

SENIOR

Secondary Studies Guide



2017

Mount Gravatt High School

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Senior Secondary Studies Guide

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IS YEAR 11 MORE DIFFICULT THAN YEAR 10?

One of the most common questions from students intending to do Year 11 is, "*Are Years 11 and 12 more difficult than Year 10?*" Speaking generally the short answer is, "Yes!" The relevant factors are:

- Subjects in Years 11/12 cover more work than subjects in Years 9/10.
- Students are expected to develop a critical and evaluative approach to their studies.
- More assignments also demand an increased ability to work independently without prompting from teachers.
- In summary, this means a far greater personal responsibility is needed to ensure success.
- Students in Years 11/12 tend to be more competitive, whether or not they are tertiary bound.
- Increased competition should be seen as a motivation to improve results, to better enable students to find a career after leaving school.
- Success depends on keeping a balance between school work and extra-curricular activities. (As parents and educators, we need to remember that students at this age are often struggling with many personal issues of self-esteem, "the adolescent turmoil", and many of these issues may compete with school work. Students feel the need to become involved with more than just school e.g. social/sporting events, community involvement, religious or cultural activities, which will all press on their demands for time. Careful thought and planning will be needed to keep the balance.)
- Time needed for homework and assignments is greater than in Years 9/10. For Senior students, school is a 45 hour week minimum - 30 hours at school and 15 hours of home study. However, the better organised you are and the more time spent at study, the better will be your results.
- For you, as a student, the future begins now. Accept the increased responsibilities and work to achieve success. Plan for tomorrow today and your success will be assured.

TO MAXIMISE THE ACADEMIC SUCCESS of students and their personal well-being in Years 11/12 the following characteristics would seem desirable:

- (a) To have a good knowledge of study skills e.g. how to write assignments, prepare for exams, take notes, memorise efficiently etc.

- (b) Setting realistic goals. Goals can be divided into three types - short-term goals (e.g. getting an assignment in on time), medium-term goals (e.g. reading 10 novels in a year), long-term goals (e.g. to perform well enough at school to do veterinary science at university). Research has shown conclusively that setting realistic goals and working towards them is a major ingredient of success.
- (c) Planning time - keep a balance that is right for you. Take into account the following factors:
- homework/study
 - time spent alone
 - time spent with the family
 - sport
 - time having 'fun' with friends
 - sleep
- (d) Remember:
- that the recommended 45 hrs/week for school and study is a minimum;
 - that regular attendance at classes is required;
 - that the school expectations published in the Student Planner are to be observed;
 - that the conditions agreed to in the Educational Agreement for Senior Students must be met;
 - that your role as a student is to achieve to the best of your ability.

IMPORTANT:

This school offers accreditation in two areas:

- (i) for Tertiary Entrance [Queensland Curriculum and Assessment Authority (QCAA) Authority subjects];
- (ii) Vocational Education including TAFE and Industry Placement [Queensland Curriculum and Assessment Authority (QCAA) Authority-Registered subjects and Study Area Specifications].

Students should understand and recognise the importance and value of our Vocational Education subjects. Not all students wish to go on to tertiary study and the experience of success in these subjects may be of far greater benefit than disappointment at attempting QCAA Authority subjects. Please consider carefully.

Years 11 and 12 represent an exciting challenge and one that most students enjoy very much. I would like to wish all students a successful and enjoyable two years.

RICHARD USHER
PRINCIPAL

HOW TO CHOOSE SUBJECTS FOR YEARS 11 AND 12

It is important to choose senior subjects carefully, as your decisions may affect your success at school, your feelings about school, and also your level of preparedness or eligibility for particular training or tertiary study after school.

Generally, you are advised to choose subjects which:

- You enjoy
- In which you have achieved well or feel confident of achieving well
- Reflect your interests and abilities
- Help you reach your career and employment goals
- Will develop skills, knowledge and attitudes useful throughout your life.

More specifically, some courses and occupations require you to study particular subjects in Years 11 and 12. Most university courses demand one or more pre-requisite subjects, which must be studied throughout Years 11 and 12 and which you must pass. This information is in your "QTAC Tertiary Prerequisites Guide". You will need to study this carefully. Check the prerequisites for all university courses in your areas of interest and try to choose senior subjects that keep open as many courses as possible.

If you intend to go to university, you should select at least five Queensland Curriculum and Assessment Authority (QCAA) subjects in your selection. This will make you eligible for an Overall Position, or OP score, which is the most common pathway from school to university. Even if university studies are only a possibility for you at the moment, you may want to make yourself OP eligible to keep your options open. For more information on the OP score, and its calculation, please see www.qcaa.qld.edu.au/downloads/senior/te_op_basics.pdf.

Read the subject descriptions in this booklet carefully. Look at the types of assessment, abilities required, and curriculum. Do they suit you? Can you perform well in them? If you have further queries regarding subject descriptions, see the relevant Heads of Departments for more information.

We will attempt to help students and parents as much as possible in this decision-making process through information sessions. If you need extra help, please make an appointment to see me by ringing the school in advance.

DANIEL WILSON
GUIDANCE OFFICER

PLANNING YOUR COURSE OF STUDY

Year 11 and 12 students must study six subjects in each semester, one of which must be English Communication or English and another must be Pre-vocational Mathematics, Mathematics A or Mathematics B.

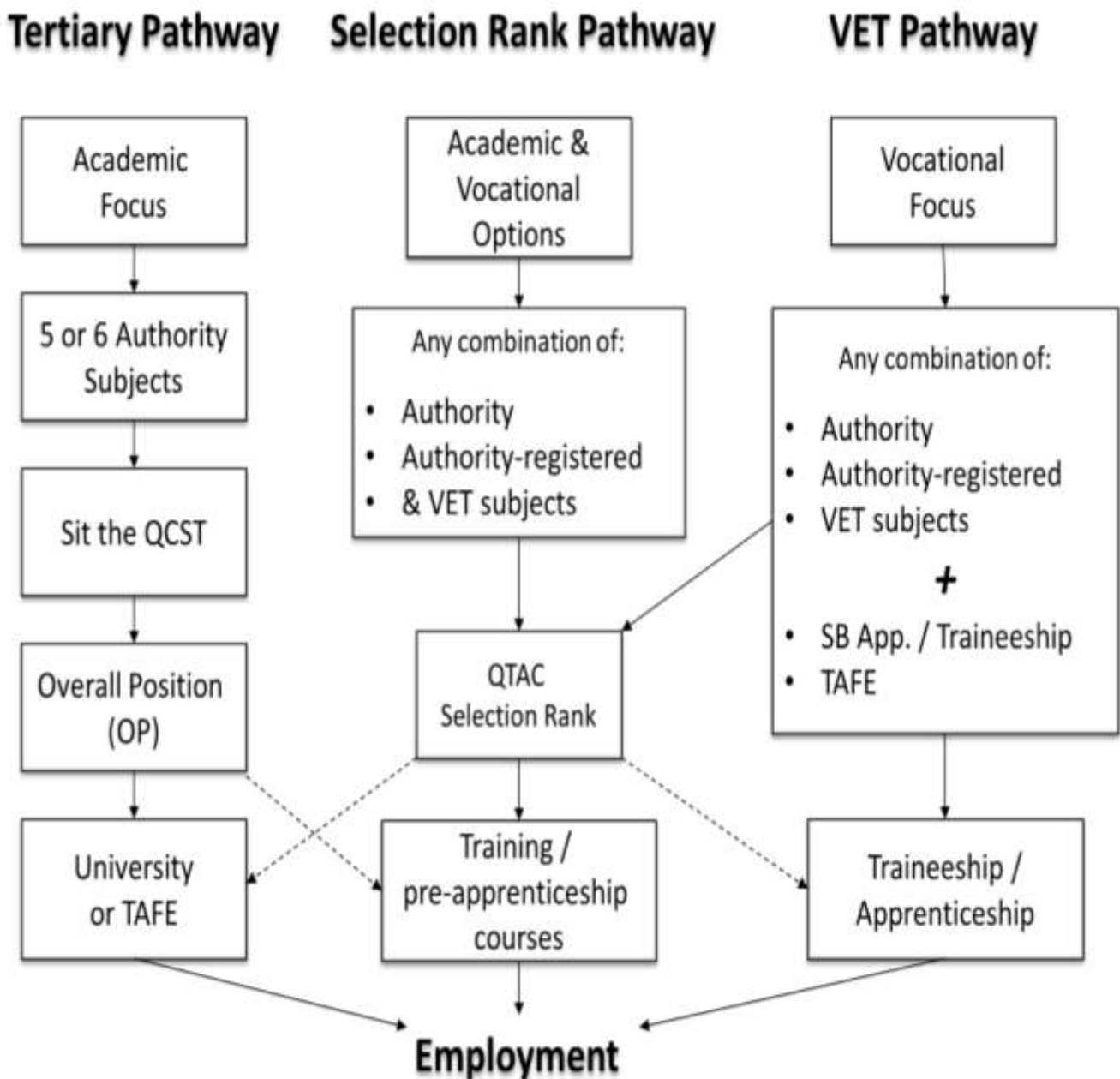
The subjects available to students include those that are designed to cater for the full range of students' interests and abilities. These subjects cater for entry to university, TAFE and employment. All of the options below will contribute to the Queensland Certificate of Education (QCE) if the required standard is reached.

In selecting from the list, students should be aware of the different types of subjects/courses:

- **QCAA Subjects** are those for which the school's work program is based on a syllabus common to schools throughout Queensland. Authority subjects are the only subjects that are taken into account in the calculation of the Overall Position (OP). Students requiring an OP for entrance to tertiary institutions will need to study 20 semester units of authority subjects (5 authority subjects), including at least 3 subjects which are studied continually for 4 semesters. Authority subjects are academic in their nature, requiring intensive assessment each semester. Regular study is necessary if success is to be achieved. Students who do not achieve Sound Achievement or better in a Year 10 subject may find related Authority subjects in Years 11 and 12 difficult.
- **QCAA Registered Subjects** are those subjects developed by the Queensland Curriculum and Assessment Authority (QCAA). These subjects are named Study Area Specification (SAS) subjects and do not contribute to an OP. However, these subjects do contribute to a QTAC Selection Rank and, if passed, the Queensland Certificate of Education (QCE). SAS subjects are designed to cater for special interests within certain industry areas.
- **Vocational & Education Training (VET) Subjects** are courses that provide numerous pathways into training and include a greater emphasis on the world of work. While undertaking their senior studies, students gain credit towards a nationally recognised certificate (e.g. *CHC30113* Certificate III in Children's Services), which allows them to move more easily into the workforce, take up further study at TAFE, or provides an alternative pathway to university. If successfully completed, VET subjects also contribute to the QCE. The Vocational Education Program provides students with entry-level training and qualifications that are industry endorsed. All competencies achieved are Nationally Accredited and are recognised under the Australian Qualifications Framework.
- **TAFE/Private Provider Courses.** In order to broaden vocational options, senior students may enrol in TAFE accredited subjects at TAFE colleges, Brisbane School of Distance Education and private colleges etc. The Guidance Officer or Senior Schooling Head of Department will inform students of opportunities as they arise. Students need to be committed to completing the courses, be prepared to pay tuition and material costs and are required to arrange their own transport. A certificate or statement is issued on completion of the course and QCE credits are awarded. Students attending VET in Schools Courses will usually miss 2-4 lessons per week at school. It is the student's responsibility to work with their teachers and in their own time to ensure they do not fall behind with the school curriculum.

School Based Apprenticeships and Traineeships (SAT). Year 11 and 12 students may complete a SAT as part of their Senior School Studies. SATs are essentially no different from full time apprenticeships/traineeships except that the SAT is integrated with other school studies (typically being one day per week). As with students enrolling in TAFE courses, it is the responsibility of the student to make up any lost curriculum time. A training contract must be completed and registered through Department of Employment & Training (DET). Students interested in applying for an SAT should see the school's Apprenticeship and Traineeship Coordinator.

PATHWAYS



UNIVERSITY ENTRANCE PROCEDURES

Overall Position

The most common way to university entrance is by selecting subjects that qualify for an Overall Position (OP). An OP is a measure of overall academic achievement at school. It allows comparisons to be made between all students in the state, with students receiving an OP from 1 (the highest) to 25 (the lowest). **To be eligible for an OP, you must choose to study at least five Authority subjects.**

Prerequisites

Subject selection needs to reflect the requirements of prospective university courses. Students need to consult the **QTAC Tertiary Prerequisites Guide** to determine if the tertiary course the student is interested in has any subjects that must be studied at school.

Field Positions

When considering two or more applicants for tertiary student who have the same OP at the cut-off point for a course, Field Positions (FPs) are used to provide more information.

FPs show a student's rank order position (on a one to 10 scale, with one being the highest) based on achievement in Authority subjects. These fields identify areas of study that emphasise particular knowledge and skills.

FPs are determined only if you have an OP and only for the relevant fields of the subjects you studied.

The five Field Positions are:

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

Different subjects contribute different weights to the different fields. For example, Maths B contributes more highly to Field C than English. For information on the extent to which a subject contributes to each field position, visit the QCAA website www.qcaa.qld.edu.au and read the "Eligibility for Field Positions" fact sheet.

Maintaining Eligibility for University Entrance

- **You must study at least five Authority subjects for the 2 years.**
- Students must study **three Authority subjects continually through Years 11 and 12.**
- In addition, students must sit for the Queensland Core Skills Test (QCS) in Year 12. This is a non-subject specific test lasting approximately seven hours over two days. Each student's results on this test will be published on his/her Senior Statement using an "A" to "E" scale.

Should students not meet these requirements, they can still apply for a university course using the QTAC Selection Rank system. This is an alternative system for entry, allowing students to study both Authority and Authority Registered subjects. Students receive a rank score up to 100 and use this rank to apply for TAFE and university courses. The Tertiary Entrance Rank cannot be used for university applications outside Queensland.

Applying for University Entrance

In Year 12, students can apply to QTAC for places in tertiary courses in Queensland. Information booklets are distributed through schools and assistance is available from the Guidance Officer. Students lodge their QTAC preferences on-line. At the time of lodgement, students will not know their OP, FPs or Levels of Achievement in their subjects. However, they are able to change their preferences for a short period after this information becomes available in December of Year 12.

YEAR 11 AND 12 CERTIFICATES

At the completion of Year 12, students will receive a Student Education Profile (SEP) consisting of

- a Senior Statement;
- a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Education, if eligible; and
- a Tertiary Entrance Statement, if eligible.

SENIOR STATEMENT

The Senior Statement is issued by the Queensland Curriculum and Assessment Authority (QCAA). It is an official record of all learning achievements in a Learning Account including what was attempted and the standard achieved. The Senior Statement will be issued to students who attend school until the prescribed date at the end of Year 12.

QUEENSLAND CERTIFICATE OF EDUCATION

The Queensland Certificate of Education (QCE) is issued by the Queensland Curriculum and Assessment Authority (QCAA), usually at the end of Year 12. It confirms a student's achievement of:

- a significant amount of learning;
- a required standard of achievement;
- meeting literacy and numeracy requirements.

Different types of learning attract different credit values. The amount of learning in a subject is expressed as a credit. Students must have at least 20 credits to be awarded a QCE. This reflects an amount of learning that could be reasonably achieved by most young people over a two year, full time program of study in the Senior Phase of Learning.

QCE CREDIT TABLE							
CORE	Credit	PREPARATORY	Credit	ENRICHMENT	Credit	ADVANCED	Credit
Authority or Authority-registered subject	4	VET Certificate 1 (Maximum of 2 can count)	2	A recognised certificate or award in areas such as music, dance, drama, sport and community development	1	A one semester university subject achieved while at school	2
Senior External Examination	4	An employment skills development program (only 1 can count)	2	A negotiated workplace, community or self-directed learning project	1	A two semester university subject achieved while at school	4
VET Certificate II (including Traineeships)	4	A re-engagement Program (only 1 can count)	2	Structured workplace or community learning	1	Competencies in a diploma or advanced diploma over at least one semester (or its equivalent)	2
VET Certificate III-IV (including Traineeships)	5-8	Recognised Certificates and Awards	*	Authority approved extension subject	2	Recognised Certificates and Awards	*
School-based apprenticeship (30% competencies plus 96 days on-the-job training)	6						
Tailored training program	4						
International learning program	4						
Minimum of 12 credits		Maximum of 4 credits		Maximum of 8 credits		Maximum of 8 credits	
* as recognised by the QCAA							

Required standard of achievement

A young person is entitled to obtain credits only when a minimum standard of achievement has been reached in the particular course of study. The following table outlines the set standard for courses of study.

Course of Study	Set Standard
Authority subjects & Authority-registered subjects	At least a Sound Achievement *
Vocational education and training	Competence
University subjects achieved while at school	At least a pass as defined by the course
International learning course of study	At least a pass as defined by the course
Recognised awards and certificates	Awarded
Workplace, community & self-directed learning projects	Completion at a set standard as defined by the project

*There is an exception to this requirement. Up to two semesters of Authority and Authority-registered subjects at Limited Achievement can be conceded towards the award of QCE, if needed, providing the student has exited the subject(s) after the first or second semester of the courses.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

The QCIA records the student's educational achievement in two areas:

The **Statement of Achievement** provides descriptions of the student's demonstrated knowledge and skills in areas of study and learning; communication and technologies; community, citizenship and the environment; leisure and recreation; personal and living dimensions; and vocational and transition activities.

The **Statement of Participation** lists activities that a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers. Completed modules or competencies in vocational education and training are recorded on the student's Senior Statement and can contribute towards the Queensland Certificate of Education.

TERTIARY ENTRANCE STATEMENT

The Tertiary Entrance Statement is issued by the Queensland Curriculum and Assessment Authority (QCAA). This certificate shows:

Overall Position (OP)

- indicates a student's rank order position based on overall achievement in Authority subjects;
- uses the results of a student's best 20 weighted semester units (WSUs) in Authority subjects studied during Years 11 and 12 ;
- requires the study of at least 3 Authority subjects for all four semesters;
- involves scaling using QCS Test results;
- uses equal weighting for all subjects.

An OP is reported as one of 25 bands from 1 (highest) to 25 (lowest) for eligible students.

Band 1	=	approx. top	2%
Bands 2-6	=	approx. next	15%
Bands 7-21	=	"	70%
Bands 22-25	=	"	11%
Band 25	=	"	2%

Field Positions (FPs)

- indicate a student's rank order position based on overall achievement in Authority subjects in up to 5 fields;
- require completion of at least 60 weighted semester units (WSUs) of relevant Authority subjects;
- involve scaling using QCS Test results;
- use unequal weightings for subjects.

Up to 5 field positions may be reported in bands 1 (highest) to 10 (lowest) for each FP.

FPA	extended written expression	1-10
FPB	short written communication	1-10
FPC	basic numeracy	1-10
FPD	solving complex problems	1-10
FPE	practical performance	1-10

YEAR 11 AND 12 SUBJECTS NEEDED FOR TERTIARY COURSES

For all courses (other than those for which alternative or additional selection criteria exist, e.g. an audition, an age limit), selection for entry to universities and TAFE colleges will be based primarily on academic merit using an OP or QTAC Selection Rank.

For many courses students **MUST** satisfy prerequisite subject requirements. (Note that different institutions may in fact have different subject requirements for courses which are very similar.)

It is important that students become familiar with course selection criteria, as set out in the **"QTAC TERTIARY PREREQUISITES GUIDE"** issued by QTAC to all Year 10 students. This guide details selection for admission to universities, TAFE and private providers and gives an overview of the use institutions will make of field positions. Students will need to refer to this book over the next two years if they consider subject changes and, as students get only one copy, they will need to keep it somewhere safe!

Of course, students may be undecided on their career goals and career. Goals can change during senior study. Students may need to consider choosing a broad range of subjects and keep their options open. If, however, a student is remotely interested in a career where courses have rigid prerequisite subjects (e.g. a health course may require English, Maths B and Chemistry, Biology or Physics), they must check that the subjects selected are suitable.

THE IMPORTANCE OF THE "QTAC TERTIARY PREREQUISITES GUIDE" IN SUBJECT SELECTION CANNOT BE OVERSTATED.

YEAR LEVEL MEETINGS

This subject is compulsory and studied by all year 12s. This course is tailored to meet the needs of students depending on the pathway they have chosen.

Students seeking an OP and Tertiary Entrance will complete information and training to assist them with the Core Skills Test. Students will complete lessons on:

- Visual Literacy
- Numeracy Skills
- Writing Tasks
- Multiple Choice
- Short response

As part of the Year Level meeting they will also complete a number of practice QCS Tests which will provide them with feedback prior to the real test in Term 3.

Students who are non-Op and seeking TAFE or employment post schooling will use this time to develop their career pathways and includes:

- Resume preparation
- Interview skills
- Alternative Tertiary pathways

Guest speakers will also speak to all students throughout the year to provide additional information in relation to study skills, career advice and Information suitable for Year 12 school leavers.

ACCOUNTING

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

Accounting is an information system that provides financial and other information for making and evaluating decisions about the allocation of resources. It is a system of recording, reporting, analysing and interpreting the financial information of an entity. A comprehensive accounting system is central to assisting in the discharge of accountability and to the development and maintenance of the financial control of business organisations.

The study of accounting enables students to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and decision making.

The course is designed to provide a foundation in the discipline of accounting and to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decisions and provides relevance for general education.

AREAS OF STUDY

Topics include – Core studies I & II, Computing Accounting – MYOB, Accounting for Cash, Accrual Accounting, Budgeting, Cash Flow Statements, Financial Reports including analysis, Internal Controls and Electronic Business.

ASSESSMENT

A wide range of assessment techniques will be used to determine student achievement in the following dimensions:

- Knowledge and procedural practices;
- Interpretation and evaluation;
- Applied practical processes.

REQUIREMENTS

Students will require a folder, calculator and USB.

ANCIENT HISTORY

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English and Year 10 Ancient History unit

COURSE OUTLINE

The course traces the development of major Near Eastern and European civilisations in an attempt to tie events of the past with our present way of life. Topics covered include:

- Archaeology and artefacts
- The Foundation of Rome
- Egypt
- Personalities in History
- Greek civilisation
- Medieval Art Society
- Studies of Religion

PREREQUISITES

Students with an interest in History, symbols, myths, legends and historical events will be fascinated by this course. Depth studies in Years 8 to 10 SOSE will have provided students with the requisite research and written skills required of a successful Ancient Historian. An ability to express ideas in written form is an advantage, however the use of Information and Communication Technology enhances opportunities for student success in Ancient History. Also, a passion for knowledge and an understanding of civilisation will be of great benefit.

RESOURCES

Improvements in resources to include CD-ROM and internet methods of research complement the text and paper-based resources of the Social Science Department.

WHO SHOULD STUDY ANCIENT HISTORY?

History provides a balance to the study program of students selecting the physical sciences. Students interested in politics, government, public policy, cultural studies, journalism, education or the arts should consider Ancient History. Human endeavour and discoveries of ancient civilisations laid the very foundation of science and technology that we now take for granted.

Historical inquiry provides not only important knowledge of past events and how these have shaped our society, but provides us with an insight into human behaviours. The study of Ancient History also gives us an understanding of a variety of cultures, making us more informed and appreciative of the achievements of all people.

The processes and skills of Ancient History are valuable for students sitting Queensland Core Skills tests, providing contextual understanding, analytical, critical and evaluative skills particularly of written text. Students develop creativity and thinking skills applicable to employment and tertiary study. Debate and structured argument is an important and enjoyable adjunct to this subject.

ASSESSMENT

Research assignments, essays and document studies are used in each semester. Oral/Media presentations are also an effective means of assessing student performance. Field trips to The Abbey Museum, an archaeological dig and visits to the State Library and University of Queensland Antiquities Museum feature during the four semesters of Ancient History as does a Greek-Roman banquet, appropriate cinema experiences and city walks analysing Greek-Roman architecture. These experiences acquaint students with real life living history.

REQUIREMENTS

Students will require a note book, ring binder folder and plastic inserts.

BIOLOGY

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Science

COURSE OUTLINE

Biology provides students with an insight into the living world around them. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems.

Topics studied in Biology include:

- Biodiversity (Ecology)
- Human Impact on Ecosystems
- Cell Structure and Function
- Animal Physiology (with a focus on human physiology)
- Lifestyle Diseases
- Mammalian Reproduction and Biotechnology
- Homeostasis and Regulation
- Genetics
- Evolution
- Parasites and Pathogens
- Animal Behaviour

Practical work is an important aspect of Biology as it provides students with “hands-on” experience of the topics being studied.

PREREQUISITES

Students who have not attained a **Sound Achievement in Junior Science** often experience difficulties. Good comprehension and writing skills would be helpful.

ASSESSMENT

Students will undertake a variety of assessment tasks over the two years of study. These will include:

Formal tests

Field study reports

Assignments

Extended written tasks such as a magazine article, pamphlet

Extended Experimental Investigations

EXCURSIONS

Students will be expected to participate in a two day camp during Year 11. The cost of the camp will be approximately \$145.00. Work completed at the camp will form the basis for a summative assessment task. An excursion in Year 12 will be to a local site where students will undertake study in a relevant area as identified by the teacher. The cost of the excursion for Year 12 will be approximately \$25.

REQUIREMENTS

1 x 128 page A4 exercise book.

BUILDING AND CONSTRUCTION STUDIES

(QCAA Authority-Registered Subject)

4 QCE Credits

Course Outline

The Building and Construction course is designed to develop an appreciation and positive attitude towards some of the many construction methods used in the Building and Construction Industry. This course provides students with an insight into construction techniques and materials they may encounter in this Industry.

The course is designed to offer pathways for students who have completed Engineering and Construction skills in Year 10. It is also advantageous if students have an interest in the Building and Construction industries. Students who are not pursuing a 'Trade', may wish to participate in this course for the purpose of improving their practical skills to use later in life.

Year 11 Building and Construction Studies					
Year 11	Practical Units	Term 1	Term 2	Term 3	Term 4
			Carpentry (Wall framing)	Carpentry (Wall lining)	Plastering and Painting
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

Year 12 Building and Construction Studies					
Year 12	Practical Units	Term 1	Term 2	Term 3	Term 4
			Lunch Shelters Ground Layout, Concreting	Lunch Shelters Roof Framing, Roofing	Lunch Shelters Timber Slats, and painting
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. Whilst it is preferable to have engaged in Engineering and Construction skills in Year 10, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Building and Construction Studies will consist, firstly of the completion of the practical construction of a selected item. Then secondly the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.
- Students are also required to have an A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source specific materials which enhances their work. This is developed through the guidance of the classroom teacher.

BUSINESS COMMUNICATION AND TECHNOLOGIES

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business functions and practices through investigation and analysis of real-life situations.

The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

WHAT IS STUDIED?

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives.

The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students' knowledge and skills.

The following topics are covered over the 2 year course in years 11 and 12. They include:

- Business environments
- Managing people
- International business
- Workplace health, safety and sustainability
- Managing workplace information
- Financial administration
- Social media
- Events administration

HOW DO STUDENTS LEARN?

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

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

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes.

HOW ARE STUDENTS ASSESSED?

Students are assessed against standards described in terms of:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions

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

BSB20115 CERTIFICATE II IN BUSINESS

Registered Training Organisation Provider Number: 30406
(Vet Subject)



4 QCE Credits

* Correct at time of printing

COURSE OUTLINE

Students will undertake a Certificate II in Business which is a nationally recognised qualification studied over two years. This study area specification is designed to provide an understanding of the world of business in both public and private sectors. Students have the opportunity to understand issues associated with workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions.

Skills implicit in business and personal effectiveness include working in teams, demonstrating effective communication, organisational and interpersonal skills, as well as using a range of technologies. These skills are required to be performed with accuracy, a concern for quality, and a commitment to achieving goals and objectives.

Students may complete some tasks in a simulated business environment. This allows students the opportunity to gain the skills and knowledge required to work within the industry.

COMPETENCIES TO BE UNDERTAKEN

BSBCMM201	Communicate in the workplace
BSBCUS201	Deliver a service to customers
BSBIND201	Work effectively in a business environment
BSBINM201	Process and maintain workplace information
BSBINM202	Handle mail
BSBITU201	Produce simple word processed documents
BSBITU202	Create and use spreadsheets
BSBITU203	Communicate electronically
BSBWHS201	Contribute to health and safety of self and others
BSBWOR202	Organise and complete daily work activities
BSBWOR203	Work effectively with others
BSBWOR204	Use business technology

OPPORTUNITIES FOR STUDENTS

The learning experiences of this course are conducted within simulated and/or real business situations, and create opportunities for the modelling and practice of business language and procedures. Learning experiences may include:

- simulations involving business procedures
- using equipment available within the school
- using a variety of computer software
- participating in small group workshops
- role-plays
- debates and discussions

ASSESSMENT

Assessment techniques may include: observation of performance, practical office tasks (production of documents), written tasks (correspondence, reports), interactive quizzes, internet research activities, procedural applications, financial projects (quote comparisons). Within this approach, students will undertake competency-based assessment towards the achievement of the selected certificate. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

REQUIREMENTS

Students will require a USB drive and a ring binder folder with plastic pocket inserts for module work.

IMPORTANT

This document is to be read in conjunction with Mount Gravatt SHS VET Student Handbook and Policies and procedures. The handbook sets out the services and training products Mount Gravatt SHS (RTO #30406) provides and those services carried out by the RTO.

To access Mount Gravatt's Student VET Handbook, visit:

<https://mtgravattshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Registered Training Organisation Provider Number: 2508
(VET Subject)



8 QCE Credits

* Correct at time of printing

COURSE OUTLINE

The course consists of two components theory and practical. Students are to complete the theory assessment items to a satisfactory level and then seek work placement experience which may include childcare centres, kindergartens, pre-schools. During these work placement visits students are to seek feedback from their supervisors who will record it in their training booklets. The amount of hours a student is required to spend in the workplace will largely be determined by their level of competency displayed in the workplace. The average is approx **200 hours**. This allows students the opportunity to gain the skills and knowledge required to work within the industry. The course qualifies the students to work as an Assistant in childcare throughout Australia or as a Nanny.

UNITS OF COMPETENCY

CHCLEG001	Work legally and ethically
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE006	Support behaviour of children and young people
CHCECE012	Support children to connect with their world
CHCDIV001	Work with diverse people

PREREQUISITES

A keen desire to work and care for young children is vital for success within this course. It would be advantageous for students to have studied Child Growth and Development in Years 9 and 10 but this is not compulsory. This course is suitable for both male and female students who are thinking of a career in the areas of teaching (primary or secondary), early childhood (prep, day care or nanny-ing), nursing, caring for people with disabilities, or any career pathway pertaining to working with young people, communities, families and child services.

Students must be dedicated and self-motivated, as this is a requirement with both the theoretical and practical components of the course.

ASSESSMENT

Students are required to obtain a First Aid Certificate in class time

Written assignments

Folios

End of unit exams

Record training booklets, approximately 200 hours in a Child care centre

There will be a continuous updating of student achievement. The significant proportion of course time allocated for practical experiences will be reflected in the inclusion of a range of practically oriented assessment tasks i.e. written reports based upon field placements.

REQUIREMENTS

Please note this course is delivered as a partnership arrangement with an external registered training organisation, *Charlton Brown Pty Ltd*. It is a fee paying course of a total \$740. Once the Semester has commenced the money **will not be refunded.**

In October a deposit of \$185 will be required to confirm your place in the course. Over the next 16 months, three (3) instalments of \$185 will need to be paid to the Business Services Manager.

To complete the 200 hours of work placement experience, students will be required to:

- access the work experience weeks offered by the school in term 2 and 3 of each year
- attend during one lesson per week of class time, starting semester 2 , if the timetable allows
- attend during school holidays, if required, to make up any shortfall

IMPORTANT

This document is to be read in conjunction with Charlton Brown's Policy and Procedures. This can be obtained by contacting the teacher prior to enrolment.

CUA30113 CERTIFICATE III IN DANCE

Registered Training Organisation Provider Number: 1476

(VET Subject)

8 QCE Credits



* Correct at time of printing

COURSE OUTLINE

The Mount Gravatt High School Dance Excellence Program Cert III fosters excellence in dance, enhancing a student's chances of following a career in this art form. The aim of the course is to foster the specific talents and aspirations of each individual student, allowing all students, at an early age, the opportunity to develop their talent to its fullest potential. Mt Gravatt has a long history of success in the performing arts with many past students following professions in their specific art form. Students also explore a variety of theatrical styles focusing on the creation and presentation of performances.

This course when successfully completed contributes 8 of the 20 points required to attain a Queensland Certificate of Education. Students will be grouped in ability and stage of development where some provision may be appropriate for students to participate in composite classes across year levels. The enrolment in any one year of offer of the course will determine such arrangements.

The course is conducted by specialist teachers in the performing arts and complemented by selected workshops from professionals in this field. Students are immersed in a variety of dance genres focusing on choreography and performance:

- Jazz
- Post Modern
- Ritual
- Hip Hop
- Contemporary
- Broadway
- Funk
- Ballet

PREREQUISITES

A selection panel will review all applications, selected candidates will be short listed and:

- Required to provide documentary evidence of certificates, examination transcripts, contributions to school programs/events and /or broader community involvement.
- Complete a [Dance Program of Excellence Code of Responsibilities Contract](#) that both the student and parents must sign.

The dance excellence program provides a strong presence in the local community through showcase opportunities of outstanding productions within the school and at events such as the Royal National Association Exhibition, Mount Gravatt Show, and Eisteddfods which will continue to enhance performance skills.

Partnership with professional dance companies through workshops and performances are also component of the learning experiences.

UNITS OF COMPETENCY

Core Units

CUACHR301	Develop basic dance composition skills
CUADAN202	Incorporate artistic expression into basic dance performances
CUADAN301	Integrate rhythm in dance or movement technique
CUAIND301	Work effectively in the creative arts industry
CUAWHS301	Condition the body for dance performance
CUAPRF307	Develop performance techniques

Elective Units

7 elective units are also to be selected and undertaken. Students interested in undertaking Cert III in Dance should see the HOD of Performing Arts to receive a complete list of elective subjects.

OPPORTUNITIES

- It is anticipated students will make strong connections with independent artists and dance companies in the field to give guidance and support for the pathways to follow once graduated.
- Create opportunities to make a link with QUT Dance by participating in lessons if possible and to be exposed early to help with connections and entire into university courses.
- Become involved and support AUS dance which will allow students to be exposed to the information needed in the world of dance and be updated by becoming members.

ASSESSMENT

Appreciation Assessment (written)

Choreography Assessment

Performance Assessment

Technical Skills Assessment

REQUIREMENTS

Please note this course is delivered as a partnership arrangement with an external registered training organisation, *Australian Dance Performance Institute (ADPI)*. Please note this course is a fee paying course of a total of approx. \$1000 for the 2 year course. Once the Semester has commenced the money will not be refunded.

In October a deposit of \$300 will be required to confirm your place in the course. The balance of \$700 will be due in Term 1 of the following year.

IMPORTANT

This document is to be read in conjunction with ADPI's Policy and Procedures. This can be obtained by contacting the dance teacher prior to enrolment.

SIS30315 CERTIFICATE III IN FITNESS

Registered Training Organisation Provider Number: 31319

(VET Subject)

8 QCE Credits



* Correct at time of printing

COURSE OUTLINE

The course consists of both theory and practical Units of Competency. Students are to complete the theory assessment items to a satisfactory level to be deemed competent. In addition to this students must complete the adult client program as part of their practical component. Students must complete a mandatory 'outside subject' weekly component of **60 – 90 minutes for 10 weeks**. This includes coordination of fitness programs and services to a variety of clients, including adults (Structured Workplace Learning). This allows students the opportunity to gain the skills and knowledge required to work within the industry.

Through this course students will qualify as a fitness trainer. This course also provides a direct pathway into the Certificate IV in Fitness which qualifies them to be a personal trainer. The completion of this course will provide students that are OP ineligible with a QTAC selection rank. Currently, most Queensland tertiary institutions allocate a rank of 68 (approximately equivalent to an OP 15 depending on the year) to a completed Certificate III.

UNITS OF COMPETENCY

Core Units

SISFFIT001	Provide health screening and fitness orientation
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT003	Instruct fitness programs
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments

Electives (all elective and other units are completed as part of this course)

BSBRK401	Identify risk and apply risk management processes
HLTAID003	Provide first aid
HLTWHS001	Participate in workplace health and safety
SISFFIT006	Conduct fitness appraisals

PLUS (additional 3)

SISFFIT011	Instruct approved community fitness programs
SISSTPT303A	Conduct basic warm-up and cool-down programs
HLTAID001	Provide cardiopulmonary resuscitation

IMPORTANT

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

PREREQUISITES

A keen desire to work in the fitness industry is vital for success within this course. It would be advantageous for students to have studied Health & Physical Education – Foundation in Years 9 and 10 and achieved at a satisfactory level. This course is suitable for both male and female students who are thinking of a career in the health and fitness industry including personal training, group fitness instructing, coaching, physiotherapy, rehabilitation and physical education teaching.

Students must be dedicated and self-motivated with respect to both the theoretical and practical components of the course.

ASSESSMENT

Students to complete Unit of Competency – Provide First Aid (will be delivered during class time)

Written assignments

Exams

Adult client program – 10 weeks (60 – 90 mins/week)

There will be a continuous updating of student achievement. The significant proportion of course time allocated for practical experiences will be reflected in the inclusion of a range of practically oriented assessment tasks.

REQUIREMENTS

Please note this course is delivered as a partnership arrangement with an external registered training organisation, *Binnacle Training*. It is a fee paying course of a total \$360 for the 2 year course (inclusive of \$40.00 for First Aid Unit of Competency). Once the Semester has commenced the money **will not be refunded**. Please note that these fees are subject to change based on the number of students electing to do the course.

ICA20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

Registered Training Organisation Provider Number: 30406

(Vet Subject)

4 QCE Credits



* Correct at time of printing

COURSE OUTLINE

This nationally recognised qualification provides the foundation skills and knowledge to use information and communications technology in any industry. You will gain knowledge and develop skills that enable you to operate a computer and use software applications which could include packages for word processing, spreadsheets, databases, presentation packages, internet, email and basic web page construction. You will also learn about workplace communication, safe work practices and more.

A Certificate II in Information, Digital Media and Technology ICA20115 could be your pathway to an entry-level role within an organisation.

Possible job titles include:

- office assistant
- records assistant
- junior office support
- customer service representative
- helpdesk officer/technician
- sales support technician

UNITS OF COMPETENCY

BSBWHS201	Contribute to health and safety of self and others
BSBSUS201	Participate in environmentally sustainable work practices
ICAICT201	Use computer operating systems and hardware
ICAICT202	Work and communicate effectively in an IT environment
ICAICT203	Operate application software packages
ICAICT204	Operate a digital media technology package
ICAICT205	Design basic organisational documents using
ICAICT206	Install software applications
ICAICT209	Interact with ICT Clients
ICAICT301	Create user documentation
ICAICT303	Connect internal hardware components
ICASAS203	Connect hardware peripherals
ICAWEB201	Use social media tools for collaboration and engagement
ICPMM321	Capture a digital image

ASSESSMENT

The emphasis will be on using ICTs to solve real life problems. Assessment is of an on-going nature and consists primarily of project work completed in class.

REQUIREMENTS

Students will require a USB drive.

IMPORTANT

This document is to be read in conjunction with Mount Gravatt SHS VET Student Handbook and Policies and procedures. The Handbook sets out the services and training products Mount Gravatt SHS (RTO #30406) provides and those services carried out by the RTO.

To access Mount Gravatt's Student VET Handbook, visit:

<https://mtgravattshs.eq.edu.au/Curriculum/VocationalEducation/Pages/VocationalEducation.aspx>

CUA31015 CERTIFICATE III IN SCREEN & MEDIA

Registered Training Organisation Provider Number: 0275

(VET Subject)

8 QCE Credits



* Correct at time of printing

COURSE OUTLINE

The aim of the course is to provide students with well-rounded screen media skills including digital video camera use, directing, sound recording, audio manipulation, set design and lighting. This practical course is a great way to kick start studies in the industry. Mount Gravatt High School has a long history of success in the performing arts with many past students following professions in film and media.

UNITS OF COMPETENCY

Core Units

- CUAIND301 Work effectively in the creative arts industry
- BSBCRT301 Develop and extend critical and creative thinking skills
- BSBWHS201 Contribute to health and safety of self and others

Elective Units*

- CUAAIR302 Develop techniques for presenting to camera
- CUFAM201 Assist with a basic camera shoot
- CUFAM301 Shoot material for screen productions
- CUALGT301 Operate Basic Lighting
- CUFPOS201 Perform basic vision and sound editing
- CUASOU202 Perform basic sound editing
- CUASOU203 Assist with sound recordings
- CUADIG301 Prepare video assets

Term of Arrangement: The program would be offered over a 2 year period (4 semesters)

Pathway Options:

Certificate III in Media (Multimedia) – archival media technician, camera/lighting
Diploma of Screen and Media (Visual Effects) – visual effects artist, 3D animator, compositor, concept artist, motion graphic artist, 3D modeller/environment artist

University Pathways:

Bachelor of Games and Interactive Design – TAFE Queensland/University of Canberra
Bachelor of Graphic Design - TAFE Queensland/University of Canberra
Bachelor of Games and Interactive Design – Queensland University of Technology
Bachelor of Creative Arts – University of Southern Queensland

REQUIREMENTS

Please note this course is delivered as a partnership arrangement with an external registered training organisation, TAFE Queensland Brisbane. Please note this course is a fee paying course of a total of approx. \$600 + material costs for the 2 year course. Once the Semester has commenced the money will not be refunded.

In October a deposit of \$300 will be required to confirm your place in the course. The balance of \$300 will be due in Term 1 of the following year.

IMPORTANT

This document is to be read in conjunction with TAFE Brisbanes Policy and Procedures. This can be obtained by contacting the Media teacher prior to enrolment.

CHEMISTRY

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Science

COURSE OUTLINE

Chemistry is the study of the composition of matter and the changes it undergoes. This subject provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and opportunities to develop their scientific literacy. Through context-based units of work, students are able to relate the topics being studied to real-world, relevant situations e.g. students will investigate topical issues such as Global Warming and other chemical impacts on the environment.

Practical work is an important aspect of Chemistry as it provides students with “hands-on” experience of the topics being studied.

Topics covered in Chemistry include:

- Introductory Chemistry
- Stoichiometry
- Gases and the Atmosphere
- Water
- Chemical Periodicity and Bonding
- Energy Changes and Rates of Reaction
- Chemical Equilibrium; Acids and Bases
- Electrochemistry
- Organic Chemistry
- Polymers

PREREQUISITES

Students who have not attained at least a **High Level of Achievement in Junior Science** often experience difficulties. Students should be competent in mathematical skills. Students would benefit from study in Biology and Physics although neither subject is required.

ASSESSMENT

Students will undertake a variety of assessment tasks over the two years of study. These will include:

Formal Tests

Response to Stimulus

Practical Reports

Extended Response Tasks

Extended Experimental Investigations which involve students writing up a Scientific Report based on 4-6 weeks of experimental work

REQUIREMENTS

1 x 128 page A4 exercise book and a scientific calculator.

DANCE

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

WHY STUDY DANCE?

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

WHAT DO STUDENTS LEARN?

Students critically examine their experiences and understandings of dance and dance forms, exploring the interrelationship between practical and theoretical aspects of dance. Students learn to choreograph, perform and appreciate danceworks.

Through choreography and performance, students engage in problem solving and critical reflection in individual and group circumstances. Through choreography, students explore, manipulate, integrate and structure movement to reflect and intent which may be to create meaning, express personal or social ideas, tell stories and entertain. Through performance, students gain understanding of technical competencies and expressive skills. Students examine how and why dance reflects the contexts in which it is created by reflecting on, responding to and evaluating various dance genres and styles. Students then use these understandings to inform their dance making and appreciation of danceworks.

HOW DO STUDENTS LEARN?

Students learn **Choreography** by exploring, selecting and manipulating dance components and skills as well as seeing live and videoed performances. **Performance** is learned as the student employs the technical and expressive skills of dance to communicate an interpretation of intent. When critiquing dance and danceworks, students build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research necessary for **Appreciation**.

ASSESSMENT TECHNIQUES MAY INCLUDE THE FOLLOWING:

Choreography: the creation of danceworks, sections or movement sequences (devised individually and in pairs or groups) which may be a combination of improvised and prepared material, adapted from an existing dancework enhanced by non-movement components such as costumes and lighting and created for a target audience, e.g. age group, cultural group.

Performance: the performance of danceworks, sections or movement sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, a teacher-or-student-choreographed sequence under various conditions, e.g. settings, lighting, costumes, audience.

Appreciation: written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments, seminars, debates and panel discussions.

PREREQUISITES

At least a sound achievement in English, dance experience an advantage and willingness to perform in front of class and in public. Please note that the bulk of the course relies on contemporary style.

REQUIREMENTS

Students need to have apparel for class that allows freedom of movement:

Girls – Black singlet and black tights/leggings

Boys – Black t-shirt and black tracksuit pants

DRAMA

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

WHAT IS DRAMA ALL ABOUT?

Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places. You will use and develop your creativity, thinking skills and technical understandings about drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

COURSE OUTLINE

The program of work for Senior Drama includes: The Elements of Drama, Ancient Greek Theatre, Comedy, Directing, Australian Drama, Brecht/Epic Theatre, Theatre of the Absurd and Shakespeare.

In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities.

These activities include practical tasks, such as acting and directing, that allow you to demonstrate your ideas to your teacher and/or peers, and other non-practical tasks that allow you to present your ideas as written or spoken/signed work.

Practical work is the focus when presenting drama as an actor, and demonstrating drama you have formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama you have formed and created.

HOW WILL YOU LEARN?

Drama has three important aspects: creating drama, presenting drama as an actor, and critiquing drama performances.

To build your knowledge, understandings and skills across each of these aspects, you will learn about elements of drama, skills of drama and the conventions of a variety of dramatic forms and styles, including Realism.

You will use the knowledge, understanding and skills you have learnt to:

- create drama in different forms and styles to communicate your ideas (Forming)
- present drama performances to live audiences (Presenting)
- critique performances by professional companies (Responding)

HOW ARE STUDENTS ASSESSED?

Assessment in Drama gives you opportunities to demonstrate your knowledge, understandings and skills in creating drama, performing as an actor, and critiquing professionally produced drama performances in a variety of forms and styles.

In Year 12, you will be expected to complete two assessments for each aspect of the course, some of which will require extended writing.

PREREQUISITES

At least a Sound Achievement in English, imagination, willingness to perform in front of class and in public (solo/pair/group), and ability to work with others. Study of Drama in Years 9 and 10 is highly desirable.

REQUIREMENTS

Students will be required to provide their own costume and props for performances.

EARTH SCIENCE

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Science

COURSE OUTLINE

Earth Science involves the study of planet Earth, its dynamic systems, and its geological processes as well as the consequences of human interaction with Earth's systems.

Practical work is an important aspect of Earth Science as it provides students with "hands-on" experience of the topics being studied. Students participate in a wide range of activities in their investigation of environmental issues.

Students study a range of interesting and relevant topics which include:

- Astronomy
- Geological Processes: structure of the Earth, mineral identification
- Processes and land forms on the Earth's surface
- Palaeontology: fossils, dinosaurs
- Hazardous Earth Processes: volcanoes, earthquakes, tsunamis, meteor impact
- Human Impact on Environment
- Management of Earth's resources
- Geological Mapping

ASSESSMENT

Students will undertake a variety of assessment tasks over the two years of study. These will include:

Formal tests

Field study reports

Assignments

Extended written tasks such as essays

Practical tests

EXCURSIONS

Students will be expected to participate in at least two excursions per year. These will include one local excursion and one extended day excursion. The total cost of excursions in Earth Science will be approximately \$50.00 per year.

REQUIREMENTS

1 x 128 page A4 exercise book.

ECONOMICS

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Year 10 Economics unit

COURSE OUTLINE

Economics is the study of the flow of people and resources and how they impact on business both locally and globally. It no longer deals solely with the study of economic factors, but now has a major personal and business focus. The subject allows students to develop 'real life skills' that can be applied in other subjects and in their adult life. A "hands on" approach is undertaken, with the students encouraged to participate in a range of activities and field trips including, *'Man Vs Machine'* (Economics of Labour Unit), *'Sun, Surf and The Environment'* (Environmental Economics/Tourism) and the *Share Market Game* (Share Market Unit) to *Working with the disadvantaged and homeless* (Distribution of Wealth Unit). Students are challenged to analyse the world in which they live and become active participants instead of disengaged conformists.

The extensive media coverage of economic problems and events has, in recent years, highlighted the need for increased community awareness of the economic environment in which we live and the economic forces that impact on our lives.

Some topics of study are:

- Contemporary Economic Management
- Distribution of Income and Wealth
- Environment Economics/Tourism
- Economics of Government
- Stock Market
- Globalisation

PREREQUISITES

Students with an interest in business and in the analysis of economic factors will enjoy the subject. Studies in Years 8 to 10 SOSE will have provided students with the general analytical and expressive skills to succeed in Economics.

WHO SHOULD STUDY ECONOMICS?

This subject allows students to develop skills that they will need in other subjects throughout their senior years of school and can apply when they leave school, therefore preparing them for the "real world". This subject allows students to involve themselves in a wide range of field trips not offered in any other subject and to undertake "real life" activities that will allow them to develop their own opinions and views based upon criteria.

Economics provides us with:

- a deeper understanding of our own place in the modern world and our future direction in an ever growing and complex global environment;
- personal business "wiseness";
- critical abilities.

ASSESSMENT

Students can expect a combination of not less than three assessment pieces in a semester from the following: Objective/Short Answer Tests, Document/Response to Stimulus Tasks, Research Assignments, Essay and Field Trip/Practical Experience/Reports. Information and Communication Technology is a significant tool in presentation of assessment.

REQUIREMENTS

Students will require a ring binder folder, exercise book and calculator.

ENGINEERING SKILLS

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

The Engineering studies course is designed to develop an appreciation and positive attitude towards some of the many construction methods used in the Engineering industry. This course provides students with an insight into the experiences and materials they may encounter in industry.

The course is designed to offer pathways for students who have completed Engineering and Construction skills in Years 10, as well as any person interested in the Engineering industries. In Year 12 students will be involved in the construction of a box trailer. Students who are not pursuing a 'Trade', may wish to participate in this course for the purpose of improving their practical skills to use later in life.

Year 11 Engineering Studies					
Year 11	Practical Units	Term 1	Term 2	Term 3	Term 4
			Sheet metal (Tool box)	Metal fabrication (Car creeper)	Metal machining (Meat mallet)
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

Year 12 Engineering Studies					
Year 12	Practical Units	Term 1	Term 2	Term 3	Term 4
			Trailer – Sub Floor Assembly	Trailer – Floor Pan Walls	Trailer – Drawbar, Coupling and Running Gear
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. Whilst it is preferable to have engaged in Engineering and Construction studies in Year 10, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Engineering and Construction Studies will consist, firstly of the completion of the practical construction of a selected item, then secondly the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear the personal protective equipment. This can be purchased from the uniform shop. PPE consists of safety glasses and an apron. This is compulsory.
- Students are also required to have an A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source specific materials which enhances their work. This is developed through the guidance of the classroom teacher.

ENGLISH

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

The student should develop:

1. Skill in the use of language for various personal, practical, imaginative and communicative purposes.
2. Knowledge and understanding of the nature of language - its different forms, uses and rules - through a study of literature and the mass media.
3. Critical faculties, powers of discrimination and the ability to clarify personal views.
4. Skill in speaking to and writing for a variety of audiences, for a variety of purposes, in a variety of forms/genres.
5. Interest in and sensitivity to the possibilities of language.
6. Knowledge of the ways texts are constructed.

Semester units focus on the study of the language of print, sound, stage and screen. Throughout the course, students will study a range of texts including novels, plays, poetry and media from Australia and other countries. They will be encouraged to develop skills in speaking, and in writing in a variety of modes: narrative, descriptive, expository, persuasive, reporting, analytical and recounting.

PREREQUISITES

It is strongly recommended that a student should have achieved a high sound level of achievement in Year 10 English to perform satisfactorily in this subject. English Communication is an excellent alternative subject for students who are better suited to a more practical focus in their studies.

ASSESSMENT

In each of the four semesters, written tests and assignments and spoken assignments are set. The latest representative work of the student is used to determine the exit level of achievement. Students must make full use of the time given to them in class to monitor their drafting, complete their assignments and develop increasing independence.

REQUIREMENTS

Students will require 2 x 64page exercise books, 1 x USB, a pencil case with standard equipment and it is expected that students will own a dictionary and thesaurus.

ENGLISH COMMUNICATION

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

English Communication draws on elements of both general and vocational education. It is designed to assist students to improve potential for effective participation in the workplace and in fundamental life roles, by addressing three areas:

- work
- community
- leisure

The course is designed to foster awareness and understanding of community issues including the law, culture, health, leisure and responsibilities of youth and adults as active citizens within Australian society.

Students who require a more practical understanding of English for work-related purposes or who do not require QCAA Authority English for their future career are recommended to undertake this course.

PREREQUISITES

Nil

ASSESSMENT

Students are assessed in criteria based tasks which include written tests, assignments and spoken/multi-modal tasks. Submission of all tasks is mandatory.

These results are combined to award a final level of achievement.

REQUIREMENTS

Students will require 2 x 64page exercise books, 1 x USB, a pencil case with standard equipment and it is expected that students will own a dictionary and thesaurus.

FILM, TELEVISION and NEW MEDIA

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English

WHY STUDY FILM, TELEVISION and 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 already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Investigating “new” media is more than just investigating changes in technology and the ways it is used – it deals with existing technologies and developments in formats, genres and ways of representing the world. It also involves examining the “new” 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.

COURSE OUTLINE

Students study the design, production and critique of products by using five key concepts that operate in the contexts of production and use. These key concepts are:

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.

WHAT DO STUDENTS DO?

Students, for example, could:

- explore a range of products and contexts such as historical and contemporary, Australian and international, independent and mainstream, established media and new media
- make productions for real audiences, such as a local or school audience, an audience associated with a film festival or competition, or an online audience for their products
- take part in excursions to cinemas, film, TV and animation studios
- complete storyboards based on a film script/screenplay identifying different shots, angles, composition, timing and transitions
- design a product for different audiences, e.g. alternative, mainstream, fringe, resistant, niche, minority, youth, local, global

- investigate how community standards, decisions about public funding, and political decisions affect production and use
- compare the social and cultural conventions used in creating meaning in products made in two different countries
- analyse representations of characters in film
- use editing technologies to manipulate and juxtapose images produced by others to create various meanings and critique these
- make a product that incorporates the principles for successful interactivity
- plan and organise for productions
- solve technical and other problems

ASSESSMENT

Schools select from a wide range of assessment techniques to judge student achievement.

Designs for products include: written treatments, character outlines, three-column scripts, film script/screenplay, shooting script/shot list, storyboards. Two design suites per year as part of assessment.

Productions (whole or part) include: whole or sequence of a video; whole or segment of camera footage, editing, soundtrack; advertisement. Two productions for assessment in Year 11; three productions in Year 12.

Critiques include: extended writing (such as analytical essay, research assignment, report); oral presentation (such as review and seminar); moving-image media format. Two critiques per year for assessment.

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*.

REQUIREMENTS

Students will require a 64 page A4 exercise book and a 32GB SD Card.

Students will be asked to film in their own time to complete assessment tasks and may present their completed tasks at various school functions (Performing Arts Nights, Open Days, etc).

While equipment is supplied to all film and media students by the school, booking scheduling and requirements can impact on the student's time management and creative freedom. As such, we recommend the students look in to acquiring their own equipment.

FURNISHING SKILLS

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

The Furniture Studies course is designed to develop in students, an appreciation and positive attitude, towards some of the many construction methods used to build and finish furniture. It encourages students to consider the type of material and finish that may suit a particular décor. Participants are required to consider the impact the construction methods and material may have on the environment.

The course is designed to offer pathways for students who have completed Year 8 / 9 CDT and IDT or Year 10 Furniture skills, as well as any person interested in furniture construction and interior design. Students who are not looking for a career in the 'Trade' aspect of the course, may wish to participate for the sole purpose of improving their practical skills to use later in life.

Year 11 Furniture Studies				
Year 11	Practical Units	Assessment 1	Assessment 2	Assessment 3
		Chess Board	Lamp	Coffee table
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

Year 12 Furniture Studies				
Year 12	Practical Units	Assessment 1	Assessment 2	Assessment 3
		Funky Chair	Wall Clock	Restoration & Repurposing
	Theory Units	Integrated PowerPoint	Integrated PowerPoint	Integrated PowerPoint

PREREQUISITES

Students must be prepared to participate in all areas of the course – both practical and theoretical elements. While it is preferable to have engaged in IDT or CDT in the past, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Furniture Studies will consist, firstly of the completion of the practical construction of a selected item, then secondly the completion of the accompanying theoretical unit of work for each term.

REQUIREMENTS

- Each student will be required to wear the personal protective equipment which can be purchased from the uniform shop. PPE consists of safety glasses and an apron.
- Students are also required to have an A4 note book and a HB pencil with eraser.
- Students may from time to time be required to source materials to enhance their work through the guidance of the teacher.

GEOGRAPHY

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Year 10 Geography

COURSE OUTLINE

Geography is the study of human and natural interactions on earth. It no longer deals with just identifying capital cities of specific countries but provides a more in depth analysis of people, places and events that take place. It allows students to develop “real life skills” that can be applied in future years and also broadly across other subject areas. Wherever possible a “hands on approach” is undertaken with the students being offered a wide range of fantastic experiences from snorkelling with sharks at Sea World (Coastal Resource Management Unit) to Climbing the Story Bridge (Urban Renewal Unit). Students are encouraged and challenged to develop their own analytical and decision making skills by applying these to tasks ranging from running their own countries (using economic, social and political variables) to moving a family of four up from Melbourne and finding suitable accommodation based upon a range of criteria.

The themes are:

- Managing the Natural Environment
- People and Development
- Social Environments
- Resources and Environment

Significant resource acquisitions including new text and CD-ROM materials complement the existing resources. The introduction of digital still and movie cameras have also resulted in students being given greater access to a wider variety of resources in which to develop their technological skills. The Senior Geography units also allow students to conduct field trips with local community groups tackling local issues and also develop partnerships between the school and institutions such as Griffith University.

PREREQUISITES

Students with an interest in the observation and analysis of natural and human interactions will have an advantage. Students who are also motivated to participate in “hands on” activities such as field trips and are prepared to learn to manage their time for larger assessment items such as reports will also be suited to this subject. Years 8-10 SOSE students will have been provided with the necessary expressive and analytical skills required for success in this subject.

WHY SHOULD YOU TAKE GEOGRAPHY?

This subject allows students to develop skills that they will need in other subjects throughout their Senior Years of school and can apply when they leave school, therefore preparing them for the “real world”. This subject allows your child to involve themselves in a wide range of field trips not offered in any other subject and to undertake “real life” activities that will allow them to develop their own opinions and views based upon criteria.

ASSESSMENT

Students should expect a minimum of three to four assessment pieces per semester drawn from a combination of Objective/Short Answer Tests, Paragraphs/Essays, Practical Exercises, Field Reports, and Oral/Media Presentations.

REQUIREMENTS

Students will require a notebook.

GRAPHICS

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

The Graphics course is designed to develop an appreciation and positive attitude towards the **design process**. Graphics is a dynamic subject and encompasses an appreciation of some of the many areas in which the design process is used to solve a problem. Students use a variety of presentational technologies. These include annotated hand drawings, computer graphics programs, surveys and annotated research. Participants are required to consider the impact that their design solutions have on the environment. Graphics requires the development of higher order thinking skills, in for example, evaluation, analyse and synthesise.

This course is of benefit to students wishing to pursue careers or interests in architecture, engineering, industrial, interior or graphic design. Many students entering the trades also find the course to be beneficial.

Year 11 Graphics					
Year 11	Design Folios	Term 1	Term 2	Term 3	Term 4
		Industrial Design	Industrial Design	Built Environment (Architecture)	Built Environment (Architecture)
		Wooden interactive push toy	Redesign the skin of a battery power tool	Extended response exam	Landscape Architecture

Year 12 Graphics					
Year 12	Design Folios	Term 1	Term 2	Term 3	Term 4
		Built Environment Folio	Exam. Extended Response	Industrial Design Folio	Industrial Design
		Redesign an old workers cottage in Bulimba	Built Environment	Design a protective case for a personal electronic device	Design the Commonwealth Games batten for the Gold Coast

PREREQUISITES

Students must be prepared to participate in all areas of the course. This includes hand drawing and design, computer graphics and related technologies, which can include laser cutting and 3D printing at times. Whilst it is preferable to have engaged in Graphics in Years 9 and 10, it is not compulsory. A positive and determined attitude is the best prerequisite.

ASSESSMENT

Assessment in Graphics will consist of the completion of the designated Design Folios each term. This requires the student to use the relevant subject technologies.

REQUIREMENTS

- Students are also required to have an A4 note book and a HB pencil with eraser and ruler.
- School laptop device for home work.

HEALTH EDUCATION

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English, HPE and/or HPF

COURSE OUTLINE

Health Education is a subject that would interest students who are considering careers in health related fields including health policy development, health and safety laws and regulations, health advocacy, health information management, counselling, social work, health & physical education or exercise science, physiotherapy, nursing and medicine

The focus on Health Education at Mount Gravatt High is for students to develop, through an inquiry based approach to learning, an understanding of health in the context of society, and an understanding of the process for developing and promoting health for individuals, and their broader communities and countries.

The course is guided by general objectives which are grouped into four dimensions. The first three of these dimensions are the assessable general objectives with the fourth group not directly assessed.

COURSE CONTENT

Core contexts and possible health issues:

Year 11	Year 12
Personal Health: Dietary patterns, behaviours and external influences Body Image	Community Health: Road trauma Organ Donation
Peer Health: Acting against bullying project Risk Taking – Recreational Drugs/ Binge Drinking	Risk-taking behaviours
Family Health: Domestic violence Impact of Socio-Economic Status on dietary patterns and behaviours	Health of Specific Populations: Health Services in remote communities Disabled, elderly, aboriginal Young Care Year 12 School Leavers

The sequencing of units assists students to expand their view of health in society from personal empowerment to social advocacy and action. Students will move from an environment of structure and scaffolding in year 11, to developing more independence in selecting strategic resources, using selective feedback, and working independently on the final summative unit of work

TIME ALLOCATION

Health Education at Mount Gravatt High School is timetabled for three seventy minute lessons per week. This represents approximately sixty-five hours per semester allocated to study and assessment.

PREREQUISITES

As this course is theoretical in nature, it is advisable for students to have an interest in this area and the health issues surrounding personal, peer, family and community health.

ASSESSMENT

A collection of student responses to assessment pieces during the course of study are used to determine the attained level of achievement. Supervised written assessment, research assessment (action research projects, journal, analytical exposition) and multimodal or spoken presentations are the mandatory assessment instruments outlined in the syllabus.

REQUIREMENTS

A4 exercise book, pencils, pens, eraser, USB memory stick.

HOSPITALITY PRACTICES

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

As you study Hospitality Practices, you will learn core concepts and ideas that relate to core topics — 'Navigating the hospitality industry', 'Working effectively with others' and 'Hospitality in practice'. The core concepts and ideas and associated knowledge, understanding and skills are fundamental to the hospitality industry. The core topics are embedded into electives which provide opportunities to build on core concepts and ideas through the lens of the food and beverage sector of the hospitality industry. The electives are kitchen operations, beverage operations and service and food and beverage service. In addition to this students are given the opportunity to gain vocationally recognised certificates in Responsible Service of Alcohol (RSA) and Barista Services.

In Hospitality Practices you will learn through practical application, developing skills in food and/or beverage production and service, and working as an individual and part of a team to plan and implement events in a hospitality context. A course of study in Hospitality Practices can establish a basis for further education and employment in hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

COURSE CONTENT

Year 11	Year 12
<p>Unit 1: Introduction to Hospitality</p> <ul style="list-style-type: none"> • Coffee Culture - Cafes & mobile beverage operations • 'Drinks to go' and 'Coffee, Cake or Quiche? • Barista Course • RSA • The Coffee Shop Menu - food on the go. • Savoury & Sweet (sandwiches, soups, quiche & cakes) take away food from a coffee shop. 	<p>Unit 3: Fine Dining "What is fine dining?"</p> <ul style="list-style-type: none"> • Menu planning & writing different types of menus and where they are offered. • On trend plating techniques • Entrée, mains, desserts preparation & plating. • Restaurant reviews casual to fine dining. • Running a Fine Dining Restaurant • A la carte menu (pre-booked) approx. 50 people over 2 nights. • Production & Performance
<p>Unit 2: Hospitality Trends - casual Dining</p> <ul style="list-style-type: none"> • Focus on kitchen operations & range of food production & presentation skills for a casual dining environment. • Changing social trends/eco friendly establishments, recycling, minimal wastage. • Community connections - visit a wide variety of hospitality business organisations within the local community. • Buffet lunch pre-ordered sit down lunch (mains and desserts) 	<p>Unit 4: International Cuisine</p> <ul style="list-style-type: none"> • Pop up market food stalls • The impact of a Multicultural society on food choices and trends in dining. • Showcasing international cuisine <p>Unit 5 - Navigating the Hospitality Industry</p> <ul style="list-style-type: none"> • Application for current jobs within the hospitality industry/career opportunities. • Current Resume' • Work ready - personal grooming, personal attributes and interpersonal skills.

This course encourages the development of practical and theoretical skills, self-reliance, personal responsibility, management and cooperation through the preparation and service of food and beverages.

PREREQUISITES

A keen desire to learn about food preparation, function organisation and management is vital for success within this course. Students who have studied Contemporary Foods in Years 9 and 10 will find an easy transition into this subject.

ASSESSMENT

- Continuous assessment of practical cookery (both individual and team work)
- Projects
- Case Studies
- Investigations
- Multi modal presentations (individual and team work)
- Examinations
- Restaurant evenings, developing and running own business in relation to food
- Catering for school functions (sometimes out of school hours)
- Running own catering business

REQUIREMENTS

Students require a willingness to give up own personal time for preparation of functions. Students must be prepared for the emphasis on industrial practical cookery (it is not take home food cookery) and in most weeks will be expected to supply ingredients for practical work. Students will be expected to participate and assist in specific school functions throughout the year as a part of their practical assessment. Some personal cookery equipment e.g. take home containers, standard baking tray, cheese cake tin, carry bags, tea towels. Catering events uniform: black pants or skirt, white shirt, black bow tie.

INFORMATION TECHNOLOGY SYSTEMS

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and INDE

COURSE OUTLINE

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

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

The following topics are covered over the 2 year course in years 11 and 12. They include:

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

HOW DO STUDENTS LEARN?

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

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

HOW ARE STUDENTS ASSESSED?

Students are assessed against standards described in terms of:

- Knowledge and communication
- Design and development
- Implementation and evaluation

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

REQUIREMENTS

Students will require a USB drive.

JAPANESE

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English and Japanese or
B in Year 10 English (if Jpns not studied)

COURSE OUTLINE

Students with an interest in foreign languages and cultures will enjoy this subject. Studying a foreign language involves learning about people and culture. Study topics will be drawn from four key themes: *leisure*, recreation and human creativity; *school and post school* options; *social issues*; and *family and community*. Students will develop their skills of writing and reading in Japanese script throughout each of these units. They will also hone speaking skills.

Learning Experiences include:

- Cultural field-trips (including Japanese Film Festival, Asia Festival)
- Online communication with target language speakers
- Speaking and writing competitions
- Interaction with target language speakers at school (international students, visiting study groups)
- School-based incursions (Japanese cooking, calligraphy, tea ceremony, musical performances)
- Cultural analysis of arts and literature (Anime, Manga, Noh & Kabuki theatre, haiku)

Why study a language? What do students gain?

There is more to studying a foreign language than being able to speak it. It also offers a number of rewarding benefits:

- **Bonus Rank Points.** Students who complete Year 12 Japanese with a C level or better are awarded 2 to 4 bonus rank points by selected Australian Universities (including University of Queensland and Griffith University). Universities recognise the skills acquired by language learners as having developed intercultural awareness and communication that enable success in a global community.
- **Widens cultural understanding and develops new perspectives.** This enables greater success when engaging with the global community.
- **A competitive edge in the job market.** These skills are highly valued by many employers.
- Broadens travel opportunities and communication
- Develops a greater understanding of grammar in their own language

PREREQUISITES

Students who choose Japanese at Year 11 level, should have achieved at least a C level in both Japanese and English in Year 10, or a minimum B level in English if they have not studied Japanese in Year 10.

ASSESSMENT

Students will be expected to show their ability to communicate and comprehend the spoken and written language. This is achieved by students being assessed across the four macro-skills of reading, writing, listening and speaking at regular intervals throughout the course.

REQUIREMENTS

Students will require an A4 binder (96-page) notebook, a document wallet, plastic sleeves, general writing equipment and headphones.

LEGAL STUDIES

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Year 10 Legal Studies unit

COURSE OUTLINE

Although Legal Studies is not a course intended to teach “black letter law”, students will be exposed to the intent and effect of law as it stands in Australia. Legal Studies focuses upon legal issues arising out of community issues and having impact upon society.

Legal Studies is the study of how laws affect us as individuals and as members of organised society. Students are presented with studies of the law in three phases. The course is comprised of three areas of study within which are unit topics. Topics of study include:

- Foundation Studies – provides a working and applied knowledge of the origins of law, law making and its application. Unit topics include The Legal System, the Law Making Process, Criminal Law, Civil Law including Torts (Civil Wrongs) and Agreements (Contracts).
- Living with the Law – provides students with opportunities to investigate practical issues such as Consumerism, Family Law Issues, Employment Law, Technology and the Law.
- Independent Studies – provides students opportunity to investigate and research contemporary legal issues within society.

PREREQUISITES

Years 8 to 10 SOSE will have provided students with the requisite skills and knowledge to be successful at Legal Studies. Students who possess sound skills of expression will do well in Legal Studies.

WHO SHOULD TAKE LEGAL STUDIES?

The law impacts upon all of us regardless of our background, social status or occupation. Every activity we engage in and every relationship we enter is controlled in some way by law. Legal Studies provides an interesting and contemporary study of law and its impact on social activity that is applicable to everyone regardless of tertiary or vocational aspiration.

Students who have an interest in the law and its social relevance should consider Legal Studies. Students with post school interest in the fields of Business, Marketing, Accounting, Banking, Justice Studies, Government, politics or social service should in particular consider Legal Studies.

ASSESSMENT

Students should expect a minimum of two to three pieces of assessment per semester of both written and non-written form drawn from a combination of Document/Stimulus Material Interpretation, Research Assignments/Reports, Essays and Media Presentations. A field trip to the Courts in Year 11 and guest speakers are regular features of the two year course.

REQUIREMENTS

Students will require a ring binder folder, note book and pens. Students are also expected to become a member of the Queensland State Library. This is a free service and may be completed on line.

MATHEMATICS A

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 Core Mathematics

COURSE OUTLINE

Mathematics is an integral part of a general education. It is important in making informed decisions about everyday issues such as:

- choosing between different loan repayment schedules, or between different insurance plans;
- interpreting information in the media;
- reading maps or house plans;
- estimating quantities of materials.

Mathematics A provides the skills needed to make decisions which affect students' everyday lives. These skills are also called on in other subjects and provide a good general background for many areas of tertiary study.

The study of Mathematics A emphasises the development of positive attitudes towards a student's involvement in mathematics. This development is encouraged by an approach involving problem solving, applying concepts and skills, working systematically and logically and communicating with and about mathematics.

Mathematics A consists of core and elective topics.

Core topics are:

- Managing money I and II – bank interest, credit cards, loans, taxation, budgeting, investments;
- Elements of applied geometry – simple trigonometry, area and volume, latitude, longitude and time zones;
- Linking two and three dimensions – scale drawings and plans, estimation of quantities and costings;
- Data collection and presentation – graphical and tabular presentations, simple methods for describing and summarising data;
- Exploring and understanding data – summary statistics, simple probability, interpretation of reports in the media.

The elective topics are:

- Networks and queuing;
- Maps and compasses involving either navigation or land measurement – practical use of a variety of maps, compass bearings, orienteering, navigation, site plans.

Mathematics A students participate in a wide range of activities such as:

- investigating the efficient use of credit cards or the cost and upkeep of a swimming pool;
- designing a large car park or an optimum sprinkler system for a home garden;
- examining how statistics are used in the media, for example, in advertising or in weather reports;
- following an orienteering path and reading maps.

ASSESSMENT

In addition to formal examinations each term, students undertake an extended modelling and problem solving task or write a report on mathematical investigation.

A heavy emphasis is placed on communicating mathematically. Students are not only required to demonstrate computational ability; they also need to demonstrate an ability to analyse "real-life" mathematical problems, make informed decisions based on sound mathematical reasoning, and justify those decisions by communicating orally, and in writing, using appropriate mathematical language.

REQUIREMENTS

Sharp EL531XHBWH Scientific Calculator OR Casio FX82AUPLUS Scientific Calculator

Stationery – 1 x 256 page A4 exercise book, pens, pencils, ruler, eraser

Quality Geometry Equipment - compass, protractor

MATHEMATICS B

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 Extension Mathematics

COURSE OUTLINE

Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems. It is an essential component for effective participation in a rapidly changing society.

In Mathematics B, mathematical skills which form the basis for further study in mathematics are developed. These skills are needed not only in the traditional careers of engineering or the physical sciences, but also as tools in fields as diverse as agriculture, food technology, geography, biology, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment.

Mathematics B is designed to raise students' competencies in and confidences with using the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled workforce.

Students are given the opportunity to appreciate and experience the dynamic nature of mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

The course includes these topics:

- Introduction to functions – linear, trigonometric, periodic, power, exponential and logarithmic;
- Rates of change – instantaneous and average rates of change;
- Periodic functions and applications – recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions;
- Exponential and logarithmic functions and applications – exponential functions, logarithmic functions, the relationships between them, compound interest, annuities;
- Optimisation using derivatives – differentiation as a tool in a range of situations which involve the optimisation of continuous functions;
- Introduction to integration – applications of integration;
- Applied statistical analysis – types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

Students participate in a wide range of activities such as:

- discussing how instantaneous rates of change may be used to measure the sensitivity of the human body to various stimulants or sedatives;
- using computer software and graphing calculators e.g. in the investigation of optimal points and optimal values in life-related situations;
- investigating and developing mathematical models for repetitive situations such as tides heights, biorhythms and daily temperature;
- using appropriate statistical tools to analyse and interpret statistical data.

ASSESSMENT

In addition to formal examinations each term, students undertake an extended modelling and problem solving task or write a report on mathematical investigation.

A heavy emphasis is placed on communicating mathematically. Students are required to analyse problems in "real-life" contexts creating appropriate mathematical models, make informed decisions based on logical mathematical reasoning and justify those decisions in written prose and correct mathematical language.

REQUIREMENTS

Casio FX9860GAU+ OR Casio FX-CG20AU - Graphic Calculator (Use of a graphic calculator is mandated by QCAA)

Stationery – 1 x 256 page A4 exercise book, pens, pencils, ruler, eraser

MATHEMATICS C

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 Extension Mathematics

COURSE OUTLINE

Mathematics is an integral part of a general education. It plays an important role in many developments and decisions made in industry, commerce, government policy and planning, and has been central to nearly all major scientific and technological advances.

In Mathematics C, students are given the opportunity to extend their competency and confidence in Mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B. They are encouraged to recognise the dynamic nature of mathematics through problem solving and application in life-related contexts. Opportunities are provided for students to appreciate and experience the power of mathematics and to see the role it plays as a tool in modelling and understanding many aspects of the world's environment.

The additional rigour and structure of the mathematics required in Mathematics C can equip students with valuable skills which serve more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses e.g. Engineering, Information Technology, Natural and Physical Sciences, Medical and Health Sciences, Economics, Finance. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of mathematics at a tertiary level.

The course contains both Core and Option topics.

Core topics are:

- Introduction to groups;
- Real and complex number systems;
- Matrices and applications;
- Vectors and applications;
- Calculus;
- Structures and patterns.

Option topics are:

- Dynamics;
- Advanced Periodic and Exponential Functions.

Students participate in a wide range of activities such as:

- exploring the use of complex numbers in electric circuit theory, vibrating systems or aerofoil designs;
- investigating the application of matrices in economic models or game theory;
- predicting the most probable weather pattern by studying the changes over time of probabilities associated with weather conditions;
- comparing the forces used in various forms of locomotion such as walking, hopping, jogging and cycling;
- exploring the use of differential equations in carbon dating, radioactive decay, population growth and atmospheric conditions.

PREREQUISITES

Students studying "Mathematics C" must also be studying "Mathematics B".

Students gaining lower than a "B" rating in Year 10 Extension Mathematics and/or lack well developed skills in algebraic manipulation generally find this subject extremely difficult. Students also require well developed skills in 'comprehension' of written materials and in communicating through writing as well as using mathematical symbols.

ASSESSMENT

In addition to formal examinations each term, students undertake an extended modelling and problem solving task or write a report on mathematical investigation.

A heavy emphasis is placed on communicating mathematically. Students are required to analyse problems in "real-life" contexts creating appropriate mathematical models, make informed decisions based on logical mathematical reasoning and justify those decisions in written prose and correct mathematical language.

REQUIREMENTS

Casio FX9860GAU+ OR Casio FX-CG20AU - Graphic Calculator (Use of a graphic calculator is mandated by QCAA)

Stationery – 1 x 256 page A4 exercise book, pens, pencils, ruler, eraser

MODERN HISTORY

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English and Year 10 Modern History unit

COURSE OUTLINE

Modern History is an interpretive, explanatory discipline of the past that assists students to understand and make sense of the forces and influences that have shaped the modern world through the exercise of power, competing and conflicting interests and the motivations of a society. Investigations of the past allows students to refine their own values and commitments. Modern History expands and develops student knowledge, abilities and their ethical commitment as active citizens in shaping the future.

The three general objectives of history are:

- Planning and using the process of historical research
- Formulating historical knowledge through critical inquiry
- Communicating historical knowledge

The themes studied over the two year period will be:

- Studies of Power
- Studies of Ideas and Beliefs
- Studies of Change
- National History

Within these themes the following topics will be explored in detail.

- The Rwandan Genocide
- The Meiji Revolution in Japan
- Revolution in Russia in the early 1900's
- Dictators of the twentieth century: Stalin

PREREQUISITES

Years 8 to 10 SOSE will have provided students with the requisite skills and some of the background knowledge of this course. An interest in critical analysis of political and social ideologies would be an advantage. Students with sound communication skills can expect to do well in this subject.

WHO SHOULD STUDY MODERN HISTORY?

The study of History provides students with a great awareness of the world around them and an understanding that the actions of others can have indirect as well as direct impact upon their lives. A "sense of history" is a powerful tool and skill. Learning to be critical of the actions of institutions and individuals may assist students prevent future injustices being done from a community to global level. Modern History provides students with skills of citizenship and social responsibility.

ASSESSMENT

Students should expect at least two to four assessment pieces in any one semester drawn from a range of: Research Assignments/Reports, Document/Stimulus Tests, Short Answer Tests and Presentations.

REQUIREMENTS

Students will require a ring binder folder.

MUSIC

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

WHY STUDY MUSIC?

Music is a significant part of identity across 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

Students studying Senior Music explore a wide range of units over the two years of the course. In one year students study units including *"Time after time: the musical periods"*, *"Stage & Screen"*, *"Backpacking through the 20th & 21st Centuries"* and *"The Mix: Remix & Fusion"*. In the other year students further develop and demonstrate their skills in units including *"Cover It"*, *"Homebaked: an insight into the Australian music scene"*, *"Get Up, Stand Up: music as a force of social change"* and finally *"Beyond Tomorrow"*.

PREREQUISITES

- Completion of Year 9 and 10 Music is highly recommended
- Tuition in an instrument of own choice (vocal and/or instrumental)

ASSESSMENT

In Music, assessment includes:

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

REQUIREMENTS

A notebook, including manuscript paper

USB drive (at least 16GB)

Headphones

Students may be asked to attend various performances in their own time as part of their assessment and /or learning experiences.

Students may be asked to perform at various school functions (Performing Arts Nights, Open Days, Lunchtime concerts etc).

PHYSICAL EDUCATION

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English, HPE and/or HPF

COURSE OUTLINE

The Physical Education Program at Mount Gravatt High School focuses on the development of a student as an intelligent performer who exhibits the traits of a self-directed, interdependent and independent learner. The course is arranged around 2 guiding principles, that of *integration and personalisation*; and *sequence, complexity and increasing independence*. These principles ensure learning is developed in a continuum of complexity and sophistication over the course of study. Furthermore the use of personalisation, learning and authentic assessment enables students to make meaning of complex subject matter and provide links to real life experiences through the integration of theory in practical activities.

Learning experiences in Physical Education involve students in physical, written, oral and, where applicable, other modes of learning. An emphasis is placed on the learning taking place whilst engaged in selected physical activities – the interrelated concept of learning in, about and through physical activity is integral in the development of physically educated students.

The course is guided by general objectives which are grouped into four dimensions. The first three of these dimensions are the assessable general objectives with the fourth group not directly assessed.

Selected Categories of Physical Activities

Category	Performance Mode
Direct Interceptive (e.g. touch, soccer)	Team
Indirect Interceptive (e.g. volleyball, racquet sport)	Team
Performance (e.g. orienteering, golf)	Individual
Direct Interceptive (e.g. futsal, netball)	Team

The selected physical activities facilitate a wide range of learning experiences to students and through integration provide considerable scope in exploring the core subject matter. Each activity offers male and female students an equal opportunity and access to participate without interference from dominant and entrenched gender roles in physical activity. The physical and human resources of the school and local area provide opportunities for participation in these activities.

Subject matter is drawn from the physical categories and the three focus areas shown in Table 1, each with specific core subject matter to be addressed over the course of study.

Course Content

Subject Matter	Core Subject Matter
Focus Area A: Learning physical skills	<ul style="list-style-type: none">• Motor learning• Psychology• Biomechanics
Focus Area B: Processes and effects of training and exercise.	<ul style="list-style-type: none">• Energy Systems• Exercise physiology principles• Training program design
Focus Area C: Equity and access to exercise, sport and physical activity in Australian society.	<ul style="list-style-type: none">• Figueroa's Framework<ul style="list-style-type: none">- factors affecting equity and access at the individual level.- factors affecting equity and access at the interpersonal level.- factors affecting equity and access at the institutional level.- factors affecting equity and access at the structural level.- factors affecting equity and access at the cultural level.

The course recognises the developmental nature of learning with each of the selected physical activities experienced in Year 11, revisited in Year 12. This gives students the opportunity to pursue learning in each activity over an extended period, and in greater depth. Students are viewed as increasingly self-directed independent learners and teachers as facilitators of learning experiences.

Time Allocation

- Physical Education at Mount Gravatt High School is timetabled for three seventy minute lessons per week. This represents approximately sixty-five hours per semester allocated to study and assessment.
- Physical Education is essentially concerned with physical activity. To ensure a balance between learning in, about and through physical activity, fifty per cent of timetabled school time is devoted to active participation in physical activity.
- Equal time and emphasis is given to each of the four selected physical categories.

PREREQUISITES

As this course is physical in nature, it is advisable for students to have an interest in this area and to be able to participate fully in the designated physical activities.

ASSESSMENT

A collection of student responses to assessment pieces during the course of study are used to determine the attained level of achievement. Unseen exam essays, written / research assessments and multimodal or spoken presentations are the mandatory assessment instruments outlined in the syllabus.

REQUIREMENTS

A4 exercise book, pencils, pens, eraser, USB memory stick.

Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the school cap or bucket hat.

PHYSICS

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Science

COURSE OUTLINE

Physics is the study of the laws of nature that govern the behaviour of the universe, from the very smallest scales of sub-atomic particles to the very largest in cosmology. It applies these laws to the solution of practical problems and to the development of new technologies.

Students develop an understanding of physical phenomena by methods of inquiry that involve precise measurement, reproducible experimentation and mathematical relationships.

The following topics are studied during the four semesters:

- Measurement
- Motion in a Straight Line
- Projectile Motion
- Forces
- Energy
- Momentum
- Circular Motion
- Motion of Waves
- Light and Lenses
- Fluids and Heat
- Static Electricity
- Electricity
- Magnetism
- Electromagnetism
- Electronics
- Atomic Physics

Some of the concepts developed in one unit may be used in later units.

PREREQUISITES

Students who have not attained at least a High Achievement in Extension Maths and Science often experience difficulties. Students would benefit from study in Chemistry.

ASSESSMENT

Students will undertake a variety of assessment tasks over the two years of study. These will include:

Formal tests

Research tasks

Short experimental investigations into forces and motion, energy, optics and electromagnetism.

Extended experimental investigations which involve experimental design, measurement, construction of equipment e.g. air rockets, electronic circuits and analysis of data.

EXCURSION

As part of the Year 11 Physics program, students will be expected to participate in an excursion to Dreamworld where they investigate the physics principles involved in the operation of the different rides. The workbook completed during this excursion is later used as a stimulus for an assessment task. The cost of this excursion is approximately \$50.00.

REQUIREMENTS

1 x 128 page A4 exercise book and a scientific calculator.

PRE-VOCATIONAL MATHEMATICS

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

Rationale

Pre-vocational Mathematics is designed to introduce or reinforce basic mathematics concepts and techniques to a variety of students for whom the other mathematics courses are not appropriate. Mathematics underpins and contributes to essential skills for living in all aspects of modern-day life. The Pre-vocational Mathematics course aims to provide students with knowledge and skills in a range of basic numeracy and mathematical concepts and techniques. The course encourages students to take part in activities that show them how to cope with the demands of everyday life and to make informed decisions for action in their personal, work and social lives.

Outcomes

Students of Pre-vocational Mathematics should develop the ability to make decisions in the context of their life experiences. Reaching such decisions could involve:

- personally communicating in a variety of modes and media relevant to community life, workplace and recreation
- finding and gathering information by:
 - using community resources of information
 - measurement using units of length, mass, time, capacity etc.
 - reference to directories, tables, brochures, meters (for example, thermometers, household electric and gas meters, vehicle speedometers)
- accessing the mass media for information and entertainment
- reading and/or interpreting instructions, signs, symbols, graphs
- using communication, computer and other forms of technology appropriate to purpose
- budgeting, costing, saving, spending and investing money.

ASSESSMENT

Assessment in Pre-vocational Mathematics is drawn from three areas:

- Knowing – demonstrating knowledge of content, use of given rules and procedures
- Applying – using procedures to solve familiar problems
- Communicating – using everyday language and maths symbols to solve familiar problems.

Assessment involves mainly the continuous gathering of information on student performance rather than extended formal examinations. The majority of assessment is based on class work, student folios, practical work, computer generated presentations and group projects.

REQUIREMENTS

Calculator – Sharp EL-531WH

1 x 256 page A4 exercise book

Stationery – pens, pencils, eraser, ruler, scissors, glue stick

RECREATION

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

Recreation provides students with skills in recreation through the delivery of the study area core and a selection of units that are based on selected recreation pursuits and on the four core topics of the study area:

- Recreation, you & the community
- Physical activity and healthy living
- Health and safety in recreation
- Personal and interpersonal skills in recreation activities

No vocational modules are offered

The program of study of 220 hours comprises the following:

- study area core - 5 hours (mandatory)
- units of work - 205 hours minimum.

No vocational modules are offered

The units studied over the two year course of study are:

Year 11		Year 12	
1	Team Handball	3	Event management: Conducting Tournaments
	Strength & Conditioning – Resistance Training		Squash
2	Coaching your team	4	Archery
	Oz Tag/TRL		Sofcrosse/Hockey

PREREQUISITES

- An interest in being physically active.
- An enjoyment of outdoor pursuits.

ASSESSMENT

Students are assessed in performance tasks and undertake written (projects, investigations, research reports) and multimodal tasks to determine their level of achievement. Group work is emphasised in some assessment pieces.

REQUIREMENTS

A4 exercise book, pencils, pens, eraser, USB memory stick.

Each student will be required to wear the correct P.E. uniform to practical lessons. This uniform is outlined in the school uniform guide and includes the school cap or bucket hat.

SCIENCE21

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s):

C in Year 10 English and Science

COURSE OUTLINE

Science21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today's scientific and technological age.

The course is built on four "scientific priorities" – Technology, Health and well-being, Catalysts for discovery and Environment – and provides a wide range of interesting and relevant experiences for students.

Some of the topics studied in Science21 include:

- Disasters
- Forensic Science
- Car Accidents/Safety
- Life in Space
- Water Studies
- Diseases

Practical work is an important aspect of Science21 as it provides students with "hands-on" experience of the topics being studied.

PREREQUISITES

A **Sound Achievement in Junior Science** is recommended but not required. Good comprehension skills and clear expression would be helpful.

ASSESSMENT

Students will undertake a wide variety of assessment tasks over the two years of study. These will include:

Supervised written tests

Collections of work – field study reports, practical tests etc.

Extended response tasks

Extended experimental investigations

EXCURSIONS

Students will be expected to participate in at least two excursions per year. The approximate total cost of excursions in Science21 will be \$25.00 per year in Year 11 and \$60.00 in Year 12.

REQUIREMENTS

1 x 128 page A4 exercise book.

TOURISM

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

Tourism has become one of the world's biggest industries and its potential impact on societies and their economic and ecological future is enormous. The tourism industry is one of Australia's fastest growing industries. It has assumed increasing importance in Australian society as a source of expanding employment opportunities.

This course has been designed to support the needs of entrants into the tourism industry, to provide an introduction to a broad understanding of tourism, and to develop the personal and interpersonal skills that underpin employment in the tourism industry. It examines the dynamic nature of global tourism and the broader social, cultural, ecological and economic implications of sustainable tourism.

OPPORTUNITIES FOR STUDENTS

This course is designed to provide students with a variety of intellectual, technical, operational and workplace skills. It also enables students to gain an understanding of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

The tourism industry provides the context for students to understand the industry's workplace culture and practices, and also to develop the skills, processes and attitudes crucial for making valid decisions about career pathways. Students are also encouraged to investigate tourism as a source of leisure activity, life skills and as an avenue for further study.

Wherever possible, learning experiences will be conducted within simulated and/or real tourism situations, and should create opportunities for the modelling and practice of tourism language and procedures. Learning experiences may include:

- designing travel itineraries for clients
- preparing brochures
- preparing and presenting commentaries
- designing questionnaires, conducting surveys and interviews
- participating in structured work experience or in work "shadowing"
- visiting and comparing different kinds of tourism attractions
- role plays

ASSESSMENT

Assessment techniques may include: observation of performance, oral presentations, written tests, research reports, and practical tasks. Within this approach, assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, *Knowledge and Understanding, Reasoning, and Communication*. Students will be awarded a level of achievement based upon standards achieved in each of these criteria.

REQUIREMENTS

Students will require a note book and a ring binder folder with plastic pocket inserts for module work.

VISUAL ART

(QCAA Authority Subject)

4 QCE Credits

Pre-requisite(s): C in Year 10 English

COURSE OUTLINE

The program for Years 11 and 12 begins with a year's Introductory Visual Studies course. The second year will focus primarily on student responses to themes or concepts and will focus on the student's choices among photography, painting, computer graphics and illustration work.

The following are suggested areas of study:

- Visual Studies (Year 11 - all students)
- Drawing
- Installation
- Painting
- Photographic Art
- Computer Graphics and manipulation of images with Photoshop and other CAD programs
- 3D CAD
- Animation using programs such as Photoshop, Flash, 3D Studio Max, Blender etc

PREREQUISITES

Whilst it is an advantage to have studied Art in Year 9 and 10, it is not essential. The most valuable contribution to bring to Senior Art is interest and it is important to strive for a high standard.

ASSESSMENT

Assessment is divided between theory and practical with emphasis on the practical. Year 11 is perceived as developmental and formative. Assessment in Year 12 is summative and includes practical and written assignments.

REQUIREMENTS

- Pencils - 2 x 2B and 2 x HB pencils, mechanical pencils "Pacer" type are desirable for graphic exercises
- Eraser - Soft plastic
- Ruler - 1 x 30cm
- Sketch Books - 1 or 2 (for 2 year course) (An art diary may also be useful but is not a compulsory purchase.)
- Protective Clothing - an old shirt or large apron

Items submitted for assessment may be required to be held for departmental examination until April of the year following assessment.

VISUAL ARTS IN PRACTICE

(QCAA Authority-Registered Subject)

4 QCE Credits

COURSE OUTLINE

This subject would be best understood as the QCAA Authority subject Art with most of the theory elements taken out and a greater emphasis on purely practical work. Students will be expected to do research and also write artist's statements of 700 words for some of the units of work.

This subject would therefore suit the student who would like to participate in an Art course with less theoretical rigour than the Authority Subject Art. The subject would also suit the dedicated Art student who possibly wants to pursue post Senior Art courses and who would like to maximise Art subject contact time to prepare folios for college or university entry.

PREREQUISITES

The most valuable contributions to bring to Visual Arts in Practice is interest and a commitment to working diligently and it is important to strive for a high standard.

ASSESSMENT

Assessment will be based on a product component (making task) and a written component (writing task) or a Product Component only depending on the specific requirements of the units of work. In addition, specific units of work may require further objectives to be met.

REQUIREMENTS

- Pencils - 2 x 2B and 2 x HB pencils
- Eraser - Soft plastic
- Ruler - 1 x 30cm
- Sketch Books - 1 or 2 (for 2 year course) (An art diary may also be useful but is not a compulsory purchase)
- Protective Clothing - an old shirt or large apron (optional)

LINE STRUCTURES

The final line structure is dependent upon student choice. Initially, students will choose any six subjects, two of which must be an English and a Mathematics subject. From the overall student response, subjects will be offered (or withdrawn) and then grouped into lines.

NOTE:

1. Authority-Registered Subjects and VET subjects are not counted towards the OP Score.
2. Subjects may be withdrawn at the Principal's discretion based on staffing, student enrolments or facilities.
3. It is strongly suggested that students consider a seventh or alternative choice in case one of their chosen six is not available.
4. The following rules apply to students who complete a School Based Apprenticeship/Traineeship or TAFE study resulting in absence from school for one or more days a week.
 - OP Eligible students may choose 5 subjects
 - OP Ineligible students are to choose 6 subjects
 - Students who are absent from school for 2 days a week due to the SAT or TAFE course may choose 5 subjects.
 - Students may choose a maximum of two of the Manufacturing subjects (Construction, Engineering or Furnishing).