Achievement in this diploma is determined by a student meeting competency expectations. Emphasis is on completion of competencies to an industry and tertiary standard.

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT NAME</th>
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<tbody>
<tr>
<td>BSBADM502B</td>
<td>Manage meetings</td>
</tr>
<tr>
<td>BSBHRM506A</td>
<td>Manage recruitment, selection and induction processes</td>
</tr>
<tr>
<td>BSBPMG522A</td>
<td>Undertake project work</td>
</tr>
<tr>
<td>BSBRSK501B</td>
<td>Manage risk</td>
</tr>
<tr>
<td>BSBMKG414B</td>
<td>Undertake marketing activities</td>
</tr>
<tr>
<td>BSBREL402A</td>
<td>Build client relationships</td>
</tr>
<tr>
<td>BSBUS501B</td>
<td>Develop workplace policy and procedures for sustainability</td>
</tr>
<tr>
<td>BSBFIN501A</td>
<td>Manage budgets and financial plans.</td>
</tr>
<tr>
<td></td>
<td>Job ready program</td>
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</tbody>
</table>
Drama

‘ALL THE WORLD’S A STAGE - MAKE A SCENE!’

Drama provides a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving. Drama provides a medium for exploration, social criticism, celebration and entertainment. Drama students participate in aesthetic learning in which the senses and emotions are engaged cognitively and affectively. Through this experiential mode, Drama offers a unique means of enquiry that empowers students.

The collaborative nature of Drama as an art form provides students with opportunities to learn to manage the processes of Drama and the interpersonal and intrapersonal skills required to work effectively, both individually and in groups. Such skills, aligned with self confidence are essential to give students, in a changing society, a critically active orientation necessary to play a full part in their own culture, the culture of others and the world of work.

Course outline

Content

Year 11
- Realism
- Physical Theatre
- Comedy
- Live Theatre Study

Year 12
- Tell the Truth (Oral History, Verbatim, Dramatic Treatment)
- Theatre of Change (Epic Theatre and Contemporary Political Theatre)
- Post Modern / Contemporary Performance
- Live Theatre Study

Skills

Forming – choreography (compositions), scriptwriting, improvisation, designing, devising, dramaturgy, directing

Presenting – Scripted and student devised work in a variety of styles, acting techniques and performance skills, integrating stage technology, mediatised performance

Responding - Critiquing, analysing, evaluating and justifying
Expectations

Drama is a practical subject, engaging students in experiential and aesthetic learning experiences. However, Drama is an academic subject with a fundamental theoretical component. Students engage in the creative process through:

✦ Working as an artist both collaboratively as well as individually to create, shape, present and critique Drama
✦ Working independently in developing personal aesthetic
✦ Manipulating a variety of technology, including the use of multi-media, lighting and sound
✦ Developing creative and critical thinking skills
✦ Developing skills in communication and presentation, nurturing self confidence and self expression
✦ Participating actively in workshops, excursions to view live theatre, discussions, reflection as well as opportunities to perform for an audience

Assessment

Students’ development in the three dimensions of Drama (forming, presenting, responding) are assessed in a variety of ways such as:

✦ Performances
✦ Written and practical assignments
✦ Workshops

Why study Drama?
‘CONNECTING LIFE AND LEARNING’

Economics provides students with the knowledge and skills to better understand the world in which they live and the sophisticated system of their own economy. During the course, students gain the skills to make competent decisions at the personal level as the subject contributes to the development of their financial literacy.

Course outline

Content

Year 11

✦ Markets and models
✦ Personal economics
✦ Contemporary micro-economic issues
✦ Industry and market concentration or Labour

Year 12

✦ Contemporary macro-economic issues
✦ Population or
✦ Economic systems and development
✦ International economics
✦ Finance

Skills

✦ Critical thinking
✦ Analysing stimulus material
✦ Research skills
✦ Decision-making
✦ Problem solving
Expectations

The focus of Economics is issues-based and whenever possible the theory is applied to the relevant economic issues both in Australia and overseas. This will involve students in:

✦ Investigating evidence from primary and secondary sources
✦ Reading, recording and interpreting information from sources such as texts, library books, videos, and websites
✦ Interacting with the teacher and others through questioning and discussions
✦ Discussing current affair topics

Assessment

A variety of assessment techniques will be used and might include:

✦ Short response tests
✦ Extended written response to Economic stimulus
✦ Written response to inquiry
✦ Non-written response to inquiry
‘Developing Today’s Engineers, Pioneering Tomorrow’s Technology’

Engineering Technology is a course of study that provides an opportunity for students to gain an understanding of the materials, mechanics and systems that contribute to our built environment. Developing a sustainable future environment is an emerging priority of Engineering Technology.

Course outline

Contents

Year 11 - Semester One

✦ Static forces and equilibrium systems
✦ Engineering materials
✦ Simple machines

Semester Two

✦ Statics and frameworks
✦ Study of industry
✦ Evolution and the influence of technology on society

Year 12 - Semester One

✦ Classification of engineering materials
✦ Application of control systems
✦ Dynamics, work, power & energy

Semester Two

✦ Metals and related crystalline materials
✦ Polymers and ceramics
✦ Fundamentals of control systems and programming
Skills

Students will be able to:

✦ Investigate specific engineering problems utilising resources such as internet, library, community and business links
✦ Generate engineering reports based on good research and testing in order to propose insightful solutions
✦ Produce model structures or control systems that satisfy the original engineering challenge
✦ Evaluate the final solution in order to build and improve upon learned engineering skills

Expectations

The focus of Engineering Technology is to immerse students in a learning environment based on inquiry, investigation and research. This will involve students in:

✦ Investigating evidence from primary and secondary sources
✦ Reading, recording and interpreting information and data from sources such as texts, librarybooks, videos, and websites
✦ Testing structures and materials in order to formulate hypotheses, researching relevant sources, making judgements about the issue under investigation and expressing those judgements in written and/or oral form
✦ Working collaborative in order to produce the best possible solutions to engineering problems

Assessment

A variety of assessment techniques will be used including: supervised tests, reports and assignments, projects, investigations, class work.

Why study Engineering?
COMMUNICATING MEANING through the MANIPULATION of the MOVING IMAGE and NEW MEDIA TECHNOLOGIES.

Why study Film, Television & New Media

For most of us, film, television and new media are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The "information" and "creative" industries are among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that the moving-image and new media play an increasingly prominent role in our work and leisure.

Investigating this phenomenon requires understanding how media formats can be used to elicit an emotional response or manipulate our perception of a subject. Understanding new media involves examining the rapid developments in existing technologies and formats, to understand the way our world is represented through these new delivery platforms. It also includes considering the rapidly changing ways in which local and global communities interact with and through the media, as well as new issues associated with access, ownership, control and regulation.

“I just love photographing things and putting them together to tell a story.” - Christopher Nolan

“Cinema is a matter of what's in the frame and what's out”
— Martin Scorsese
What do Student’s study?

Content

Year 11 – Codes, Conventions and characters; The Hero’s Journey; Noir Fairytales, gender representation and the language of moving images.

Learning about the visual codes and conventions used within moving image production

Exploring genre, characters and narrative conventions to create film

Creating short films using new media technologies

Examining the classification standards used by Australian media bodies

Deconstructing gender representations in both popular and historical culture

Studying the evolution and impact of film-making technology and social media on modern audiences.

Skills

Students learn how to:

Use current technology to create film and new media projects

Analyse, interpret and synthesise visual and written information

Use critical literacy skills to understand and deconstruct meaning within existing media

Create meaning through specific visual and narrative conventions

Implement critical and creative thinking skills through production processes to communicate intended meaning

Content

Year 12 – Documentary and social media technologies; World Cinema; Auteur theory and Cult fiction; The evolution of music videos.

Exploring persuasive media techniques used within Documentary and Social Media technologies

Creating a web-based documentary production exploring media realities

Deconstructing and analysing the work of an established Auteur director Creating an Auteur inspired film sequence using specific conventions

Exploring the evolution of music videos and undertake a design, production or critique task
Skills

Students build upon earlier skills to:

Investigate and implement persuasive techniques used by the media to elicit an emotional connection

Explore symbolism and semiotics within global contexts as part of the film-making process

Create productions intended for distribution using a range of new media technologies

Analyse and criticise specific codes and conventions used by established Auteur directors and judge the merits of their style

Use advanced film-making techniques to replicate a style and convey intended meaning

Expectations

Throughout the course, students study media products using the 5 key concepts in the contexts of their production and use:

Technologies: the tools and associated processes that are used to create meaning in moving-image media production and use.

Representations: constructions of people, places, events, ideas, and emotions that are applied to create meaning in moving-image media production and use.

Audiences: individuals and groups of people for whom moving-image products are made, and who make meanings when they use these products.

Institutions: the organisations and people whose operational processes and practices enable or constrain moving-image media production and use.

Languages: systems of signs and symbols organised through codes and conventions to create meaning in moving-image media production and use.

Assessment

A wide range of assessment techniques are used to judge student achievement. The three types of assessment are Design, Production and Critique.

Designs may include: using oral and written treatments, three-column scripts, film script/screenplay, shooting script/shot list, storyboards and Design Suites.

Products (whole or part) include: whole or sequence of a video, trailers; whole or segments of camera footage, editing and soundtrack.

Critiques include: extended writing (such as analytical essay, article); oral presentation (report, debate, voiceover on a production, director’s commentary).
Achievement in Film, Television and New Media is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: Design, Production and Critique.

Why Study FTNM?

Codes, Conventions and Characters

The Hero's Journey

Film Noir Style
Learning French gives access to the living and working language of 300 million people around the world as it is spoken in Europe, North America, South America, Africa, South-East Asia and the Pacific region. It is the first or second language in more than 40 countries. French is the official language of the United Nations Organisation and is used in the negotiation of treaties, agreements and accords. It plays a substantial role in international areas of law and diplomacy. Therefore, learning French contributes to and enriches the educational, intellectual, personal, social and cultural development of students and has the potential to improve the quality of their participation in a rapidly changing world.

‘CONNECTING CULTURES’

Course outline

Content

Year 11

Family and Community
♦ Personal descriptions
♦ Relationships, friendships

Leisure, Recreation & Human Creativity
♦ Sports, Hobbies, Interest
♦ Healthy Eating
♦ Health Issues
♦ Diet, Sports and Fitness

School and Post-School Options
♦ Education and School
♦ Casual Work

Social Issues
♦ Current Affairs
♦ Consumerism and Advertising
Language learning involves more than mere reproduction and rote learning. It involves applying the language learnt to communicate with others, to express needs and opinions, to solve problems, to develop the intellect and to widen cultural horizons. Learners should be involved in using language for real purposes in real contexts. This will be achieved by using language in authentic situations and by the use of authentic materials.

Students' learning is enriched by the use of educational websites, scholastic magazines, Podcasting, Photostory, Google mapping, audio-visual tools, and interactive exercises.

Assessment

Students will be assessed on the four-macro skills of reading, writing, listening and speaking.

**Year 11:** Formative assessment (2 assessments per skill) is used to provide feedback to learners, parents and teachers and enables learners to identify the learners' strengths and weaknesses so that they may improve their performance and better manage their own learning.

**Year 12:** Summative assessment (a minimum of 9 assessments) is used to determine learners' levels of achievement at exit from the course. Learners' performances are matched to the standards of exit criteria that are derived from the general objectives of the course.

Assessments are completed under test conditions.
Why study French?
‘Girls go Global’

Senior Geography covers a broad range of topics that investigate the world in which we live and our impact on it. Geography is a rich and complex discipline which includes spatial and ecological dimensions, and enables students to better explore, understand and evaluate the spatial and ecological dimensions of the world.

A study of Geography will increase students’ awareness and comprehension of the world and their own local environment, and provides an excellent foundation for further tertiary studies in courses related to environmental sciences, architecture and town planning, marketing and business, wildlife management, tourism and recreation.

Course outline

Content

Year 11

Managing the Natural Environment

✦ Responding to Natural Hazards
✦ Managing Beach Protection on the Gold Coast

Social Environments

✦ Sustaining Communities
✦ Connecting People and Places

Year 12

Resources and the Environment

✦ Living with Climate Change
✦ Sustaining Biodiversity

People and Development

✦ Feeding the World’s People
✦ Exploring the Geography of Disease
Skills
Students will use and develop skills such as: interpreting, researching, analysing, evaluating and justifying, as well as skills associated with geographical information systems, manipulation of data and using technology and computer representations.

Expectations
Geography is a concept-based discipline. Students will gain knowledge of geographical phenomena and develop skills by gathering and recording data from fieldwork and research, and by interpreting, analysing, evaluating, justifying and reporting on the data collected. Through their studies it is hoped they will become citizens who will contribute to a sustainable world.

Assessment
Assessment is continuous throughout each semester. The four criteria of Knowledge, Analytical Processes, Decision-making Processes and Research and Communication are used in assessment tasks, and there are four assessment items per semester.
They include a selection of some of the following:
✦ Short Response Tests
✦ Stimulus Response Essay
✦ Reports
✦ Data Response Tests
✦ Practical Exercises

Why study Geography?
Hospitality Studies

Authority Subject

‘Skills for life, careers for the future’

Hospitality Studies promotes a critical awareness of the social, cultural, economic and environmental factors that affect the hospitality industry by focusing on hospitality management practices. Hospitality Studies fosters the hospitality industry by developing operational, management and transferrable hospitality skills. It introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical hospitality frameworks. Students create, implement and reflect on hospitality events to become familiar with industry practice.

Course Outline

Content

Year 11 - Food Production
- Kitchen operations and staffing positions
- Cuisine styles
- Quality and presentation of food
- Social, economic, cultural and environmental factors influencing food production

Skills
- Critical thinking and research skills
- Work readiness with coffee and beverage production
- Analysing stimulus material
- Industry recognised food preparation and presentation

Year 12 - Food & Beverage Production & Service
- Customer relations and service skills
- Product knowledge
- Operation of food and beverage service outlets
- Implications of legislation related to food and beverage service
Career pathways in the food and beverage sector

**Skills**

- Critical thinking and research skills
- Work readiness with Responsible Service of Alcohol, coffee and beverage production
- Industry recognised food and beverage preparation and presentation

**Expectations**

The focus of Hospitality Studies is on students doing and developing those processes and skills which are integral to the Hospitality Industry. This will involve students in:

- investigating evidence from primary and secondary sources
- reading, recording and interpreting information from sources such as texts, library books, videos, and websites
- framing questions for investigation, formulating hypotheses, researching relevant sources, making and expressing judgements in written and/or oral form
- working collaboratively in order to experience and learn from hospitality scenarios

**Assessment**

- Challenging Practical Applications
- All students must participate in two after hours Hospitality Studies functions each year. These functions are held on campus and contribute towards each student’s formal assessment.

**Why study Hospitality?**

Studies functions each year. These functions are held on campus and contribute towards each student’s formal assessment.
‘CONNECTING CULTURES’

There are an increasing number of Australians visiting Japan to experience a unique culture, enjoy the exquisite food or partake in some of the very popular outdoor activities such as hiking or skiing. The strong economic and political ties, which began in 1896, are still significant today and there are many Japanese nationals who have taken up residence on the Gold Coast. Students who continue to develop their knowledge and understanding of Japanese can only enhance their career prospects in the areas of trade, business and tourism.

Course outline

Content

Year 11
✦ Introductions
✦ School Exchanges
✦ Diary
✦ Holidays, hobbies and interests
✦ Sport and Fitness
✦ Entertainment
✦ Recycling and Water Conservation
✦ Environmental Issues

Year 12
✦ Holiday planning (where, how, etc)
✦ Tour guides
✦ Driver’s License and adolescence
✦ Future plans and further study
✦ Part Time jobs
✦ At restaurants
✦ Working and living in Japan
Skills

Comprehension objectives:

✦ Listening – to conversations, descriptions, narratives, announcements, instructions

✦ Reading – material such as letters, menus, timetable, advertisements and modified or adapted materials such as readers, articles, narratives

Conveying meaning objectives:

✦ Speaking – communicate needs and opinions, maintain a conversation, elaborate on answers, use the formal styles indicated by the masu and desu forms and to a more limited extent; the informal style and honorifics.

✦ Writing – write with clear, concise sentence formation across a variety of genre; include use of all three scripts: Hiragana, Katakana and Kanji; express thoughts and ideas in a logical formation using senior grammatical structures.

Expectations

The knowledge of the Japanese characters is reinforced through a variety of games, use of the computer and flashcards, and guided practice with sentences patterns. Character knowledge is consolidated through reading appropriate passages, comics and internet sites. The speaking skills are practiced by role playing specific situations, presenting reports and general daily conversations. Listening skills are honed by the increased use of classroom Japanese by the teacher, listening activities associated with the text and internet sites.

Assessment

Students will be assessed on the four-macro skills of reading, writing, listening and speaking.

Year 11: Formative assessment is used to provide feedback to learners, parents and teachers and enables learners to identify the learners' strengths and weaknesses so that they may improve their performance and better manage their own learning. There will be a minimum of 8 tests.

Year 12: Summative assessment is used to determine learners' levels of achievement at exit from the course. Learners' performances are matched to the standards of exit criteria that are derived from the general objectives of the course. There will be a minimum of 9 tests.
Modern History offers students the opportunity to increase their understanding of the contemporary world by placing into perspective its historical origins, the causes and results of significant events, and of the motives of significant people in the last couple of centuries, particularly the twentieth century. The study of this subject promotes research, critical inquiry, reflection and decision making, so students develop essential life-skills. Modern History is suitable for students who are considering a career in law, media, international relations, political analysis, politics, archaeology, journalism, psychology, advertising, and the diplomatic corps.

Course outline

Content

Year 11

*The History of Ideas and Beliefs* –

✦ Capitalism in the USA

✦ Nazi Germany

*Studies of Power and the Individual* –

✦ the Cold War

✦ Nelson Mandela

Year 12

✦ Studies of Conflict and Co-operation in the Middle East

✦ The Study of Social Change - Gender

✦ The Study of Power - the Media

Skills

Modern History students develop skills that are applicable across a number of areas of study. In particular, Modern History develops student abilities of research, critical inquiry, argument, analysis, empathy and both written and non-written communication.
Expectations

Through the inquiry process students are encouraged to form and investigate their own hypothesis and to present their findings in a variety of formats.

To achieve this, students will be involved a variety of learning and teaching experiences such as, using a variety of research techniques, identifying and using sources, including primary and secondary evidence, the critical evaluation of evidence, sharing in class and small group discussions using technology and independent study.

Assessment

There are three assessment criteria for Modern History:

✦ Planning and using a Historical Research Process
✦ Forming Historical Knowledge through Critical Inquiry
✦ Communicating Historical Knowledge

Students are assessed using a range of essays, short response tests and research tasks. They should expect to do two in-school assessment tasks and one take-home task each semester.

Year 11 allows the students to practise and develop these assessment techniques before they are implemented for summative purposes in Year 12.

Why study Modern History?
Music
Authority Subject

‘MUSIC IS THE UNIVERSAL LANGUAGE OF THE WORLD’

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

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

Course outline

Content

Year 11
✦ Melodic, harmonic and structural theory
✦ Instrumental and vocal characteristics
✦ Orchestral style and compositional devices.
✦ Rock and Pop music in Australia – its form and changing styles.
✦ Australian Art Music – creating a unique Australian musical style.

Skills
✦ Vocal, instrumental and keyboard ensemble skills
✦ Composing for voice, strings, woodwind and brass.
✦ Analysis of orchestral scores through recognition of musical patterns and compositional devices.
✦ Performing popular music.
✦ Composing and analysing pop and rock music.
✦ Composing in a nationalistic style

Year 12
✦ “Finding Your Voice” – through the study of popular vocal music throughout history or in musical theatre.
✦ “Being Instrumental” – in selecting instrumental music styles from ‘consorts’ to ‘chance’ for in-depth study.
✦ “Your Signature Tune” – development of an independent study.

Skills
✦ Thinking in sound.
✦ Performing solo or in ensemble on your selected instrument.
✦ Developing an individual compositional style through a synthesis of musical styles studied.
✦ Analysis of musical works to reveal the composer’s intention through unique combinations of the musical elements.
✦ Independent planning of study of areas of musical interest.

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

• In composition you will explore and experiment with sounds, instruments, styles, new media and methods of documenting sound to express your personal music ideas.
• In musicology you will research, analyse and evaluate music from many sources to communicate your music ideas and express music viewpoints.
• In performance you will have opportunities to develop your practical music skills by playing instruments, singing, conducting and directing - to create or re-create musical works.

You will be encouraged to attend live music performances, view music films and videos, and participate in school-based

Why study Music?
and extracurricular music activities. You will also have opportunities to become adept in using various music-related technologies, including exploring innovative music-making techniques, experimenting with alternative methods of representing sound and manipulating musical elements through electronic and new media.

Assessment

Assessment tasks in Music are formative in Year 11 (5 tasks each semester) and summative in Year 12 (7 tasks across the year) and are centered on the three dimensions:

- Composition, which requires you to create music (applying your creative, expressive, aural, cognitive and technical skills);
- Extended responses (written, spoken or multimodal) and written examinations, which require you to analyse, evaluate and synthesise music to express a viewpoint;
- Performance, which requires you to perform to an audience (demonstrating and interpreting music elements and concepts through playing, singing and/or conducting)
Physical Education

‘THE THINKING PERFORMER AN ANALYTICAL APPROACH’

Physical Education is concerned with the study of the performance of physical activity. It focuses on the importance of physical activity in the life of individuals and on the significant role it plays in modern society and involves the study of the science underpinning sport performance. Intelligent performance of physical activity involves both rational and creative cognitive functioning. Students are involved in physical activity environments as participants, analysts and critics.

Course outline

Four physical activities will be studied over two years. Equal time and emphasis are given to each activity. The four activities studied by the cohort are selected through student and teacher consultation and may include:

Content

✦ Basketball
✦ Waterpolo
✦ Volleyball
✦ Softball
✦ Competitive Aerobics
✦ Track and Field
✦ Tennis
✦ Touch
✦ Rhythmic Gymnastics
✦ Biathlon
✦ Other activities may also be considered

Subject matter is drawn from and organised around the following three content areas:

✦ Learning physical skills
✦ Biological bases of training and exercise
✦ Physical activity in Australian society
The complex interrelationship between psychological, biomechanical, physiological and sociological factors is deconstructed and reconstructed to enable understanding.

**Expectations**

Physical activities are both a source of content and a medium for learning. To ensure the context is achieved 50% of timetabled school time is to be devoted to engagement in physical activity.

Physical Education involves learning about, learning through and learning in physical activity.

- **Learning about physical activity** - Students directly acquire knowledge and understandings as a result of studying physical activity eg. physiology, biomechanics, sociology
- **Learning through physical activity** - Students indirectly acquire understandings, capacities and attitudes as a result of studying and/or participating in physical activity eg. fitness values, attitudes, aesthetic appreciation
- **Learning in physical activity** - Students directly acquire knowledge, understandings and skills as a result of participating in physical activity eg. performing prerequisite skills, participating in games and sports

**Assessment**

Assessment techniques are selected from a range of written, oral and physical performance items. Each term students will complete one theoretical task and one physical performance task. Three criteria are used when making judgements about student learning outcomes: Acquiring, Applying and Evaluating. These refer to students demonstrated abilities to retrieve and comprehend, apply acquired information and learned physical responses and make decisions, reach conclusions, solve problems and justify their actions in, through and about physical performance environments.
INSPIRING IMAGINATION – UNDERSTANDING REALITIES’

Knowledge of physics has led to developments in technology, some of which have had a profound impact on social structures. This knowledge of physics is useful to people in exercising responsibilities as citizens, confronting technologies, understanding the physical and social environment, pursuing hobbies and appreciating the challenge of a particular way of knowing the world.

Physics is a pre-requisite for most engineering and some science courses at tertiary level. All students who study physics will gain the satisfaction of a deeper understanding of our changing world. Students who study Physics should enjoy and have ability in problem solving. Hence, they should have a good understanding of mathematics in Year 10.

Course outline

Content

Year 11
✦ Light, sound & waves–mirrors/lenses, optic fibres, reflection/refraction/diffraction, duality of light
✦ Conserving energy – heat/temperature, specific heat capacity, kinetic theory
✦ Travelling: safety and stability – motion, forces, collisions
✦ Electricity and humans – circuits, insulators/ conductors, alternatives, electromagnetic radiation
✦ Independent research project (EEI)

Year 12
✦ Physics of sports and recreation – projectile motion, vectors, paired forces, energy transfer
✦ Modern living at home: electricity and electronics – energy and power, electricity generation, magnetic induction/fields
✦ Cosmology – cosmic forces and celestial bodies, kinematics, black holes, wormholes
✦ Radioactivity and the Quantum Theory – radioactive decay, nuclear power plants, modern uses of radiation
✦ Independent research project (EEI)

Skills
Students will be able to:

✦ Recall and interpret concepts, theories and principles of Physics
✦ Describe and explain processes and phenomena of Physics
✦ Link and apply algorithms, concepts, theories and schema of Physics
✦ Conduct and appraise Physics research tasks
✦ Operate scientific equipment and technology safely
✦ Use primary and secondary data
✦ Determine, analyse and evaluate the interrelationships involved in applications of Physics
✦ Predict outcomes and justify conclusions and recommendations
✦ Communicate information in a variety of way

Expectations

The focus of Physics is on students developing an understanding of the physical phenomena. This is achieved by students learning the basic principles that govern these and developing those processes and skills which are integral to understanding, inquiry and discovery. This will involve students in:

✦ Researching from primary and secondary sources
✦ Developing decision-making skills
✦ Interpreting data from wide-ranging sources including media

✦ Formulating hypotheses and testing them through experiments and research
✦ Synthesizing ideas in a variety of forms.

Assessment

Students are assessed using various tests (traditional and stimulus response) and experimental research tasks. They should expect to complete: a traditional test and an experimental research task in semesters one and three, two tests (one of each type) in Semester 2, and three tests (one traditional and two stimulus response) in Semester 4.

Why study Physics?

Click here for link to full movie
Study of Religion

“STORIES ABOUT EXPERIENCES OF GOD OR THE SACRED, COMMON TO THE RELIGIONS OF THE WORLD, POINT TO A SPIRITUAL DIMENSION IN LIFE”

R Larsen

Study of Religion facilitates the development of an awareness and appreciation of Australia today as a pluralistic society in which a great variety of religious traditions exist side by side. Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced and continue to influence the formation of an individual’s world view and the framework of beliefs in which it is interpreted. In addition, because students are living in a highly globalised world, the subject provides the opportunity for students to become more effective, sensitive and empathic citizens of contemporary society.

Course outline

The course is comprised of the following units:

Content

- Religion-State relationships
- The Practice of Religion in Australia Today
- Ritual
- Sacred Texts
- Religion, Values and Ethics
- Ultimate Questions

Study of Religion in the senior school may be viewed as a number of interrelated activities designed to help students understand:

- The purpose, meaning and significance of religion in the lives of individuals and communities
- Their own patterns of belief, their traditions, and the ways in which these contribute to shaping their lives and interpreting their experiences
- Those aspects of human experience that have prompted and continue to prompt the development and acceptance of religious interpretations of life
- The different religious views they are likely to meet in the communities to which they belong
- The impact of religious understandings in shaping world events
That a commitment to certain beliefs, attitudes and values need not preclude a respect for and a sensitive appreciation of the beliefs, attitudes and values of others.

**Expectations**

This subject offers an increasing level of challenge to students. Through an inquiry process students are encouraged to identify and analyse religious moral and ethical issues, develop skills in moral decision-making, justify conclusions and formulate ethical positions.

Students will be involved in such learning experiences as: using a variety of media and research techniques to investigate issues, group discussions and debate, reporting, exploring case studies, working independently, site visits and dialogue with the wider community.

**Assessment**

The criteria of Knowledge and Understanding, Evaluative Processes and Research and Communication are assessed through a variety of assessment instruments, including:

- Research assignments and essays
- Multimodal presentations
- Essay and response to stimulus tests
- Field study reports

Students complete five assessment instruments in Year 11 and six in Year 12.
COMMITTED TO CREATIVITY, INNOVATION AND IMAGINATION THROUGH ART EDUCATION.

Creating is the most sophisticated expression of cognitive, aesthetic, spiritual and experiential skills. The Visual Art subject encourages and teaches the creative process and invites the development of an authentic personal aesthetic. In our world, increasingly based upon visual communication, knowledge and understanding of how visual language constructs meaning and can be ‘read’ are fundamentally necessary skills.

“Art gave me the ability to take complex issues and work through them in tangible, visual ways. It taught me to approach things creatively in all aspects of my life and to see the world differently because of that. I love my law degree because in many ways it requires the same creative approach to legal issues that I developed in art classes. Visual Art was the one of the most valuable classes that I ever took in high school and my life remains so much more enriched because of it.” - Milly Bell (Past Student)

SECTION 21

Visual Art
Authority Subject

Course outline

Content

In Year 11 students

- Explore Traditional and Contemporary Art Practice
- Engage with the creative process
- Examining contexts for art making
- Use the Inquiry-Leaning Model as a scaffold for developing and resolving work
- Employ new media and technology as tools for artmaking
- Explore Socio-Cultural, Historical, Scientific and Psychological Contexts in Art

Skills

In Year 11 students learn how to:

- Use two-, three- and four-dimensional art making media and techniques
- Read and use visual language to communicate meaning
- Analyse, interpret and synthesise visual and written information
- Use new media such as Photoshop and editing programs as creative tools
• Applying critical and creative thinking skills to solve visual problems and communicate intended meanings

Content

In Year 12 students develop two distinctive bodies of work based on different concepts:

• Concepts: 1. Alchemy: Art as a transformative Practice 2. Emergence

• Students engage with the creative process as an arts practitioner

• Learn to understand art as personal philosophy

• Resolve works of art and develop a personal aesthetic based on informed research and reflection

Skills

Students build upon earlier skills to:

• Select media, techniques and processes appropriate to their chosen focuses and context. Students may: Paint, use new media, sculpt, create soundscapes, ephemeral artworks or use a combination of media to create authentic representations of ideas

• Research, analyse, interpret, evaluate and synthesise

Expectations

Students use an inquiry-learning model, enabling individual responses to concept-based tasks.

Through making and appraising, resolution and display, students:

• Define and solve visual problems by using visual language and expression

• Study a diverse range of artworks and philosophies from various social, cultural and historical contexts

• Translate and interpret ideas through media manipulation to invent images and objects

• Demonstrate knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media

• Appraise artworks using evidence gathered from research, visual language, and contextual analysis

Assessment

Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria:

Visual Literacy, Application and Appraising.
A wide range of assessment techniques will be used to judge student achievement such as;
Making folios and bodies of work, including experimental and resolved artworks; ie two experimental folios and three bodies of work over the two-year course.
Formal and informal writing tasks such as short responses and four extended essays over the two-year course.

Read what past students have to say about the subject:
Our inspired students have gone on to study and work in an exponentially growing range of areas having learned valuable life long skills from their time in the subject - flexible thinking, resilience, creative problem solving and importantly for life/job satisfaction, how to recognise and exploit a ‘flow experience’. Not everyone works in the Arts, but they attribute part of their success to their time in Visual Art.


Click here to see GoSHA Web Site

Keynote Presentation - Click to see Images

Your initiation into Visual Art begins with an excursion to Fingal Beach to build our Labyrinth ...
Creative Arts - Music Studies

Authority Registered Subject

Music develops Community

Creative Arts is a Study Area Specification for students in Years 10, 11 and 12. The Music Studies strand is an Authority Registered subject which means that it does not contribute towards a student’s OP; however will contribute to the Queensland Certificate of Education (QCE) if the student passes the subject and wishes to use it for tertiary selection rank calculation, if this is the student’s chosen tertiary pathway.

Music Studies is only offered off line during music ensemble rehearsal times after School and it is not intended as a replacement subject for any other subject contributing to Senior Schooling.

The main aim of offering this course is to give credits to students, who are currently involved in Music co-curricular activities of the School, in recognition of their achievement in these pursuits without incurring any further workload. Their commitment to their development of musical skills can then be attributed towards their QCE and their tertiary selection rank calculation if this pathway is chosen.

Course outline

Content

1st Year (Year 10, 11 or 12)

2nd Year (Year 11 or 12)

✦ Active participation in 2 School Ensemble Rehearsals per week.

✦ Performances with both ensembles throughout the year.

✦ Music Management Tasks associated with organization of each ensemble

Skills

✦ Vocal and/or instrumental ensemble performance skills

✦ Music Administration skills

Expectations

Learning experiences are centred around active involvement in rehearsals for the two School ensembles chosen by each student studying the course. In Music Management tasks, students may be involved in activities centred around maintenance/care/storage of equipment, stage management, music librarianship and workplace, health and safety requirements.
Assessment

Students are required to complete a log book of the hours of study undertaken throughout the year, as well as be assessed by the teacher-in-charge of each ensemble on their performance in each ensemble. This may be by videoing performances and/or individual demonstration of skills.

Students may take this subject for two years: Years 10-11, Years 11-12 or Years 10 & 12 or just for one year – Year 10 or 11 or 12.
These subjects are available in Year 12 only

Students may drop one elective subject to accommodate an extension subject or complete an extension subject as a seventh subject
English Extension

Authority Subject - Year 12 only

‘FREEING THE IMAGINATION, GIVING VOICE TO OUR THOUGHTS’

This subject is offered by the Queensland Studies Authority as a one-year course in Year 12. English Extension is designed to be more challenging than Senior English in terms of its content, and of the expectations placed upon students for independent thought and study. It is not a literature course but a one year exploration of modern theories about the ways in which texts can be read.

The syllabus arranges these theories into four groups: Author, Reader, Text and World-context. In exploring these groups, students will encounter many of the world's most misquoted, misunderstood theorists as well as ideas which will extend and challenge their understanding of how meaning is made and how they construct and understand reality.

Course outline

Content

Year 12

Semester 1:

✦ students study four theoretical approaches and learn to apply them to a range of novels, poems, short stories, films, songs, cartoons.

Semester 2:

✦ students choose their own texts and theories for an individual in-depth study.

By the end of the course students will be able to provide a considered evaluation of texts from a range of informed perspectives for a variety of audiences and purposes.

Expectations

English Extension is a one year course only available to students in Year 12. At the end of Year 11, students will drop a subject to take up English extension in Year 12. The course is designed around principles of continuity, increasing complexity of challenge, and increasing independence.

Classes are held off line and students meet their teacher for two one hour sessions a week but are expected to work independently in study periods.
Assessment

Students complete four assignments throughout the semester. Two are spoken, two written. No assessment is completed under test conditions.

Why study English Extension?
Section 2

French Extension

Authority Subject - Year 12 only

‘Connecting cultures’

French Extension is offered by the Queensland Studies Authority as a one-year course in Year 12. The study of French Extension should be a vehicle for analytical, creative and critical thinking. Through analysis of contemporary, historical and literary texts, the course further challenges students to develop their linguistic competence and their understanding of contemporary society, along with the contribution of the past to this society; that is, the students’ understanding and perception of contemporary French society will be underpinned by some knowledge and awareness of the French cultural heritage.

By applying the concepts gained in their pre-requisite prior studies of French, through such themes as family, leisure, and school to a wide variety of elective study areas in, for example, the arts, the social sciences, science and technology, and business, students will extend and deepen their cultural understanding.

Course outline

Content

Year 12

Media Studies

✦ Electronic media – television, radio, the internet

Social Sciences

✦ The print media – newspapers, magazines

Literature

✦ French classic literature

Popular French novels

- Le Petit Prince
- Le Petit Nicolas

The Arts

✦ Cinema

Skills

✦ Analysing stimulus material
✦ Appreciation
✦ Composing
✦ Justifying decisions
Critical thinking

Judging the validity of view points

Expectations

Year 12 students may negotiate the replacement of one of their existing elective subjects not English or Maths with French Extension or take it as a seventh subject.

Language learning involves more than mere reproduction and rote learning. It involves applying the language learnt to communicate with others, to express needs and opinions, to solve problems, to develop the intellect and to widen cultural horizons. Learners should be involved in using language for real purposes in real contexts. This will be achieved by using language in authentic situations and by the use of authentic materials. Students’ learning is enriched by the use of educational websites, scholastic magazines, Podcasting, Photostory, Google mapping, audio-visual tools, and interactive exercises.

Classes are held off line and students meet their teacher for two one hour sessions a week but are expected to work independently in study periods.

Assessment

Students will be assessed on the four-macro skills of reading, writing, listening and speaking.

Assessments are completed under test conditions.

Why study French Extension?
Music Extension

Music Extension is offered by the Queensland Studies Authority as a one year course in Year 12 for those students who have completed the Year 11 Music Syllabus Course. Students who wish to study Music Extension must continue with the parent subject - Music - in Year 12. The main aim of the course is to provide students who have already exhibited expertise in any of the three objectives of the Year 11 Music course – composing, analysing repertoire (musicology), performing - with the opportunity of extending further their musical abilities in any one of these three strands. Therefore, depending on their area of interest, students devote their studies in this subject to their selected area of specialisation, developing extended performances, compositions or analytical presentations.

Course outline

Content

Year 12

✦ Individually devised to match the student’s selected area of specialisation – Composition, Musicology or Performance.

Skills

✦ Developing audiation skills
✦ Developing, discussing and experimenting with music ideas
✦ Researching, exploring and analysing musical contexts, genres, styles and performance practices Deconstructing and evaluating other’s compositions, musicological presentations and performances
✦ Rehearsing, critiquing, refining, and reflecting on their own developing work
✦ Synthesis of ideas to develop an individual style
✦ Creating a musical work

Expectations

Year 12 students may negotiate the replacement of one of their existing elective subjects not English or Maths with Music Extension or take it as a seventh subject. Contact time for this subject is a minimum of 110 hours throughout Year 12.
This would total a minimum 80 minutes per week class time, which would probably be at a mutually convenient time outside school hours.

Music Extension is designed to offer more challenge than Senior Music. The challenge of the subject includes expectations of accelerated independence and increased cognitive, expressive and musical demands. When students engaged in Music Extension combine critical thinking, higher-level problem solving, astute analysis and evaluation, and deep understanding with their attitudes, thoughts and feelings, they develop the capacity to communicate complex music ideas through their specialisation.

Work done in this class would involve guidance with research, and planning of works within the student’s individual area of specialisation.

The remaining contact time would be a combination of regular ensemble rehearsals, individual instrumental/vocal tuition and timetabled practice/study time to be negotiated individually with students.

Assessment

Assessment tasks in Music Extension are centred on the two general objectives:

✦ Investigation of music sources – involving 1-2 research assignments, and

✦ Realisation of the work – involving the creation of original works in their area of specialisation – compositions (minimum 4 minutes), musicological theses (3000-4000 words) or performances (minimum 18 minutes).
CHAPTER 5

Appendices
SECTION 1

Appendix 1

PLANNING YOUR PATHWAY TO THE QCE

QCE Planning

Literacy and numeracy requirements

QCAA - Literacy & Numeracy requirements

SEE THE QCAA Website FOR FURTHER INFORMATION ON:

✦ Credit for partial completion of courses
✦ Credit transfer for intrastate, interstate and overseas transfers
✦ Conceded semesters for subjects exited at a Limited Level of Achievement
✦ Relaxation of completed core requirements
✦ Notional Sound in a subject for meeting literacy or numeracy requirements
✦ Recognised studies.
Appendix 2

**Senior Education Profile (SEP)**

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. Included in this profile could be:

- Queensland Certificate of Education (QCE)
- Queensland Certificate of Education (QCE) for eligible students
- Queensland Certificate of Individual Achievement (QCIA)
- Senior Education Profile (SEP)
- Statement of Results
- Tertiary Entrance Statement

A Senior Education Profile (SEP) is a transcript of the learning account for all students completing Year 12 at a Queensland school. It shows all studies and the results achieved that may contribute to the award of a QCE.

A Statement of Results is a transcript of the learning account for students not enrolled at a school. It shows all studies and the results achieved that may contribute to the award of a QCE.

The Tertiary Entrance Statement shows the eligible student's Overall Position (OP) and Field Positions (FPs). Rankings are used to determine eligibility for admission for tertiary courses.

**Note:**

If a student has a Senior Education Profile (SEP), then they have satisfied the completion requirements for Year 12 in Queensland.

If a student has a Tertiary Entrance Statement, then they are eligible to apply to study at any university or tertiary provider in Australia or overseas.
OVERALL POSITION (OP)

An OP indicates a student’s statewide RANK order position based on overall achievement in Authority subjects taken for the Senior Certificate. To be eligible for an OP a student must sit for the QCS Test and have studied 20 semesters of Authority subjects including at least three of these subjects for all four semesters. Subjects are scaled according to the subject results in the QCS test.

Overall Position

An eligible student’s OP is reported as one of 25 bands from 1 (highest) to 25 (lowest).

The approximate distribution of students across the bands is:

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>about 2%</td>
</tr>
<tr>
<td>Bands 2 to 6</td>
<td>about 15%</td>
</tr>
<tr>
<td>Bands 7 to 21</td>
<td>about 70%</td>
</tr>
<tr>
<td>Bands 22 to 24</td>
<td>about 11%</td>
</tr>
<tr>
<td>Band 25</td>
<td>about 2%</td>
</tr>
</tbody>
</table>

In addressing this topic, the assumption will be made, for simplicity, that all subjects have 14 or more students (a variation exists for groups with less than 14 students).

The calculation of OPs involves two stages of scaling: (i) between subject-groups within a school and (ii) between schools.

Eligibility for Field Positions

QUEENSLAND CORE SKILLS (QCS) TEST

The QCS Test is a statewide test available for Year 12 students. It is not subject specific but is based in common elements of the Queensland senior curriculum (CCEs). Elements such as Interpreting, Compiling, Estimating, Structuring/Organising, Extrapolating, Comparing, Hypothesising, Analysing, Identifying and Sketching just to mention ten. It consists of four papers over two days, for a total of seven hours, on the Tuesday and Wednesday of the third last week of the third term of the state school year. This is generally the first week in September. The QCS Test makes use of three modes of response: extended writing, multiple choice and short response and it must be taken to be eligible for OPs and FPs.

The QCS Test has a dual function. The students' individual results on the QCS Test are reported on the Senior Certificate.
as a grade in the range A to E along with the subject results as Levels of Achievement. Secondly, a 'Schools' subject performance results on the QCS Test are used in the scaling process to determine Overall Positions (OPs) and Field Positions (FPs).

At the end of the year the school assigns Subject Achievement Indicators (SAIs - see following notes) based on the students' relative position in the cohort for each Authority subject taken. The Queensland Studies Authority then scales the students' SAIs using the QCS Test results for the subject-groups and school-group the students belong to as the basis for calculating OPs and up to five FPs.

**QCS TEST**

**SUBJECT ACHIEVEMENT INDICATORS (SAIs)**

SAIs represent a student's position in a subject relative to all other students in the subject in the school (referred to as a 'subject group'). SAIs simply rank students within a subject at a particular school. They are not a percentage or a mark.

SAIs are reported in such a way that they not only show the RANK order, but also the 'GAPS' or differences between students within a subject-group. Until SAIs are scaled by the QSA using the subject-group QCS Test results, you cannot reliably predict a student's OP or FPs because SAIs only show the student's ranking within a school subject-group.

Schools assign SAIs to each OP-eligible student in each Authority subject at the end of Year 12. They are assigned on a scale, in large subject-groups (14 students or more), from 400 (for the student who is the highest achiever in that subject in that school regardless of the Level of Achievement-LOA) to 200 (for the student who is the lowest achiever in that subject in that school regardless of the Level of Achievement).

It is therefore possible for a student with a HIGH LoA in one subject to receive a lower SAI than in another subject where she gained a SOUND LoA. In Small and Intermediate subjects (less than 14 students in a subject-group), SAIs are given on a scale of 1 to 10 within particular Levels of Achievement.

SAIs for a particular student have meaning only when viewed in relation to the SAIs of the other students who studied the same subject in the same school. It gives no information on how performance in one subject group compares with the performance of students in other subjects at the same school or at other schools. One cannot reliably predict a student's OP or FP from unscaled SAIs.

It is QSA policy that schools make known to students the SAI decisions made about them in each Authority subject generally towards the end of November. It is in the students' interests to view their SAIs and if there are any concerns (with their position or rank within the group) they are to discuss them immediately with the Head of the Senior School.
Appendix 4

TERTIARY SELECTION RANKING

Students who have chosen non-OP subjects, but wish to gain entry to tertiary courses, can choose to participate in certificate/diploma courses offered within the school or by external providers, or in the School-based Traineeships and Apprenticeships program. Completion of a Certificate 3 or higher qualification from the Australian Qualification Framework enables students, when applying for tertiary entrance through QTAC, to be allocated a Tertiary Selection Rank.

Benefits/implications of a Tertiary Selection Rank:
✦ It allows entry into many Queensland Tertiary courses
✦ Cannot be relied on for entry to interstate or overseas tertiary study
✦ VET undertaken at school is recognised nationally and may provide you with credit after school into a traineeship or apprenticeship or into further studies at TAFE or with another training institution
✦ It provides you with opportunity to ‘try out’ industry areas while at school
✦ It may enhance your employment prospects at the end of Year 12 as many employers like to know you already have developed work skills
✦ It broadens your post-school options.

For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC) at [www.qtac.edu.au](http://www.qtac.edu.au).

School-based Traineeships and Apprenticeships

The new apprenticeship system now allows for students to complete their Senior Studies while also completing a traineeship or first year apprenticeship. Students who undertake school-based traineeships or apprenticeships attend work part-time; this is usually one day a week which may also include some weekends and school holidays. When not at work, students attend school where they are still considered full time secondary students.

Benefits/implications for students:
✦ Students have the opportunity to be eligible for a Queensland Certificate of Education (QCE)
✦ Students have the opportunity to commence a traineeship in their preferred industry area while remaining a school student
✦ The Government meets some training costs. However depending on Government priorities these can change,
which means students of employers will need to meet the shortfall.

✦ The employer pays a training wage for the time spent on the job

✦ There is a probationary period during which time either party can cancel the training agreement

✦ School-based traineeships/apprenticeships are not automatic for all students who want them ... it is a competitive market and students are required to apply for them as for any job. Students may have to actively seek a position for themselves

✦ In some cases students can still be OP eligible and complete a school-based traineeship

✦ Students must be prepared to study and work flexible hours, including most school holiday time

✦ There is a minimum of 50 days per year working requirements to be eligible for completion of a traineeship.

✦ Students must be aware that they will be responsible for completing work missed on the day they are working at their traineeship.

Be sure that you understand that apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with a teacher and a trusted adult to ensure that you fully understand what is required of you, the school and the employer in the agreement.
**USEFUL INFORMATION**

- The Jobguide (Qld) provides information on occupations and subjects needed for particular occupation and courses.
- Other career information, such as brochures from industry groups, shows the various pathways to jobs within these industries.
- The QTAC guide (available on the QTAC website) is useful for information on university courses and full-time diploma level TAFE courses.
- The Tertiary Prerequisites book, provided by QTAC to all Year 10 students, provides information on subjects required for entry to university and full-time TAFE advanced diploma and diploma courses.
- Tertiary Entrance: Senior Students Without OPs (available from QTAC) explains how students who are not eligible for an Overall Position (OP) can gain entry to tertiary courses.
- Queensland TAFE Handbook and website: [www.tafe.net](http://www.tafe.net)
- Queensland Curriculum & Assessment Authority - [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au)
- (You will find information about the Queensland Curriculum & Assessment Authority (QCAA), Publications, Assessment, Important Dates, Statistics, Research and Policy Statements at this site.)
- TAFE Queensland - [http://www.tafe.net/](http://www.tafe.net/)
- Career Information Service - [www.cis.qsa.qld.edu.au](http://www.cis.qsa.qld.edu.au)

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