



# SUBJECT SELECTION BOOKLET

Year 11

2021

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### From the Deputy Principal – Preparing for Year 11

This booklet is designed for students and parents to help students prepare for Year 11. It contains important information and advice that should be considered carefully before making subject choices for Year 10 Semester Two and ultimately years 11 and 12.

The step from Year 10 to Year 11 is a big one. This phase of education has become more exciting with the rollout and continued refinements associated with the New QCE System in Queensland. 2021 will present our senior students with additional subject offerings and a refined tertiary entrance process to align Queensland with the rest of the nation, consisting of an extended assessment system and the inclusion of external assessment. The associated increase in the amount of time required for homework and private study is quite substantial. Additional implications for senior students include increased responsibility for regular, targeted study to ensure success is achieved.

Students at Pine Rivers State High School in Years 11 and 12, 2021 will each study:

- 6 subjects for 4 semesters
- Deeper Learning Program – educational enrichment program which explores a range of lifelong learning skills and practices – three of the 6Cs; Character, Citizenship and Coloration.

The six subjects will be chosen from the list offered in this booklet. Included in that list are subjects designed to cater for the full range of students' interests and abilities. There are academic subjects which will be chosen by students who plan to continue on to tertiary studies. Other subjects are more practical and are designed for those students who intend to enter directly into employment and/or training. All subjects offer the opportunity to develop important job and life skills. The full list of subjects offered by Pine Rivers SHS, appear in this booklet. In selecting from the list, students should be aware that subjects fall into the following categories:

- General Subjects
- Applied Subjects
- Vocational Education and Training (VET)

Students may choose to study any combination of subjects, depending on their career goals and pathways. However, there are advantages and prerequisites which should be considered for all General and some other subjects. These exist to help direct students into learning areas where they will enjoy success.

Each student should choose those subjects which seem appropriate to his/her needs, interests, abilities and future career plans. It should be noted that students are choosing a two-year course of study. Changing subject's mid-course may effect senior certification, so choose subjects wisely.

Pine Rivers State High School is well known for its curriculum diversity and its commitment to providing suitable pathways to cater for the whole range of our students. We wish you well in gathering all of the information, seeking advice from guidance officers, subject teachers, Heads of Department and making the best decision for the student.

**Murray Bowman**

**Deputy Principal – Senior Studies**

### From the Guidance Officer

The selection of appropriate subjects during Year 10 SET planning, can greatly influence your happiness and achievement in Years 11 &12 and provide the foundation for a successful transition to employment and /or tertiary education.

In selecting your senior subjects, it is useful to consider four major criteria.

1. **Your interests:** Students will generally achieve higher results in subjects which they enjoy and want to learn more about.
2. **Your capabilities:** Aptitude and success in Year 10 subjects is often a good indicator of your expected achievement results in Years 11 and 12. Please listen to your teachers / HOD's / GO's around what to expect in year 11 and 12 regarding work expectations. Ask questions, clarify any questions you may have before subject selection night – this may prevent the stress related to subject changes in the future. **Remember** you need to pass 20 semester units (12 of these from 3 subjects continuously studied across year 11 and 12) to gain your QCE. You need to pass one semester of Literacy and one semester of Numeracy in year 11 and 12 to meet the QCE criteria.
3. **Career Aspirations:** Some tertiary or vocational pathways have prerequisites and/ or assumed knowledge. Go to [www.qtac.edu.au](http://www.qtac.edu.au)
  - The QTAC websites lists tertiary courses delivered by all major, as well as a few minor, tertiary institutions. Go to course search and familiarise yourself with the prerequisites listed for your courses of interest.
  - P= Prerequisites refers to **mandatory** completion to be considered for that course.  
A= Assumed knowledge refers to the level of knowledge considered necessary for success in the first year of tertiary study.  
R= Recommended refers to subjects that provide good understanding of the course content.
  - MY Future ([myfuture.edu.au](http://myfuture.edu.au)) may help students explore and expand career ideas beyond further study post Year 12. This website provides up to date occupation outlines, pathways, availability and salary information. It also provides information on scholarships, financial assistance, volunteer opportunities and apprenticeships.
4. **Nature of subjects:**
  - Are you able to manage the time commitment necessary for success?
  - Are you comfortable giving oral presentations?
  - Do you prefer practical work or research based learning?
  - Can you write essays under exam conditions?
  - Think about your preferred learning style?

Please talk with class teachers and HODS to find out what your studies will entail – getting your selection right first time helps your transition to year 11 and 12.

**Hint:** If you are unsure: **Select subjects that allow you the greatest flexibility in career destinations.**

**Kirsty Lee & Greg Hale**

**Guidance Officers**



### SENIOR EDUCATION – THE BASICS

#### Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- QCE - Queensland Certificate of Education
- OR QCIA - Queensland Certificate of Individual Achievement (if eligible).

#### Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study.

#### Queensland Certificate of Education (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students at the end of Year 12. Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements by the end of year 12 can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

#### Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

#### Australian Tertiary Admission Rank - ATAR

Eligible students will be awarded an Australian Tertiary Admission Rank or ATAR. The ATAR will replace the OP.

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students and is used for the sole purpose of tertiary admission.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above accumulated their subject results within a five-year period. While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

### SUBJECT OPTIONS

Pine Rivers State High School offers General, Applied and Vocational Education and Training (VET) subjects. Students may also choose to participate in studies offered external to the school including VET, university head-start programs or school based apprenticeships/traineeships.

Results in General, Applied and VET subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject or Certificate III VET qualification, can be used in the calculation of a student's ATAR.

#### General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

#### Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

The three summative internal assessments are endorsed by the QCAA before they are used in school. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

#### Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabuses includes core topics and elective areas for study.

## 2021 Senior Phase of Learning Subject Information

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result.

Applied syllabuses do not use external assessment.

### Vocational Education and Training (VET)

Vocational Education and Training may be undertaken at school or through a registered training provider. The qualifications gained from VET are nationally accredited. The skills you gain will also allow you to enter the workforce and/or to move on to further vocational or academic studies. Certificate I to Advanced Diploma qualifications can be completed through VET.

Pine Rivers SHS has a proud reputation as a Registered Training Organisation (RTO Code 30423) and we also have partnership arrangements with external RTOs to deliver VET courses within the school timetable. Students can select these courses as part of their 6 subjects.

In addition to this, students may select a 7<sup>th</sup> subject to study which is delivered by an external RTO usually on a one day per week program. Institutions such as TAFE Qld, offer multiple qualifications which can be completed this way. They are often referred to as VET in Schools options.

Students wishing to take up this option, must still select 6 school based subjects and will be given the option to drop a school subject after one term of successful participation in the external study.

VETiS Funding is a government initiative and provides fee free access to some qualifications which have been identified as relating to a skill shortage area. Students may only complete one qualification which is funded this way so they must check how their preferred VET study is financed. We have indicated in this handbook which qualifications are VETiS funded however as a guide, if it delivered by PRSHS under our RTO scope or it is delivered by another RTO but there is a cost involved, it is not VETiS funded. If selecting a 7<sup>th</sup> VET subject with an external provider, the status of its funding will need to be considered.

### School-based apprenticeship and traineeships

School based apprenticeships or traineeships can be undertaken during the senior phase of learning. These are a combination of employment and training, based on industry standards, which can lead to nationally recognised qualifications under the Australian Qualifications Framework (AQF).

Interested students should speak to staff in the Senior Schooling Office for more details.

### University Study

Many universities offer the opportunity to gain experience and credit towards university study, while students complete their senior studies. This is particularly suitable for students who desire the extra challenge and academic stimulation that university study can provide and usually requires evidence of prior academic success of a "B" minimum in related school subjects. Students interested in this option are expected to investigate these courses themselves and to weigh up their suitability. It would be considered a 7<sup>th</sup> subject with students only permitted to drop a school subject after one term of successful participation.

Students should discuss this option during their SET plan interview and will need to apply through the Senior Schooling Office.

## PRE-REQUISITES FOR SUBJECTS

To ensure students are enabled for success within senior subjects the following prerequisites must be met. Pre-requisites may relate to minimum academic achievement in particular subjects or behaviour standards deemed suitable for safe working practices. They are clearly identified at the beginning of each subject outline.



## 2021 Senior Phase of Learning Subject Information

Evidence is taken from students' Term 1, Year 10 Reports for identification of meeting the pre-requisites. Students may apply directly to the HOD of the subject they wish to complete, if they did not meet the prerequisite but believe they should still be considered. The student must be able to demonstrate equivalency of meeting the prerequisite through later year 10 study or other prior experience.

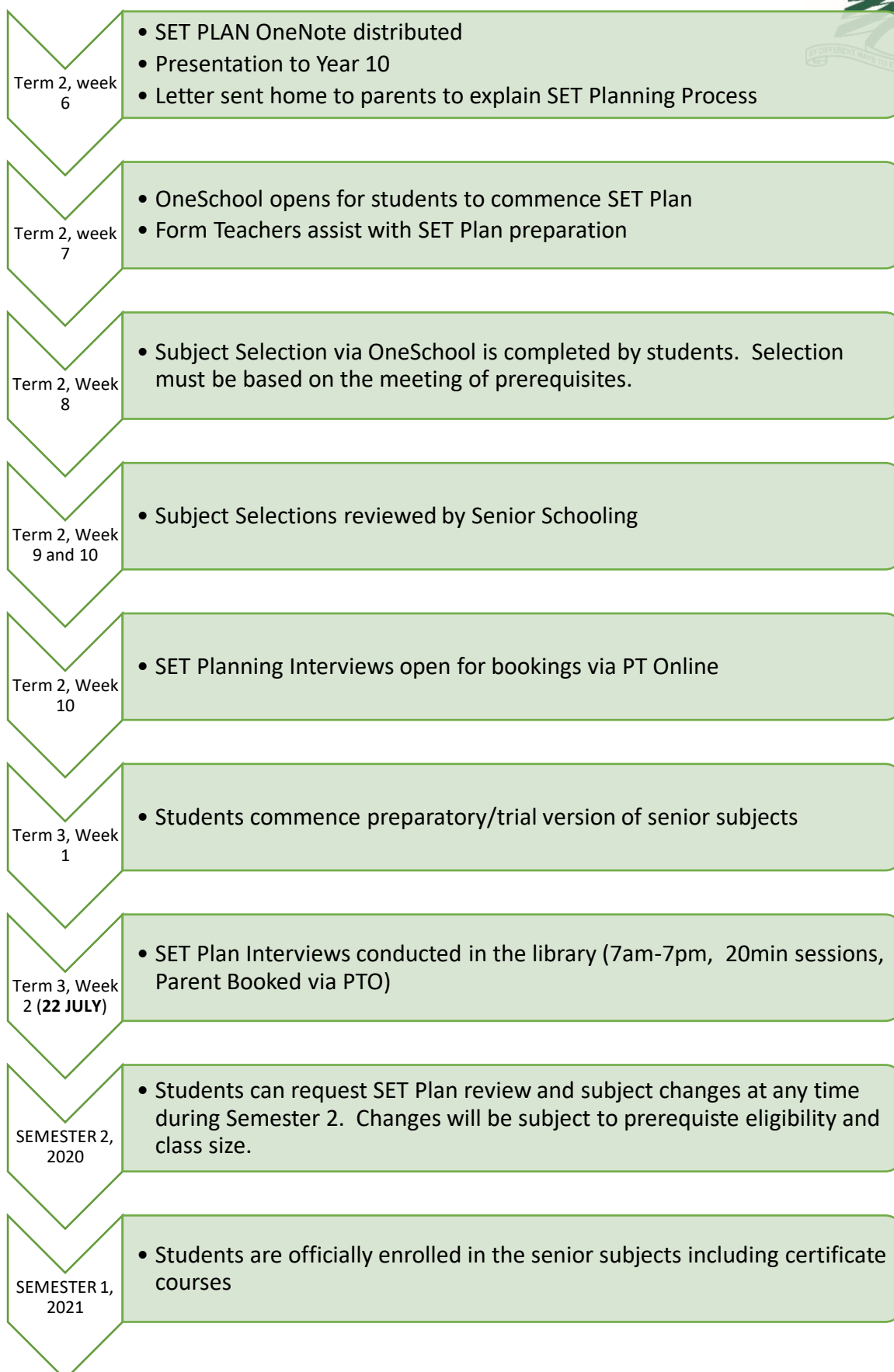
QCAA GENERAL SUBJECTS	PRE-REQUISITE/S – minimum standards
<b>Ancient History</b>	C in Year 10 English, B in Year 10 Humanities
<b>Biology</b>	C in Year 10 English, B in Year 10 Science
<b>Chemistry</b>	C in Year 10 English, B in Year 10 Science
<b>Dance</b>	C in Year 10 English, C in Year 10 Dance (preferred) or 9 Dance
<b>Digital Solutions</b>	C in Year 10 English
<b>Drama</b>	C in Year 10 English
<b>English</b>	C in Year 10 English
<b>Film, Television and New Media</b>	C in Year 10 English (year 10 Media is beneficial but not compulsory).
<b>Food And Nutrition</b>	C in Year 10 English
<b>General Mathematics</b>	C in Year 10 Core Mathematics
<b>Geography</b>	C in year 10 English AND B in year 10 Humanities OR B in year 10 Science
<b>Health</b>	C in Year 10 English
<b>Legal Studies</b>	C in year 10 English, B in year 10 Humanities
<b>Mathematical Methods</b>	C in Year 10 Extension Mathematics
<b>Modern History</b>	C in Year 10 English, B in Year 10 Humanities
<b>Music</b>	C in Year 10 English, C standard in Junior Music or private music tuition is recommended
<b>Music Extension (Yr 12 Only)</b>	<b>Academic Co-requisite:</b> Students are required to undertake Yr 11 and 12 Music
<b>Physical Education</b>	C in Year 10 English, recommended B or above for Year 9 or 10 HPE
<b>Physics</b>	B in Year 10 Science, C in Year 10 Maths Extension
<b>Psychology</b>	C in Year 10 English, B in Year 10 Science
<b>Specialist Mathematics</b>	C in Year 10 Extension Mathematics <b>Academic Co-requisite:</b> Mathematical Methods
QCAA APPLIED SUBJECTS	PRE-REQUISITE/S – minimum standards
<b>Engineering Skills</b>	Nil
<b>Essential English</b>	Nil
<b>Essential Mathematics</b>	<b>Academic Pre-requisite:</b> Nil – Students who study Foundation Mathematics in Year 10 must choose Essential Mathematics.

## 2021 Senior Phase of Learning Subject Information

<b>Fashion</b>	Nil
<b>Industrial Technology Skills</b>	<b>Behaviour Pre-requisite:</b> Student must be able to demonstrate safe behaviour suitable for the industry.
<b>Information and Communication Technology</b>	Nil
<b>Media Arts in Practice (Photography)</b>	Nil
<b>Science in Practice</b>	Nil
<b>Social and Community Studies</b>	Nil
<b>Sport and Recreation</b>	Nil
<b>Tourism</b>	Nil
<b>Visual Arts in Practice (Contemporary/pop culture)</b>	Nil

<b>VET Qualifications</b>	<b>PRE-REQUISITE/S – minimum standards</b>	<b>RTO</b>	<b>VETiS Funded (Students can only select one)</b>
<b>Certificate II in Business</b>	Nil	PRSHS	N- School RTO
<b>Certificate III in Business</b>	C in Year 10 English, C in Year 10 Core Maths	PRSHS	N - School RTO
<b>Certificate I in Construction</b>	<b>Behaviour Pre-requisite:</b> Student must be able to demonstrate safe behaviour suitable for the industry.	Blue Dog	Y
<b>Certificate II in Hospitality</b>	<b>Behaviour Pre-requisite:</b> Student must be able to demonstrate safe behaviour suitable for the industry.	Training Direct Australia	Y
<b>Certificate II in Outdoor Recreation</b>	<b>Behaviour Pre-requisite:</b> Student must be able and willing to swim.	PRSHS	N – School RTO
<b>Certificate III in Visual Arts (Fine Art)</b>	C in Year 10 English	PRSHS	N – School RTO

## SUBJECT SELECTION PROCESS



GENERAL SUBJECTS

## ANCIENT HISTORY (AHS)

### QCAA General Subject

**Academic Pre-requisite:** C in year 10 English, B in year 10 Humanities

#### Brief Description of Subject:

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

#### Course Overview

Semester	Unit Description	Assessment
2	Weapons and Warfare Personalities in their time	Investigation-independent source investigation Exam – short responses to historical sources
1	Investigating the Ancient World	Examination – essay in response to historical sources Investigation – Independent source investigation
2	Personalities in their times	Investigation – historical essay based on research Exam – short responses to historical sources
3	Reconstructing the Ancient World	Examination – essay in response to historical sources Investigation – Independent source investigation
4	People, Power and Authority	Investigation – historical essay based on research

## 2021 Senior Phase of Learning Subject Information

		External exam – short responses to historical sources
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### Expenses

Materials will be required as per the Stationery Requirements list. One excursion per year, at a moderate cost, is planned to observe collections and artefacts or to experience an archaeological dig.

# BIOLOGY

## QCAA General Subject

**Academic Pre-requisite:** B in year 10 Science, C in year 10 English

### Brief Description of Subject:

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life.

This knowledge is linked with the concepts of heredity and the continuity of life. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

This course of study is based on the recently developed Biology Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>.

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Students entering this subject must understand that it is an academically demanding study. Biology places a heavy emphasis on research and experimental activity. Students are given some class time to carry out practical investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Biology.

### Course Overview

Semester	Unit Description	Assessment	
		Internal	External
2 Year 10	<b>Preparation for Biology</b> <ul style="list-style-type: none"> <li>• Cells/Microscopes</li> <li>• Data Collection</li> <li>• Microbiology</li> <li>• Enzymes</li> <li>• Genetic diseases/testing</li> </ul>	Data Test Student experiment Research Task End of Semester Exam	



## 2021 Senior Phase of Learning Subject Information

1 Year 11	<b>Unit 1: Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>• Cell as the basis of life</li> <li>• Multicellular organisms</li> </ul>	Formative assessment(s) Possible items: Data test Student experiment	
2 Year 11	<b>Unit 2: Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>• Homeostasis</li> <li>• Infectious disease</li> </ul>	Formative assessment(s) Possible items: Research investigation Examination	
3 Year 12	<b>Unit 3: Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>• Describing Biodiversity</li> <li>• Ecosystem dynamics</li> </ul>	Summative assessment 1: Data test (10%) Summative assessment 2: Student experiment (20%)	Summative assessment: Examination (50%)
4 Year 12	<b>Unit 4: Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>• DNA, genes and the continuity of life</li> <li>• Continuity of life on Earth</li> </ul>	Summative assessment 3: Research investigation (20%)	

### Expenses:

A minimum of 5 hours of field work requires an excursion in Years 12. Costs will be to cover transport.

### Complementary Subjects:

English, Chemistry, Psychology, Physical Education

# CHEMISTRY

## QCAA General Subject

**Academic Pre-requisite:** B in year 10 Science, C in year 10 English

### Brief Description of Subject:

Chemistry is the study of materials and their properties and structure. Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds. Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. This course of study is based on the recently developed Chemistry Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Students entering this subject must understand that it is an academically demanding study. Chemistry places a heavy emphasis on research and experimental activity. Students are given some class time to carry out practical investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Chemistry.

### Course Overview:

Semester	Unit Description	Assessment	
		Internal	External
2 Year 10	<b>Preparation for Chemistry</b> <ul style="list-style-type: none"> <li>Bonding</li> <li>Chemical Reactions</li> <li>Energy Changes</li> </ul>	Data Test Student experiment Research Task End of Semester Exam	
1 Year 11	<b>Unit 1: Chemical fundamentals</b> <ul style="list-style-type: none"> <li>Properties and structures of atoms</li> <li>Properties and structures of materials</li> <li>Chemical reactions – reactants, products and energy change</li> </ul>	Formative assessment(s) Possible items: Data test  Student experiment	

## 2021 Senior Phase of Learning Subject Information

2 Year 11	<b>Unit 2: Molecular interactions and reactions</b> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	Formative assessment(s) Possible items: Research investigation  Examination	
3 Year 12	<b>Unit 3: Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	Summative assessment 1:  Data test (10%) Summative assessment 2: Student experiment (20%)	Summative assessment:
4 Year 12	<b>Unit 4: Structure, synthesis and design</b> <ul style="list-style-type: none"> <li>• Properties and structure of organic materials</li> <li>• Chemical synthesis and design</li> </ul>	Summative assessment 3: Research investigation (20%)	Examination (50%)

### Expenses:

There may be the opportunity to attend a lecture in Year 12 where students pay the public transport cost on the day.

### Complementary Subjects:

Biology, Physics, Psychology

# DANCE

## QCAA General Subject

**Academic Pre-requisite:** Min. "C" Year 10 English, min. "C" in Year 10 Dance (preferred) or 9 Dance

### Brief Description of Subject:

Dance fosters creative and expressive communication and allows students to develop important, lifelong skills. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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

Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

### Course Overview

Unit	Unit Description	Assessment
Prep	<p><b>Year 10</b></p> <p><b>Dance Downunder</b> An exploration of Australian Indigenous dance and its fusion with contemporary dance for the purpose of storytelling.</p> <p><b>Bright Lights</b> A study of musical theatre and its place in entertaining and engaging audiences across the globe.</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Choreography</li> <li>• Written Exam</li> </ul>
1	<p><b>Year 11</b></p> <p><b>Moving Bodies</b> How does dance communicate meaning for different purposes and in different contexts?</p> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- At least one other (Musical Theatre, Hip Hop, Jazz, Cultural)</li> </ul> <p><b>Subject Matter</b></p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> <li>• Performance (20%)</li> <li>• Choreography (20%)</li> </ul>

## 2021 Senior Phase of Learning Subject Information

	<ul style="list-style-type: none"> <li>- Meaning, purpose and context</li> <li>- Historical and Cultural origins of focus genres</li> </ul>	
2	<p><b>Year 11</b> <b>Moving Through Environments</b> How does the integration of the environment shape dance to communicate meaning?</p> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- At least one other (Musical Theatre, Hip Hop, Jazz)</li> </ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>- Physical dance environments including site specific dance</li> <li>- Virtual dance environments</li> </ul>	<ul style="list-style-type: none"> <li>• Dance project (35%) including choreography, performance and written response to the choreographic process</li> <li>• Internal exam – extended written (25%)</li> </ul>
3	<p><b>Year 12</b> <b>Moving Statements</b> How is dance used to communicate viewpoints?</p> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>- Contemporary</li> <li>- At least one other (Musical Theatre, Hip Hop, Jazz, Ballet)</li> </ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>- Social, Political and cultural influences on dance</li> </ul>	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Performance (20%)</li> <li>• Choreography (20%)</li> </ul>
4	<p><b>Year 12</b> <b>Moving My Way</b> How does dance communicate meaning for me?</p> <p><b>Genres</b></p> <ul style="list-style-type: none"> <li>- Fusion of movement styles</li> </ul> <p><b>Subject Matter</b></p> <ul style="list-style-type: none"> <li>- Developing a personal movement style</li> <li>- Personal viewpoints and influences on genre</li> </ul>	<p>Summative Assessment</p> <ul style="list-style-type: none"> <li>• Dance project (35%) including choreography, Performance and written response to the choreographic process</li> <li>• External exam – extended written (25%)</li> </ul>

### Expenses:

Students are highly encouraged to attend performances by professional companies, and the opportunity may arise for students to be taught by industry professionals. These events/opportunities will incur costs that will need to be covered by the students. Costs may also be incurred for costumes for school based and local performances (e.g. Dance Night) although these will be kept to a minimum.

### Complementary Subjects:

Students would strongly benefit from studying English.

# DIGITAL SOLUTIONS

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English

### Brief Description of Subject:

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

### Course Overview

Semester	Unit Description	Assessment
2	<b>Year 10 – Digital Solutions Prep</b> <ul style="list-style-type: none"> <li>• Introduction into computational, design and system</li> <li>• The role of hardware and software to secure data</li> <li>• Design, implement and evaluate digital solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> <li>• Project — digital solution</li> </ul>
1	<b>Year 11 - Creating with code</b> <ul style="list-style-type: none"> <li>• Understanding digital problems</li> <li>• User experiences and interfaces</li> <li>• Algorithms and programming techniques</li> <li>• Programmed solutions</li> </ul>	Formative internal assessment 1: <ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> </ul> Formative internal assessment 2: <ul style="list-style-type: none"> <li>• Project — digital solution</li> </ul>
2	<b>Year 11 - Application and data solutions</b> <ul style="list-style-type: none"> <li>• Data-driven problems and solution requirements</li> <li>• Data and programming techniques</li> <li>• Prototype data solutions</li> </ul>	Formative internal assessment 3: <ul style="list-style-type: none"> <li>• Project — folio</li> </ul> Formative internal assessment: <ul style="list-style-type: none"> <li>• Examination</li> </ul>
3	<b>Year 12 – Digital innovation</b> <ul style="list-style-type: none"> <li>• Interactions between users, data and digital systems</li> <li>• Real-world problems and solution requirements</li> <li>• Innovative digital solutions</li> </ul>	Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Investigation — technical proposal</li> </ul> Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project — digital solution</li> </ul>



## 2021 Senior Phase of Learning Subject Information

4	<b>Year 12 – Digital impacts</b> <ul style="list-style-type: none"><li>• Digital methods for exchanging data</li><li>• Complex digital data exchange problems and solution requirements</li><li>• Prototype digital data exchanges</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul> Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination</li></ul>
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**Expenses:** Excursion costs are to be determined as the need arises.

# DRAMA

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English, C in Year 10 Drama (preferred) or Year 9 Drama.

### Brief Description of Subject:

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

### Course Overview

Unit	Unit Description	Assessment
Prep	<p><b>Year 10</b></p> <p><b>Prepare</b></p> <p>How can we transform traditional performance and make it relevant to a modern audience?</p> <ul style="list-style-type: none"> <li>• Study of Shakespeare with specific focus on fight scene.</li> <li>• Transforming through the use of Physical Theatre and Contemporary practices including stage combat.</li> <li>• Associated conventions of styles and texts</li> </ul> <p>How can we use Drama to reflect the human condition?</p> <ul style="list-style-type: none"> <li>• Exploration of Magical Realism</li> <li>• Associated conventions of styles and texts</li> </ul>	<p>Extended written response under exam conditions.</p> <p>Group performance.</p>

## 2021 Senior Phase of Learning Subject Information

		Individual project – dramatic concept.
1	<p><b>Year 11</b> <b>Share</b> How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p>Formative internal assessment 1 (IA1): Performance (20%)</p> <p>Formative internal assessment 2 (IA2): Project — dramatic concept (20%)</p>
2	<p><b>Year 11</b> <b>Reflect</b> How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p>Formative internal assessment 3 (IA3): Project — practice-led project (35%)</p> <p>Formative internal assessment (IA4): Examination — extended response (25%)</p>
3	<p><b>Year 12</b> <b>Challenge</b> How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p>Summative internal assessment 1 (IA1): Performance (20%)</p> <p>Summative internal assessment 2 (IA2): Project — dramatic concept (20%)</p>
4	<p><b>Year 12</b> <b>Transform</b> How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>	<p>Summative internal assessment 3 (IA3): Project — practice-led project (35%)</p> <p>Summative external assessment (EA): Examination — extended response (25%)</p>

## 2021 Senior Phase of Learning Subject Information

**Expenses:** Students will attend live performances (approximately \$35 each) of professional theatre as a class group. This will help students develop their understanding of this subject. A Drama Retreat or extended workshop may carry an additional cost in Year 12 only.

**Complementary Subjects:**

Students would strongly benefit from studying English.

# ENGLISH

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English

### Brief Description of Subject:

The subject English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

This course of study is based on the 2019 English Syllabus which is available from

<https://www.qcaa.qld.edu.au/downloads/portal/syllabuses>

Students entering this subject should understand that it is an academically challenging subject, requiring close study of multiple literary texts.

### Course Overview

Semester	Unit Description	Assessment
1	<b>Unit 1</b> <b>Perspectives and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Formative internal assessment</b> <b>Assessment 1:</b> Extended response — written response for a public audience (25%) <b>Summative internal assessment</b> <b>Assessment 2:</b> Extended response — persuasive spoken response (25%)
2	<b>Unit 2</b> <b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Formative internal assessment</b> <b>Assessment 3:</b> Extended response — imaginative written response (25%) <b>Assessment 4:</b> Examination — analytical written response (25%)
3	<b>Unit 3</b> <b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Summative internal assessment</b> <b>Assessment 1:</b> Extended response — written response for a public audience (25%) <b>Summative internal assessment</b> <b>Assessment 2:</b> Extended response — persuasive spoken response (25%)
4	<b>Unit 4</b> <b>Close study of literary texts</b>	<b>Summative internal assessment</b> <b>Assessment 3:</b> Extended

## 2021 Senior Phase of Learning Subject Information

	<ul style="list-style-type: none"><li>• Engaging with literary texts from diverse times and places</li><li>• Responding to literary texts creatively and critically</li><li>• Creating imaginative and analytical texts</li></ul>	response — imaginative written response (25%) <b>Assessment 4:</b> Examination — analytical written response (25%)
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**Expenses:** All students are expected to have a BYOD, USB and students will also need to provide various stationery requirements such as books, pens etc.



# FILM, TELEVISION AND NEW MEDIA

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English (year 10 Media is beneficial but not compulsory).

### Brief Description of Subject:

Film, television and new media are our primary sources of information and entertainment. These forms foster creative and expressive communication and are important channels for educational and cultural exchanges. They are also fundamental to our self-expression and representation as individuals and as communities.

Film, television and new media explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students creatively apply these key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

This course aims at giving students critical literacy skills, enabling them to think, question, create and communicate media products. Students apply their understanding of technologies, languages and representations to critically evaluate how they affect institutions and specific audiences.

### Course Overview

Semester	Unit Description	Assessment
2	<p><b>Year 10</b>  <b>Getting to Know You – Cinematic Language</b>                      This unit gives students foundational filmmaking knowledge via an exploration of moving image media. Students will conceptualise, film and edit a short silent film before investigating the conventions and forms of Music videos. Through this most experimental of film forms students will further expand and build upon their knowledge and understanding of the key concepts underpinning moving image presentations -</p> <ul style="list-style-type: none"> <li>• Technologies</li> <li>• Languages</li> <li>- Film/music video codes and conventions</li> <li>• Representations</li> <li>- issues in music videos</li> <li>• Audiences</li> <li>Institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Written case study investigation focussing on how meaning is made via the use of film language conventions in a scene from Michel Hazanavicius' The Artist (2011)</li> <li>• Stylistic project (create a treatment for and produce a music video that challenges/conforms to conventional music video.</li> </ul>

## 2021 Senior Phase of Learning Subject Information

Unit 1 Foundation	<p><b>Year 11</b> <b>Concept: technologies</b></p> <ul style="list-style-type: none"> <li>• How are tools and associated processes used to create meaning?</li> </ul> <p>Concept: institutions</p> <ul style="list-style-type: none"> <li>• How are institutional practices influenced by social, political and economic factors?</li> </ul> <p>Concept: languages</p> <p>How do signs and symbols, codes and conventions create meaning</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Written case study investigation</li> <li>• Project — Treatment for genre sequence.</li> </ul>
Unit 2 Story Forms	<p><b>Year 11</b> <b>Concept: representations</b></p> <ul style="list-style-type: none"> <li>• How do representations function in story forms?</li> </ul> <p>Concept: audiences</p> <p>☐ How does the relationship between story forms and meaning change in different contexts?</p> <p>Concept: languages</p> <p>How are media languages used to construct stories?</p>	<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Extended response - examination</li> </ul> <p>☐ Project — genre sequence.</p>
Unit 3 Participation	<p><b>Year 12</b> <b>Concept: technologies</b></p> <ul style="list-style-type: none"> <li>• How do technologies enable or constrain participation?</li> </ul> <p><b>Concept: audiences</b></p> <ul style="list-style-type: none"> <li>• How do different contexts and purposes impact the participation of individuals and cultural groups?</li> </ul> <p><b>Concept: institutions</b></p> <ul style="list-style-type: none"> <li>• How is participation in institutional practices influenced by social, political and economic factors?</li> </ul>	<p><b>Summative Assessment</b> <b>Assessment 1 (IA1):</b> Case study investigation (15%)</p> <p><b>Assessment 2 (IA2):</b> Multi-platform project (25%)</p>
Unit 4 Identity	<p><b>Year 12</b> <b>Concept: technologies</b></p> <ul style="list-style-type: none"> <li>• How do media artists experiment with technological practices?</li> </ul> <p><b>Concept: representations</b></p> <ul style="list-style-type: none"> <li>• How do media artists portray people, places, events, ideas and emotions?</li> </ul> <p><b>Concept: languages</b></p> <ul style="list-style-type: none"> <li>• How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</li> </ul>	<p><b>Summative Assessment 3</b> <b>Assessment 3 (IA3):</b> Stylistic project (35%)</p> <p><b>Assessment 4 (EA):</b> Examination — extended response (25%)</p>

## 2021 Senior Phase of Learning Subject Information

### **Expenses:**

BYOD is necessary for this course – editing software is provided to students at no additional costs. SD cards will be needed. Additional costs for film festival entries are to be met by students who take up this option to enter into competitions.

# FOOD AND NUTRITION

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English

### Brief Description of Subject:

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life.

Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This subject challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Homework is regularly set and students are advised to study for approximately 2 hours per week. Whilst studying practical units additional homework is set.

### Course Overview

Semester	Unit Description	Assessment	
		Internal	External
2 Year 10	<p><b>Preparation course</b></p> <p>Students develop an understanding of the chemical and functional properties of vitamins and minerals, as well as food safety and preservation. Topics include:</p> <ul style="list-style-type: none"> <li>• The Food Machine</li> <li>• The Food System – production, processing, distribution, consumption, research &amp; development</li> <li>• Sustainability and waste management</li> <li>• Vitamins – food sources, protection</li> <li>• Minerals</li> <li>• Processing of vitamins &amp; minerals from food sources</li> <li>• Sensory evaluation of food</li> <li>• Food preservation techniques</li> </ul>	One formative internal assessment – End of semester exam	
1 Year 11	<p><b>Unit 1: Food science of vitamins, minerals and protein</b></p> <p>Students develop an understanding of the chemical and functional properties of vitamins, minerals and protein, as well as food safety, spoilage and preservation.</p>	Two formative internal assessments	

## 2021 Senior Phase of Learning Subject Information

2 Year 11	<p><b>Unit 2: Food drivers and emerging trends</b> Students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations.</p>	Two formative internal assessments	
3 Year 12	<p><b>Unit 3: Food science of carbohydrate and fat</b> Students develop knowledge about the chemical, functional and sensory properties of carbohydrate and fat, and food safety, food preservation techniques and spoilage.</p>	<p><b>Summative internal assessment 1:</b> Examination (20%) <b>Summative internal assessment 2:</b> Project — folio (25%)</p>	
4 Year 12	<p><b>Unit 4: Food solution development for nutrition consumer markets</b> Students develop an awareness of the interdisciplinary nature of food science, nutrition and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency and accessibility for the consumer, as well as considering the wider impacts and implications of the solution.</p>	<p><b>Summative internal assessment 3:</b> Project — folio (30%)</p>	<p><b>Summative external assessment:</b> Examination (25%)</p>

### Expenses

Excursions may be arranged if feasible. This will incur a cost for students. **Students must wear covered, non-porous footwear** when undertaking cooking activities in school kitchens. Students will need practical requirements for some units, e.g. food, which may be expensive. For success, students will require participation in practical work.

# GENERAL MATHEMATICS

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 Core Mathematics

### Brief Description of Subject:

General Mathematics' major domains are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the P–10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

### Pathways:

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts. General Mathematics is recommended for students seeking further study, training or work in the technical trades, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with a moderate demand in mathematics.

### Course Overview

Unit	Unit Description	Assessment
1	<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Topic 1: Consumer arithmetic</li> <li>• Topic 2: Shape and measurement</li> <li>• Topic 3: Linear equations and their graphs</li> </ul>	<b>Internal Assessment 1 (30%):</b> Formative Problem Solving & Modelling Task <b>Internal Assessment 2 (70%):</b> Formative internal examination



## 2021 Senior Phase of Learning Subject Information

2	<p><b>Applied trigonometry, algebra, matrices and univariate data</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Applications of trigonometry</li> <li>• Topic 2: Algebra and matrices</li> <li>• Topic 3: Univariate data analysis</li> </ul>	<p><b>Internal Assessment 3 (50%):</b> Formative internal examination  <b>Internal Assessment 4 (50%):</b> Formative internal examination</p>
3 & 4	<p><b>Bivariate data, sequences and change, and Earth geometry</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Bivariate data analysis</li> <li>• Topic 2: Time series analysis</li> <li>• Topic 3: Growth and decay in sequences</li> <li>• Topic 4: Earth geometry and time zones</li> </ul> <p><b>Investing and networking</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Loans, investments and annuities</li> <li>• Topic 2: Graphs and networks</li> <li>• Topic 3: Networks and decision mathematics</li> </ul>	<p><b>Internal Assessment 1 (20%):</b> Summative Problem Solving &amp; Modelling Task  <b>Internal Assessment 2 (15%):</b> Summative internal examination  <b>Internal Assessment 3 (15%):</b> Summative internal examination  <b>External Assessment (50%):</b> Summative external examination  <i>Note: Unit 3 &amp; 4 content will be assessed</i></p>

### Expenses:

Students are expected to provide their own scientific calculator (preferably Casio). A textbook is included as part of the Resource Hire Scheme while studying Mathematics A. There are excursions, tournaments and competitions that students will be able to participate in. The cost will be approximately \$10 per event, although the school may subsidise these events.

### Complementary Subjects:

Health, Physical Education, Design, Social and Community Studies, Industrial Graphics Skills, Early Childhood Studies, Fashion, ICT, Cert II/III Business, Cert II Retail, Cert I Construction.

## GEOGRAPHY (GEG)

### QCAA General Subject

**Academic Pre-requisite:** C in year 10 English AND B in year 10 Humanities OR B in year 10 Science

### Brief Description of Subject:

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

### Course Overview

Semester	Unit Description	Assessment
2	Introduction to Geography – Climate change and natural disasters	Investigation – data report Examination - combination response
1	Responding to risk and vulnerability in hazard zones	Examination – combination response Investigation – field report
2	Planning sustainable places	Investigation – data report Examination – combination response
3	Responding to land cover transformations	Examination – combination response Investigation – field report
4	Managing population change	Investigation – data report External Examination – combination response

**Expenses:** Materials will be required as per the Stationery Requirements list. One excursion per year, at a moderate cost, is planned to develop field skills.

# HEALTH

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English (C in Year 10 Health beneficial but not compulsory)

### Brief Description of Subject:

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. This course of study is based on the recently developed Health Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions. This subject is not classified as a Science, so is not a suitable prerequisite subject for primary teaching.

Students entering this subject must understand that it is an academically demanding study. Health places a heavy emphasis on research. Students are given some class time to carry out investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Health.

### Course Overview

Semester	Unit Description	Assessment	
		Internal	External
2 (Year 10)	<b>Preparation for Health</b> <b>Unit 1: Community Health - Sun Safety</b> <ul style="list-style-type: none"> <li>Investigate the PRSHS Sun Smart policy in regards to the Sun Safety issue in our school</li> </ul> <b>Unit 2: Domestic Violence</b>	Action Research Assignment  Exam essay – response to stimulus	
1 (Year 11)	<b>Unit 1: Resilience as a personal health resource</b>	Formative assessment Task 1: Investigation – Analytical	

## 2021 Senior Phase of Learning Subject Information

		Exposition Task 2: Examination- Extended response	
2 (Year 11)	<b>Unit 2: Peers and family as resources for healthy living</b> • Elective 1 Alcohol	Formative assessment Task 1: Action Research investigation Task 2: Examination – Extended Response	
3 (Year 12)	<b>Unit 3: Community as a resources for healthy living</b> • Elective 1: Homelessness	Summative assessment 1: Investigation – action research (25%) Summative assessment 2: Examination- Extended response (25%)	External Assessment: Examination – Extended Response (25%)
4 (Year 12)	<b>Unit 4: Respectful relationships in the post-schooling transition</b>	Summative assessment 3: Investigations – analytical exposition (25%)	

### Expenses:

Resilience Excursion – Year 11 Term 1. Half day excursion to Camp Warrawee North Pine, approx. cost \$36.00.

### Complementary Subjects:

Physical Education, Psychology, Biology

## LEGAL STUDIES (LEG)

### QCAA General Subject

**Academic Pre-requisite:** C in year 10 English, B in year 10 Humanities

### Brief Description of Subject:

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

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

### Course Overview

Semester	Unit Description	Assessment
2 Year 10	Legal foundations – Justice in the 21 <sup>st</sup> Century	Investigation – inquiry report Investigation – argumentative essay
1 Year 11	Beyond Reasonable Doubt – Crime and the Law	Examination – combination response Investigation – inquiry report
2 Year 11	Balance of Probabilities – Civil law disputes	Investigation – argumentative essay Examination – combination response
3 Year 12	Law, governance and change – government and law reform	Examination – combination response Investigation – inquiry report
4 Year 12	Human rights in legal contexts	Investigation – argumentative essay External Examination – combination response

### Expenses

One excursion per year at a moderate cost may be planned.

# MATHEMATICAL METHODS

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 Extension Mathematics

### Brief Description of Subject:

Mathematical Methods' major domains are Algebra, Functions, Relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P-10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

### Pathways:

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

### Course Overview

Semester	Unit Description	Assessment
1	<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Arithmetic and geometric sequences and series 1</li> <li>• Topic 2: Functions and graphs</li> <li>• Topic 3: Counting and probability</li> <li>• Topic 4: Exponential functions 1</li> <li>• Topic 5: Arithmetic and geometric sequences 2</li> </ul>	<b>Internal Assessment 1 (30%):</b> Formative Problem Solving & Modelling Task <b>Internal Assessment 2 (70%):</b> Formative internal examination
2	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Exponential functions 2</li> <li>• Topic 2: The logarithmic function 1</li> <li>• Topic 3: Trigonometric functions 1</li> <li>• Topic 4: Introduction to differential calculus</li> <li>• Topic 5: Further differentiation and applications 1</li> <li>• Topic 6: Discrete random variables 1</li> </ul>	<b>Internal Assessment 3 (50%):</b> Formative internal examination <b>Internal Assessment 4 (50%):</b> Formative internal examination

## 2021 Senior Phase of Learning Subject Information

3 & 4	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• Topic 1: The logarithmic function 2</li> <li>• Topic 2: Further differentiation and applications 2</li> <li>• Topic 3: Integrals</li> </ul>	<b>Internal Assessment 1 (20%):</b> Summative Problem Solving & Modelling Task <b>Internal Assessment 2 (15%):</b> Summative internal examination <b>Internal Assessment 3 (15%):</b> Summative internal examination <b>External Assessment (50%):</b> Summative external examination <i>Note: Unit 3 &amp; 4 content will be assessed</i>
	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Topic 1: Further differentiation and applications 3</li> <li>• Topic 2: Trigonometric functions 2</li> <li>• Topic 3: Discrete random variables 2</li> <li>• Topic 4: Continuous random variables and the normal distribution</li> <li>• Topic 5: Interval estimates for proportions</li> </ul>	

### Expenses:

A textbook and Casio graphing calculator are included as part of the Resource Hire Scheme while studying Mathematical Methods. There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10.00 per event, although the school may subsidise some of these.

### Complementary Subjects:

Specialist Mathematics, Engineering, Physics, Chemistry, Biology, Psychology, Digital Solutions.

# MODERN HISTORY

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English, B in Year 10 Humanities

### Brief Description of Subject:

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Course Overview

Semester	Unit Description	Assessment
2	Introduction to Modern History – Ideas and Movements	Investigation – independent source investigation Historical Essay
1	Ideas in the Modern World	Essay in response to historical sources Investigation – independent source investigation
2	Movements in the Modern World	Investigation – historical essay based on research Exam – short responses to historical sources
3	National experiences in the Modern World	Essay in response to historical sources Investigation – independent source investigation
4	International experiences in the Modern World	Investigation – historical essay based on research External exam – short responses to historical sources

**Expenses:** Materials will be required as per the Stationery Requirements list.



# MUSIC

**QCAA General Subject**

**Academic Pre-requisite:** C in Year 10 English, C standard in Junior Music or private music tuition is recommended

**Brief Description of Subject:**

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). In Music, students develop highly transferable skills and the capacity for flexible thinking and doing. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

**Course Overview**

Semester	Unit Description	Assessment
2	<p><b>Year 10</b></p> <p><b>Music Technology and Innovations</b></p> <p>Technological advances continue to change the way in which musicians work, both in terms of the instruments they play and use, and the means by which they create, record and share their compositions, performances and music ideas. Musicians have access to a wide range of new instruments and sounds, as well as the means to record and manipulate sounds. This unit explores innovations in music from the 20<sup>th</sup> Century and 21<sup>st</sup> Century, with a particular focus on technological advances and platforms.</p>	<p>Integrated project combining:</p> <p>Responding</p> <p>and</p> <p>Making/Composing</p> <p>or</p> <p>Making/Performing</p>
1	<p><b>Year 11</b></p> <p><b>Designs</b></p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? Students engage with a variety of repertoire to develop a greater awareness of the stylistic considerations that inform the music they compose and perform.</p>	<p>Internal assessment 1 (IA1):</p> <p>Performance (20%)</p> <p>Internal assessment 2 (IA2):</p> <p>Composition (20%)</p>

## 2021 Senior Phase of Learning Subject Information

2	<p><b>Year 11</b></p> <p><b>Identities</b></p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? In this unit, students will develop their understanding about the expression of identity in music through exploration of repertoire in the following contexts: cultural, political, social, personal.</p>	<p>Internal assessment 3 (IA3): Integrated Project (35%)</p> <p>Internal assessment 4 (IA4): Examination – Extended Response (35%)</p>
3	<p><b>Year 12</b></p> <p><b>Innovations</b></p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? In this unit, students make and respond to music that demonstrates innovative use of music elements and concepts, and learn about how these ideas are used to communicate new meanings. They study the ways in which music traditions have been challenged, further developed or reconceptualised to represent, reflect and even shape cultural, societal and technological change.</p>	<p>Internal assessment 1 (IA1): Performance (20%)</p> <p>Internal assessment 2 (IA2): Composition (20%)</p>
4	<p><b>Year 12</b></p> <p><b>Narratives</b></p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? In this unit, students develop their understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music.</p>	<p>Internal assessment 3 (IA3): Integrated Project (35%)</p>
	<p><b>Year 12</b></p> <p>Units 3 and 4</p>	<p>External assessment (EA): Examination (25%)</p>

### Expenses

Students may be required to attend live performances, workshops, music camps and tours, which may incur a cost. See Music teacher for more details.

### Complementary Subjects

Music Extension (Year 12 only).

## MUSIC EXTENSION (Year 12 only)

### QCAA General Subject

**Academic Pre-requisite:** Students are required to undertake Yr 11 and 12 Music

### Brief Description of Subject:

Music Extension (Performance/Composition/Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise.

**Students select one specialisation only**, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

### Course Overview

Semester	Unit Description	Assessment
3	<b>Year 12</b> Explore: Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Composition 1 20 %</li> </ul> Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Composition 2 20 %</li> </ul>
4	<b>Year 12</b> Emerge: Key idea 3: Independent best practice	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Composition project 35%</li> </ul> Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination – extended response 25%</li> </ul>

## 2021 Senior Phase of Learning Subject Information

### **Expenses:**

Students may be required to attend live performances, workshops which may incur a cost. See teacher for more details.

### **Complementary Subjects:**

Senior Music

## PHYSICAL EDUCATION (PED)

### QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English, recommended B or above for Year 9 or 10 HPE

### Brief Description of Subject:

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education is also delivered through deep learning in three dimensions: about, through and in physical activity contexts.

Students learn through experience using the three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome. This course of study is based on the Physical Education (2019) Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Students must be prepared to engage in both physical and written tasks in **ALL** lessons, as often these will be integrated.

### Course Overview

Semester	Unit Description	Assessment
2 Year 10	Energy Systems (Netball) Biomechanics (Badminton)	Project – folio Examination – combined response
1 Year 11	Topic 1: Motor Learning (Volleyball) Topic 2: Functional Anatomy and Biomechanics (Badminton)	Project - folio Examination – combined response
2 Year 11	Topic 1: Sport Psychology (Netball) Topic 2: Equity – barriers and enablers	Project – folio Investigation - report
3 Year 12	Topic 1: Tactical Awareness (Volleyball) Topic 2: Ethics and integrity	Project – folio Investigation - report

## 2021 Senior Phase of Learning Subject Information

4 Year 12	Topic: Energy, fitness and training (Netball)	Project – folio  Examination – combined response
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\* Please note: Units in Year 11 and 12 are not delivered in the order prescribed above.

### **Expenses**

There may be extra minor costs associated with excursions and incursions.

### **Complementary Subjects**

English, Health

# PHYSICS

## QCAA General Subject

**Academic Pre-requisite:** B in Year 10 Science, C in Year 10 Maths Extension

### Brief Description of Subject:

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

This course of study is based on the recently developed Physics Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Students entering this subject must understand that it is a highly academically, demanding study. Physics is primarily a pre-tertiary course. Maximum learning engagement in class and significant amounts of work out of class are essential for success. Four hours of quality out of class work per week would be an average commitment.

### Course Overview

Semester	Unit Description	Assessment	
		Internal	External
2 Year 10	<b>Preparation for Physics</b> <ul style="list-style-type: none"> <li>• Heating Processes</li> <li>• Ionising Radiation and Nuclear Reactions</li> <li>• Electrical Circuits.</li> </ul>	Data Test Student experiment Research Task End of Semester Exam	

## 2021 Senior Phase of Learning Subject Information

1 Year 11	<b>Unit 1: Thermal, nuclear, &amp; electrical physics</b> <ul style="list-style-type: none"> <li>• Heating processes</li> <li>• Ionising radiation &amp; nuclear reactions</li> <li>• Electrical circuits</li> </ul>	<b>Formative assessment(s)</b> Possible items: Data test Student experiment	
2 Year 11	<b>Unit 2: Linear motion &amp; waves</b> <ul style="list-style-type: none"> <li>• Linear motion &amp; force</li> <li>• Waves</li> </ul>	<b>Formative assessment(s)</b> Possible items: Research investigation Examination	
3 Year 12	<b>Unit 3: Gravity &amp; electromagnetism</b> <ul style="list-style-type: none"> <li>• Gravity &amp; motion</li> <li>• Electromagnetism</li> </ul>	<b>Summative assessment 1:</b> Data test (10%) <b>Summative assessment 2:</b> Student experiment (20%)	<b>Summative assessment:</b> Examination (50%)
4 Year 12	<b>Unit 4: Revolutions in modern physics</b> <ul style="list-style-type: none"> <li>• Special relativity</li> <li>• Quantum theory</li> <li>• The Standard Model</li> </ul>	<b>Summative assessment 3:</b> Research investigation (20%)	

### Complementary Subjects

Mathematical Methods, Specialist Mathematics, Chemistry, Biology



# PSYCHOLOGY

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 English, B in Year 10 Science

### Brief Description of Subject:

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology. Students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education. This course of study is based on the recently developed Psychology Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Students entering this subject must understand that it is an academically demanding study. Psychology places a heavy emphasis on research and scientific processes. Students are given some class time to carry out investigations and research background information for assessment tasks but work at home is essential. A homework load of at least 2 - 3 hours per week would be necessary to be successful in Psychology.

### Course Overview

Semester	Unit Description	Assessment	
		Internal	External
2 Year 10	<p><b>Preparation for Psychology</b></p> <ul style="list-style-type: none"> <li>Human behaviour, thoughts, experiences and perceptions.</li> <li>Biological structures and processes that make behaviour and thinking possible; specifically the workings of the nervous system, neurotransmitters and the brain.</li> </ul> <p>Skills to be able to describe and explain scientific concepts and theories and analyse results and data.</p>	Data Test Student experiment Research Task End of Semester Exam	

## 2021 Senior Phase of Learning Subject Information

1 Year 11	<b>Unit 1: Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Formative assessment(s)</b> Possible items: Data test Student experiment	
2 Year 11	<b>Unit 2: Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Formative assessment(s)</b> Possible items: Research investigation Examination	
3 Year 12	<b>Unit 3: Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>Summative assessment 1:</b> Data test (10%) <b>Summative assessment 2:</b> Student experiment (20%)	<b>Summative assessment: Examination (50%)</b>
4 Year 12	<b>Unit 4: The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>	<b>Summative assessment 3:</b> Research investigation (20%)	

### Expenses

There may be the opportunity to visit a Psychology department at a Brisbane university in Year 12. Students will need to cover transport costs (public transport or bus).

### Complementary Subjects

English, Biology, Chemistry

# SPECIALIST MATHEMATICS

## QCAA General Subject

**Academic Pre-requisite:** C in Year 10 Extension Mathematics

**Academic Co-requisite:** Mathematical Methods

### Brief Description of Subject:

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students to develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

### Pathways:

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

### Course Overview

Semester	Unit Description	Assessment
1	<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Topic 1: Combinatorics</li> <li>• Topic 2: Vectors in the plane</li> <li>• Topic 3: Introduction to proof</li> </ul>	<b>Internal Assessment 1 (30%):</b> Formative Problem Solving & Modelling Task <b>Internal Assessment 2 (70%):</b> Formative internal examination
2	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Topic 1: Complex numbers 1</li> <li>• Topic 2: Trigonometry and functions</li> <li>• Topic 3: Matrices</li> </ul>	<b>Internal Assessment 3 (50%):</b> Formative internal examination <b>Internal Assessment 4 (50%):</b> Formative internal examination

## 2021 Senior Phase of Learning Subject Information

3 & 4	<p><b>Mathematical induction, and further vectors, matrices and complex numbers</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Proof by mathematical induction</li> <li>• Topic 2: Vectors and matrices</li> <li>• Topic 3: Complex numbers 2</li> </ul>	<p><b>Internal Assessment 1 (20%):</b> Summative Problem Solving &amp; Modelling Task</p> <p><b>Internal Assessment 2 (15%):</b> Summative internal examination</p> <p><b>Internal Assessment 3 (15%):</b> Summative internal examination</p> <p><b>External Assessment (50%):</b> Summative external examination</p> <p><i>Note: Unit 3 &amp; 4 content will be assessed</i></p>
	<p><b>Further statistical and calculus inference</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Integration and applications of integration</li> <li>• Topic 2: Rates of change and differential equations</li> <li>• Topic 3: Statistical inference</li> </ul>	

### Expenses:

A textbook and Casio graphing calculator are included as part of the Resource Hire Scheme while studying Specialist Mathematics. There are excursions, tournaments and competitions in which students will be able to participate. The cost is approximately \$10.00 per event, although the school may subsidise some of these.

### Complementary Subjects:

Mathematical Methods, Engineering, Physics

## APPLIED SUBJECTS

**ENGINEERING SKILLS****QCAA Applied Subject****Academic Pre-requisite:** Nil**Behaviour Pre-requisite:** Student must be able to demonstrate safe behaviour suitable for the industry.**Brief Description of Subject:**

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

**Pathways:**

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

This course of study is based on the Engineering Skills (2019) Syllabus available from <https://www.qcaa.qld.edu.au/senior/subjects>

Students entering Engineering skills must understand that this subject has academic and practical demands. Students are given some class time to carry out the academic assessment tasks but work at home is essential. The focus of this course is to gain practical skills and knowledge of manufacturing practices. A homework load of at least 1 -2 hours per week would be necessary to be successful in Engineering Skills.

**Course Overview**

Semester	Unit Description	Assessment
2	<b>Year 10</b> Introduction to Manufacturing	Students demonstrate production skills and procedures in class under teacher supervision.

## 2021 Senior Phase of Learning Subject Information

1	<p><b>Year 11</b> Engineering Industry Safety, production processes and product quality</p> <p>Project – folding shovel Practical demonstration – folding picnic table</p>	Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 A4 page Non-verbal Multimodal folio for the project.
2	<p><b>Year 11</b> Communication and teamwork in engineering enterprises</p> <p>Project – basic sheet metal toolbox Practical demonstration – G clamp</p>	Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and a 6 A4 page Non-verbal Multimodal folio for the project.
3	<p><b>Year 12</b> Welding and fabrication enterprise</p> <p>Project – Metal Brazier Practical demonstration – wall bracket</p>	Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and an 8 A4 page Non-verbal Multimodal folio for the project.
4	<p><b>Year 12</b> Working cooperatively in engineering workplaces</p> <p>Project- waterproof toolbox Practical demonstration – a set of hinges</p>	Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal for the practical demonstration and an 8 A4 page Non-verbal Multimodal folio for the project.

### Expenses:

Students will need to provide and maintain their own safety footwear, eye and ear protection. An electronic device such as a laptop and USB flash drive are a mandatory part of the course.

**Complementary Subjects:** Engineering

# ESSENTIAL ENGLISH

## QCAA Applied Subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

The subject Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in **everyday, community and social contexts**. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

This course of study is based on the 2019 Essential English Syllabus which is available from

<https://www.qcaa.qld.edu.au/downloads/portal/syllabuses>

Students entering this subject should understand that it is a less academically demanding study than the General subject of English. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every-day, social, community, further education and work-related contexts.

### Course Overview

Semester	Unit Description	Assessment
1	<ul style="list-style-type: none"> <li><b>Language that works</b></li> </ul> Responding to a variety of texts used in and developed for a work context	Creating spoken and written texts, including a written exam
2	<ul style="list-style-type: none"> <li><b>Texts and human experiences</b></li> </ul> Responding to reflective and nonfiction texts that explore human experiences	Creating multimodal and written texts,
3	<ul style="list-style-type: none"> <li><b>Language that influences</b></li> </ul> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences	Creating spoken and written texts, including a written exam
4	<ul style="list-style-type: none"> <li><b>Representations and popular culture texts</b></li> </ul> Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts	Creating multimodal and written texts

## 2021 Senior Phase of Learning Subject Information

**Expenses:** All students are expected to have a BYOD, USB and students will also need to provide various stationery requirements such as books, pens etc.



# ESSENTIAL MATHEMATICS

## QCAA Applied Subject

**Academic Pre-requisite:** Nil – Students who study Foundation Mathematics in Year 10 must choose Essential Mathematics.

### Brief Description of Subject:

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

### Pathways:

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Course Overview

Semester	Unit Description	Assessment
1	<b>Number, data and graphs</b> Fundamental topic: Calculations <ul style="list-style-type: none"> <li>• Topic 1: Number</li> <li>• Topic 2: Representing data</li> <li>• Topic 3: Graphs</li> </ul>	<b>Internal Assessment 1 (25%):</b> Formative Problem Solving & Modelling Task <b>Internal Assessment 2 (25%):</b> Formative internal examination
2	<b>Money, travel and data</b> Fundamental topic: Calculations <ul style="list-style-type: none"> <li>• Topic 1: Managing money</li> <li>• Topic 2: Time and motion</li> <li>• Topic 3: Data collection</li> </ul>	<b>Internal Assessment 3 (25%):</b> Formative Problem Solving & Modelling Task <b>Internal Assessment 4 (25%):</b> Formative internal examination

## 2021 Senior Phase of Learning Subject Information

3 & 4	<p><b>Measurement, scales and data</b> Fundamental topic: Calculations</p> <ul style="list-style-type: none"> <li>• Topic 1: Measurement</li> <li>• Topic 2: Scales, plans and models</li> <li>• Topic 3: Summarising and comparing data</li> </ul> <p><b>Graphs, chance and loans</b> Fundamental topic: Calculations</p> <ul style="list-style-type: none"> <li>• Topic 1: Bivariate graphs</li> <li>• Topic 2: Probability and relative frequencies</li> <li>• Topic 3: Loans and compound interest</li> </ul>	<p><b>Internal Assessment 1 (25%):</b> Summative Problem Solving &amp; Modelling Task</p> <p><b>Internal Assessment 2 (25%):</b> Summative common internal assessment (CIA)</p> <p><b>Internal Assessment 3 (25%):</b> Summative Problem Solving &amp; Modelling Task</p> <p><b>Internal Assessment 4 (25%):</b> Summative internal examination</p>
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### Expenses:

Students are expected to provide their own scientific calculator (preferably Casio). A textbook and worksheets are included as part of the Resource Hire Scheme while studying Essential Mathematics. There are excursions, tournaments and competitions in which students will be able to participate. The cost will be approximately \$10 per event, although the school may subsidise these events.

### Complementary Subjects:

Science in Practice, Social & Community Studies, Industrial Graphics Skills, Fashion, ICT, Cert II/III Business, Cert II Retail, Cert I Construction, Cert II Manufacturing Pathways, Cert II Furnishing Pathways, Cert III Events, Cert I/II/III Hospitality.

# FASHION

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## **QCAA Applied Subject**

**Academic Pre-requisite:** Nil

### **Brief Description of Subject:**

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

This course of study is based on the Fashion Syllabus which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

Assessment is primarily based on the student's work folio and extended investigations, so students will get the most out of this subject if they have the ability to carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner.

## 2021 Senior Phase of Learning Subject Information

### Course Overview:

Semester	Unit Description	Assessment
2 Year 10	<b>Preparation for Fashion</b>	<ul style="list-style-type: none"> <li>extended response</li> <li>project</li> </ul>
1 Year 11	<p>The subject covers three core topics as outlined below. More specific detail will be confirmed when finalised.</p> <p><b>Core topic 1:</b></p> <ul style="list-style-type: none"> <li>Fashion culture (fashion history and trends, fashion careers)</li> </ul>	<p>Four assessments including:</p> <ul style="list-style-type: none"> <li>2 projects</li> <li>1 extended response</li> <li>1 other (investigation, product, extended response or project)</li> </ul>
2 Year 11	<p><b>Core topic 2:</b></p> <ul style="list-style-type: none"> <li>Fashion Technologies (textiles and materials, technical skills)</li> </ul> <p><b>Core topic 3:</b></p> <ul style="list-style-type: none"> <li>Fashion Design (design process, visual literacies)</li> </ul>	
3 Year 12	<p>The subject covers three core topics as outlined below. More specific detail will be confirmed when finalised.</p> <p><b>Core topic 1:</b></p> <ul style="list-style-type: none"> <li>Fashion culture (fashion history and trends, fashion careers)</li> </ul>	<p>Four assessments including:</p> <ul style="list-style-type: none"> <li>2 projects</li> <li>1 extended response</li> <li>1 other (investigation, product, extended response or project)</li> </ul>
4 Year 12	<p><b>Core topic 2:</b></p> <ul style="list-style-type: none"> <li>Fashion Technologies (textiles and materials, technical skills)</li> </ul> <p><b>Core topic 3:</b></p> <ul style="list-style-type: none"> <li>Fashion Design (design process, visual literacies)</li> </ul>	

### Expenses:

Students will need to provide materials, patterns and basic equipment. Costs will be finalised once course planning is complete.

# INDUSTRIAL TECHNOLOGY SKILLS

## QCAA Applied Subject

**Academic Pre-requisite:** Nil

**Behaviour Pre-requisite:** Student must be able to demonstrate safe behaviour suitable for the industry.

### Brief Description of Subject:

This course of study is based on the Industrial Technology Skills Syllabus 2019

Syllabus which is available from <https://www.qcaa.qld.edu.au/senior/subjects>

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Students entering this subject must understand that it is a hands manufacturing subject. Students are given class time to carry out projects and research background information for assessment tasks.

### Course Overview

Semester	Unit Description	Assessment
2	<b>Year 10</b> LED light project	Practical project and work booklet
1	<b>Year 11</b> Introduction to manufacturing  Safety exam Project- coffee table	Examination – short response and multiple choice  Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal fro the practical demonstration and a 6 A4 page Non-verbal Multimodal folio for the project.

## 2021 Senior Phase of Learning Subject Information

2	<p><b>Year 11</b> Furnishing industry production processes and product quality</p> <p>Practical demonstration – tiled photo frame Project – community tiling project</p>	<p>Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal fro the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project.</p>
3	<p><b>Year 12</b> Introduction to building and construction</p> <p>Project – Community landscaping</p>	<p>Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal fro the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project.</p>
4	<p><b>Year 12</b> Furnishing industry production processes and product quality</p> <p>Project – deck chair</p>	<p>Students produce a Practical demonstrate and Project in class under teacher supervision. Students will produce a digital journal fro the practical demonstration and a 6 x A4 page Non-verbal Multimodal folio for the project.</p>

### Expenses:

Students will need to provide and maintain their own safety footwear, eye and ear protection. An electronic device such as a laptop and USB flash drive are a mandatory part of the course.

### Complementary Subjects:

Certificate I in Construction

# INFORMATION AND COMMUNICATION TECHNOLOGY

## QCAA Applied Subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts

The study of a Digital Technologies subject in Year 10 is not a pre-requisite, however it is useful preparation for this subject.

### Course Overview

Semester	Unit Description	Assessment
Sem 2 Year 10	<b>Information and Communication Technology Prep</b> <ul style="list-style-type: none"> <li>Introduction to graphic design principles</li> </ul>	<ul style="list-style-type: none"> <li>Extended response</li> <li>Project</li> </ul>
Sem 1 Year 11	<p><b>Digital Presentation -</b></p> <ul style="list-style-type: none"> <li>Web page development – presenting the basics of web design and construction to improve IT skills of Junior students.</li> </ul> <p><b>Image Manipulation -</b></p> <ul style="list-style-type: none"> <li>Beauty Redefined –“Photoshopping, an industry standard?” Learning PS techniques and then critiquing the use of PS in media.</li> <li>Photo Editing - Image manipulation, artwork and restoration – building a portfolio of images restored and edited in PS.</li> </ul>	<ul style="list-style-type: none"> <li>Website Production</li> <li>Document production</li> <li>Data Management</li> <li>Digital Imaging and Modelling</li> </ul>
Sem 2 Year 11	<p><b>Digital Animation -</b></p> <ul style="list-style-type: none"> <li>Design a stand-alone animation that is the solution to a client problem e.g. Pedestrian Safety in ED QLD schools</li> </ul>	<ul style="list-style-type: none"> <li>Animation</li> <li>Document production</li> <li>Digital imaging and Modelling</li> </ul>

## 2021 Senior Phase of Learning Subject Information

Sem 3 Year 12	<b>2D Games –</b> <ul style="list-style-type: none"><li>• Using feedback to improve an existing product e.g. web based Flash game.</li><li>• Developing an existing product into a game</li></ul>	<ul style="list-style-type: none"><li>• Animation</li><li>• Data management</li><li>• Document production</li></ul>
Sem 4 Year 12	<b>Presenting Me</b> <ul style="list-style-type: none"><li>• Intermediate Web page development</li><li>• Intermediate Photo Editing</li></ul>	<ul style="list-style-type: none"><li>• Digital imaging and modelling</li><li>• Website production</li></ul>

### **Expenses:**

Excursion costs are to be determined as the need arises.

### **Complementary Subjects:**

Digital Solutions



## MEDIA ARTS IN PRACTICE

### QCAA Applied Subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

This course will have a photography and still image focus.

Students will gain an understanding of photography, including black and white film photography, digital imaging techniques, studio and field techniques, photographic theory including light, optics, the history of photography and its effect on our world. Photography is explored to parallel with real life experiences and students will curate their final exhibition. Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

For Media Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product, separate to an assessable component of a project.

Students will need to have the ability to work independently and behave in a mature and responsible manner.

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies: including photographer, advertising, graphic designer, publishing, Film and TV, Web design, photo journalism and curating.

### Course Overview

Semester	Unit Description	Assessment
2	<b>Year 10</b> <ul style="list-style-type: none"> <li>▪ Introduction to DSLR cameras and Photoshop</li> <li>▪ Work place health and safety and social ethics</li> </ul>	Folio of work Theory research
1	<b>Year 11</b> <ul style="list-style-type: none"> <li>▪ Workplace Health and Safety for Photography</li> <li>▪ Camera skills (S.L.R 35 mm)</li> <li>▪ Creative darkroom images</li> <li>▪ Processing black and white film and paper</li> </ul>	Product Project

## 2021 Senior Phase of Learning Subject Information

2	<p><b>Year 11</b></p> <ul style="list-style-type: none"> <li>▪ Techniques used in digital photography</li> <li>▪ Composition, elements and principles</li> <li>▪ Curating</li> <li>▪ Photographic software (i.e. Adobe Photoshop)</li> </ul>	<p>Product</p> <p>Project</p>
3	<p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>▪ Special effects</li> <li>▪ Advanced digital photography techniques</li> <li>▪ Advertising</li> <li>▪ Photojournalism</li> </ul>	<p>Product</p> <p>Project</p>
4	<p><b>Year 12</b></p> <ul style="list-style-type: none"> <li>▪ Fine Art Photography</li> <li>▪ Personal Photographic Folio</li> <li>▪ Photo finishing</li> <li>▪ Curating final exhibition</li> </ul>	<p>Product</p> <p>Project</p>

### Expenses:

They will need their own SD card, USB and laptop with Adobe Photoshop.

Student will use the school Canon DSLR cameras and film cameras, darkroom equipment, photographic paper, film and chemicals, studio lights and lenses and the A4 photographic paper used in the final exhibition. A small levy of \$30 will be invoiced to help supplement the costly materials.

A student may bring their own camera, if they prefer, and they can take this on any of the excursions designed for on- location photography.

### Complementary Subjects:

Visual Art; Film, TV and New Media; Science (optics, chemical use)

# SCIENCE IN PRACTICE

## QCAA Applied Subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

This course of study is based on the Science in Practice Syllabus which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. food technology, forensics, health and medicine, research, and the resources sector.

Assessment is primarily based on the student's work folio and extended investigations, so students will get the most out of this subject if they have the ability to carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner.

### Course Overview

Semester	Unit Description	Assessment
2 Year 10	<b>Preparation for Science in Practice</b>	<ul style="list-style-type: none"> <li>• Project</li> <li>• Investigation</li> </ul>
1 Year 11	<b>Unit 1: Australia's Future: Water Quality</b> Explore fundamentals of water supply, including water chemistry, water treatment, catchment studies.	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Examination</li> </ul>

## 2021 Senior Phase of Learning Subject Information

2 Year 11	<p><b>Unit 2: Sports Science</b></p> <p>Explore the theoretical and practical insights into the fields of sports medicine – physiology, biomechanics and sport psychology</p>	<ul style="list-style-type: none"> <li>• Collection of work</li> <li>• Examination</li> </ul>
3 Year 12	<p><b>Unit 3: Road trauma and forensic science</b></p> <p>Explore situations which confront drivers (expected and unexpected) and how body organs and systems influence responses (drugs, alcohol, age, fatigue). Explore procedures involved in criminal investigations.</p>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Project</li> </ul>
4 Year 12	<p><b>Unit 4: Energy</b></p> <p>Explore types of energy, transfers and transformations.</p>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Examination</li> </ul>

### Expenses

Students are expected to participate in a couple of excursions each year (cost \$10.00 to \$30.00 depending on venue) and transport for the majority of excursions will be by train. A Go Card will be useful for students who enrol in this subject. Students will also be given the opportunity to take home some of the products being made in class; particularly during the Food Science unit. In these cases the students will be required to either pay for; or provide materials for these activities.

# SOCIAL AND COMMUNITY STUDIES

## QCAA Applied subject

**Academic Pre-requisite:** Nil

**Academic Co-requisite:** Nil

### Brief Description of Subject:

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

### Course Overview

Semester	Unit Description	Assessment
2	Into Relationships	Research task
	Money and Economics	Short response exam
1	Gender and Identity: Personality traits, managing emotions, stereotyping, social norms and values in society, gender discrimination	Multimodal presentation Short response exam
2	Today's Society: Role of the family in society, changing social roles, impact of multiculturalism, community services, trends in popular culture.	Project – plan a multicultural festival Extended response to stimulus
3	Legally it Could Be You: What are my legal rights and responsibilities, how are disputes resolved, how are laws made.	Research investigation task Extended response to stimulus
4	The World of Work: What are the realities of employment in the 21 <sup>st</sup> century? Characteristics of valuable employees, effective team members and communication, rights and responsibilities of employers and employees.	Project – market yourself to an employer Short response exam.

**Expenses:** Students may be required to attend an excursion each year at a cost of no more than approximately \$20.00 per excursion.

# SPORT AND RECREATION

## QCAA Applied Subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

This course of study is based on the Sport and Recreation (2019) Syllabus, which is available from <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/redev-snr-syll>

Students must be prepared to engage in both physical and written tasks in **ALL** lessons, as often these will be integrated.

### Course Overview

Unit	Unit Description	Assessment
Term 3 Year 10	Practical : Touch	Ongoing assessment of practical skills
	Theory : Sports Marketing	Written Investigation
Term 4 Year 10	Practical : Tae Kwon Do	Ongoing assessment of practical skills
	Theory : Nutrition	Essay Exam

## 2021 Senior Phase of Learning Subject Information

Year 11	<p><b>Year Overview</b>            Practical Topics – Basketball, Softcross, Tennis, Tae Kwon Do, Minor Games.</p> <p>Theory Topics – Sports First Aid, Community Sport</p>	<p>Ongoing assessment of practical skills</p> <p>Report, Investigation, Performance.</p>
Year 12	<p><b>Year Overview</b>            Practical Topics – Touch, Volleyball, Tae Kwon Do, Fitness in Sport.</p> <p>Theory Topics –Fitness Training, Tournament Organisation and officiating.</p>	<p>Ongoing assessment of practical skills</p> <p>Report, Investigation, Performance.</p>

**Expenses:**

There may be extra minor costs associated with Tae Kwon Do and other minor incursions and excursions.

**Other Expectations:**

Active participation in all lessons is expected. There are mandatory cost free offsite learning days involved in the 'officiating' unit of study.

# TOURISM

## QCAA Applied subject

**Academic Pre-requisite:** Nil

### Brief Description of Subject:

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

### Course Overview

Semester	Unit Description	Assessment
2 Year 10	The Tourism Industry and Tourist Destinations	Short Answer test – 70 mins Research Folio
1 Year 11	Introduction to Tourism The Travel Experience	Exam Project
2 Year 11	Theme Parks and Attractions Niche Tourism	Investigation Extended response
3 Year 11	Protocols and Procedures Employment in the Tourism Industry	Extended Response Investigation
4 Year 11	International Tourism	Project

### Expenses

Students may be required to attend an excursion each year at a cost of no more than approximately \$50.00 per excursion.



# VISUAL ARTS IN PRACTICE

## (contemporary/popular culture)

**QCAA Applied subject**

**Academic Pre-requisite:** Nil

**Brief Description of Subject:**

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. This course is focussed on contemporary art and popular culture of the 21<sup>st</sup> century.

Students explore and apply the safe use of the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists and theories with a focus on contemporary social commentary and street culture.

**Course Outline**

Semester	Module Description	Assessment
2 (Year 10)	<b>Preparation for Visual Arts in Practice</b>	<ul style="list-style-type: none"> <li>• Drawing Folio</li> <li>• Painting Folio</li> <li>• Art theory booklet</li> <li>• Artwork Assignment</li> </ul>
1 (Year 11)	<p><b>MODULE 1 – ILLUSION</b></p> <p>Focussing on Op (Optical) Art from “dazzle” camouflage to Bridget Riley’s art of the 70s. Students create a Op art 2D mural artwork</p> <p><b>MODULE 2 – CHARACTERS &amp; CREATURES</b></p> <p>Students create an A3 page design of an original character or creature design from a fictional universe (like Marvel, DC, Harry Potter, etc.)</p>	<ul style="list-style-type: none"> <li>• Mural design</li> <li>• Visual diary</li> <li>• Artist statement</li> <li>• A3 page layout</li> <li>• Visual diary</li> <li>• Process statement</li> </ul>
2 (Year 11)	<p><b>MODULE 3 – VESSEL</b></p> <p>Use an investigation of a historical vessel form to inform student’s creation of a contemporary 3D ceramic work</p> <p><b>MODULE 4 – MARKETPLACE</b></p>	<ul style="list-style-type: none"> <li>• Artwork based on historical piece</li> <li>• Visual diary</li> <li>• Written investigation</li> <li>• 5 craft items for art market</li> <li>• Visual diary</li> <li>• Process statement</li> </ul>

## 2021 Senior Phase of Learning Subject Information

	Students create 5 craft items for sale at school art stall to understand creating art for an audience and marketing artwork	
3 (Year 12)	<p><b>MODULE 5 – BODY ART</b></p> <p>Investigation of traditional and contemporary tattoo art to inform student’s own tattoo 2D project</p> <p><b>MODULE 6 – SELF PORTRAIT</b></p> <p>Through self-reflection and investigation of contemporary portraiture, students create their own 2D self portrait</p>	<ul style="list-style-type: none"> <li>• B&amp;W and coloured mandala</li> <li>• Tattoo sleeve</li> <li>• Written investigation</li>   <li>• Self-portrait</li> <li>• Visual diary</li> <li>• Artist statement</li> </ul>
4 (Year 12)	<p><b>MODULE 7 – SCULPTURE</b></p> <p>Use an investigation of a modern sculptor to inform student’s creation of their own sculptural artwork</p>	<ul style="list-style-type: none"> <li>• sculpture</li> <li>• Visual diary</li> <li>• Artist statement</li> </ul>

### Pathways

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

### Expenses:

Students would need to provide material for specialised projects. All other general requirements are outlined in the stationery list or covered within the Resource Contribution Scheme.

VOCATIONAL EDUCATION AND TRAINING QUALIFICATIONS

**CERTIFICATE II IN BUSINESS- BSB20115**

**Vocational Education and Training (VET)**

**VETiS Funded:** No

**RTO:** Pine Rivers State High School RTO Code 30423

**Academic Pre-requisite:** Nil.

**Brief Description of Subject:**

This subject is delivered in a simulated office environment and is focussed on developing work ready skills. Students apply a range of business skills including customer service, personal management, digital and personal communication strategies and business technology skills. A BYOD is essential.

**Course Overview**

To achieve the qualification students must achieve competence in the following areas:

Semester	Competencies	Assessment
2 Year 10	Operating in a business environment.	Knowledge and skills test.
1 Year 11	Workplace health and safety Workplace Information	Workplace health and safety folio Safety induction Reception project
2 Year 11	Working in a business environment	Case studies Simulated business practices Folio of work
3 Year 12	Business technology skills	Case studies Simulated business practices Folio of work
4 Year 12	Personal management and communication strategies	Daily organisation schedule Team business project

# CERTIFICATE III IN BUSINESS – BSB30115

## Vocational Education and Training (VET)

**VETiS Funded:** No

**RTO:** Pine Rivers State High School RTO Code 30423

**Academic Pre-requisite:** C in Yr 10 English, C in Yr 10 Maths.

## Brief Description of Subject:

Students apply a range of business skills including leadership and innovation, customer service, personal management, critical and design thinking and financial literacy while examining micro business opportunities and delivering projects within their school community. These may include fundraising projects, community events or social enterprise.

This subject is delivered in a simulated office environment. A BYOD is essential.

## Course Overview

Semester	Unit Description	Assessment
2 Year 10	Operating in a business environment.	Knowledge and skills test.
1 Year 11	Introduction to the Business Services Organisation and e-Learning business skills Workplace Health and Safety	e-Learning projects Risk assessment and consultation project.
2 Year 11	Budgeting Social media in business	Cost analysis project Be Moneysmart projects Self-directed business collaboration project
3 Year 12	Family Travel	Major project – business presentation
4 Year 12	Document design	Folio of business documents.

# CERTIFICATE I IN CONSTRUCTION- CPC10111

## Vocational Education and Training (VET)

**VETiS Funded:** Yes. Students are only eligible to complete 1 VETiS funded course.

**RTO:** Blue Dog Training Pty Ltd. RTO Code 31193

**Academic Pre-requisite:** Nil.

**Behaviour Pre-requisite:** Student must be able to demonstrate safe behaviour suitable for the industry.

### Brief Description of Subject:

Certificate I in Construction is a standalone Vet course that provides students with the opportunity to gain many skills that can be used in the building and construction field. This course focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students gain an understanding of industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes.

Students develop transferable skills by engaging in construction tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

This subject is VETiS funded through Blue Dog Training (RTO ) so the majority of the assessment is conducted through the VETiS Trainer who visits the school on a regular basis.

Semester	Unit Description	Assessment
1	<b>Year 11</b> <u>CPCCOHS1001A: Work safely in the construction industry</u> <u>CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry</u> <u>CPCCCM1012A: Work effectively and sustainably in the construction industry</u> <u>CPCCCM1014A: Conduct workplace communication</u>	Online Theory. Practical Assessment School projects
2	<b>Year 11</b> <u>CPCCCM2004A: Handle construction materials</u> <u>CPCCCM1013A: Plan and organise work</u> <u>CPCCCM1011A: Undertake basic estimation and costing</u> <u>CPCCCM2005B: Use construction tools and equipment</u>	Online Theory. Practical Assessment

## 2021 Senior Phase of Learning Subject Information

3	<b>Year 12</b> <u>CPCCCM1015A: Carry out measurements and calculations</u> <u>CPCCCM2001A: Read and interpret plans and specifications</u>	Online Theory. Practical Assessment School projects
4	<b>Year 12</b> <u>CPCCVE1011A: Undertake a basic construction project</u>	Online Theory. Practical Assessment School projects

### Expenses:

This subject is VETiS funded for the material costs however, students need to supply their own personal safety footwear, eye and hearing protection. Students must also have a laptop or device at school so they can complete mandatory online theory.

### Complementary Subjects:

English, Maths, Industrial Technology Skills

# CERTIFICATE II IN HOSPITALITY – SIT20316

## Vocational Education and Training (VET)

**VETiS Funded:** Yes. Students are only eligible to complete 1 VETiS funded course.

**RTO:** Training Direct Australia (TDA) RTO Code 32355

**Academic Pre-requisite:** Nil

**Behaviour Pre-requisite:** Student must be able to demonstrate safe behaviour suitable for the industry.

## Brief Description of Subject:

A Certificate II in Hospitality can establish a basis for work in the Hospitality industry. Students can use these highly transferable skills to gain either full time or part time employment in Australia or overseas.

Assessment is primarily based on exams and assignments completed at the end of each Unit of Competency as well as the student’s work folio and practical demonstration of skills. So students will get the most out of this subject if they have the ability to carry out practical tasks with minimal direct supervision and be able to plan and prepare work in a self-directed manner. Practical work is an important component of this subject and students must be able to participate in a weekly practical lesson in order to complete the skills assessments that are a requirement of each Unit.

Students must experience realistic catering activities and are therefore expected to complete at least 12 service periods (work experience), four of which must be industry based e.g. participation in work experience at Suncorp Stadium. Other service periods can include shifts in the school’s Cyber Café and involvement in catering for school based functions each year. This will be documented in their log book.

## Course Overview

To achieve the qualification students must achieve competence in the following areas:

Semester	Unit Description	Assessment
2 Year 10	<b>Preparation for Certificate II Hospitality</b> <ul style="list-style-type: none"> <li>• Use hygienic practices for food safety(intro)</li> <li>• Participate in safe work practices (intro)</li> </ul>	<ul style="list-style-type: none"> <li>• Investigation</li> <li>• Prac work</li> <li>• Cyber Café work</li> <li>• Pizza shop</li> </ul>
1 Year 11	<ul style="list-style-type: none"> <li>• Use hygienic practices for food safety</li> <li>• Participate in safe work practices</li> <li>• Prepare and present sandwiches</li> <li>• Work effectively with others</li> <li>• Use hospitality skills effectively (log book)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Exams and assignments</li> <li>• Weekly Prac work/Skills assessment</li> <li>• Cyber Café work</li> <li>• Sandwich shop</li> </ul>

## 2021 Senior Phase of Learning Subject Information

2 Year 11	<ul style="list-style-type: none"> <li>● Provide responsible service of alcohol</li> <li>● Prepare and serve espresso coffee</li> <li>● Show social and cultural sensitivity</li> <li>● Use hospitality skills effectively (log book)</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exams and assignments</li> <li>● Weekly Prac work/Skills assessment</li> <li>● Cyber Café work</li> <li>● Coffee shop</li> </ul>
3 Year 12	<ul style="list-style-type: none"> <li>● Prepare and present simple dishes</li> <li>● Source and use information on the hospitality industry</li> <li>● Use hospitality skills effectively (log book)</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exams and assignments</li> <li>● Weekly Prac work/Skills assessment</li> <li>● Cyber Café work</li> <li>● Coffee shop</li> </ul>
4 Year 12	<ul style="list-style-type: none"> <li>● Interact with customers</li> <li>● Prepare and serve non-alcoholic beverages</li> <li>● Use hospitality skills effectively (log book)</li> </ul>	<ul style="list-style-type: none"> <li>● Unit Exams and assignments</li> <li>● Weekly Prac work/Skills assessment</li> <li>● Cyber Café work</li> <li>● Volunteers' function</li> </ul>

### Expenses:

Students are expected to wear a chef's uniform. This costs approximately \$80. Each week students will participate in a practical lesson and are required to provide their own ingredients.



# CERTIFICATE II IN OUTDOOR RECREATION SIS20419

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## Vocational Education and Training (VET)

**VETiS Funded:** No.

**RTO:** Pine Rivers SHS RTO code 30423 – Certificate II in Outdoor Recreation  
Australian Lifesaving Academy Queensland RTO Code 2804 – Apply First Aid (mandatory) and  
Certificate II in Public Safety PUA21012 (Optional additional course embedded within  
optional Surf Camp)

**Academic Pre-requisite:** Nil.

**Behaviour Pre-requisite:** Student must be able and willing to swim.

### Brief Description of Subject:

The Outdoor Recreation course is committed to providing students with the practical skills, knowledge and experiences that will enable them to achieve a Certificate II Outdoor Recreation by the end of Year 12. Pine Rivers SHS staff will be the trainers and assessors.

This is a nationally recognised course from the Sport, Fitness and Recreation Training Package SIS10. The recreation certificate course is designed to provide a broad range of recreation, sport and leisure experiences that build a base of knowledge and practical skills for students seeking a career in the recreation industry. A satisfactory level of swimming ability will be required to complete some competencies and this will be assessed at the start of the course.

### Course Topics:

- Lifesaving; (Surf Lifesaving or Pool Bronze),
- Apply First Aid,
- Low Ropes Leader,
- Recreation/Sports Leader Skills,
- Canoeing,
- Introduction to Snorkelling,
- Expedition Planning,
- Snorkelling,
- Reef Expedition,
- Coaching Principles,
- Coaching Practical,
- Sports Fun Coaching,
- Rock climbing and abseiling.

## 2021 Senior Phase of Learning Subject Information

Students will experience a variety of camps over the course of 3 years whilst studying Outdoor Recreation.

**Year 10:**        **Maroon Outdoor Education Hike  
Bushwalking Camp**

**Year 11:**        **Surf Life Saving or Pool Camp**

**Year 12:**        **North West Island Expedition**

**Assessment:**    The students will be required to meet a series of nationally endorsed "units of competencies" within the VET Quality Framework (VQF). These will be assessed through a variety of test instruments such as; task sheets, log books, skills checklists, exams, practical demonstrations and assignments. Successful units of competencies will appear on the Senior Certificate.

**Pathways:**        This course provides a number of pathways for students interested in the Recreation Industry that is recognised as one of Queensland's and Australia's biggest growth sectors. At the end of Year 12 students may:

- Continue Tertiary study including certificates in the field of Sport and Recreation at higher levels, Diploma Courses; obtain a Sport and Recreation (Operations) Traineeship in areas such as fitness instruction, sports administration, sales and marketing. The school has developed links with local employers.
- Obtain entry-level employment within the recreation industry.
- Use the knowledge and skills towards other careers or pathways that require similar skills. For example; paramedic, lifeguard, swimming instructor, policing or teaching.

Past students have been employed or continued further training towards the following jobs; Paramedic, teaching, nursing, sport coach, lifeguard, swim coach, learn to swim teacher, dive master and scuba diving instructor, camp and activity leader and personal trainer.

### **Expenses:**

***NB** Camps are a major assessment item and as such, are an essential component of this course. An inability to participate will impact greatly and may result in the student not gaining QCE credits or qualifications.*

Approximate costs over the 3 years will be:

Maroon Hike (year 10)	\$220
Surf Camp (year 11)	\$420
Pool Camp (year 11)	\$150
North West Island (year 12)	\$800

Swimming equipment such as a wet shirt is compulsory with goggles recommended.

# CERTIFICATE III IN VISUAL ARTS – CUA3115

## Vocational Education and Training (VET)

**VETiS Funded:** No

**RTO:** Pine Rivers State High School RTO Code 30423

**Academic Pre-requisite:** C in Year 10 English, C in Year 9 or 10 Visual Art

### Brief Description of Subject:

This fine arts course provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

### Course Overview:

The Certificate III in Visual Arts has a fine arts focus and is designed around the following core and elective topics.

Core	Electives
<ul style="list-style-type: none"> <li>• <b>Contribute to health and safety of self and others</b></li> <li>• <b>Develop drawing skills to communicate ideas</b></li> <li>• <b>Produce creative work</b></li> <li>• <b>Apply knowledge of history and theory to own arts practice</b></li> </ul>	<ul style="list-style-type: none"> <li>• Explore the use of colour</li> <li>• Produce drawings</li> <li>• Produce paintings</li> <li>• Produce prints</li> <li>• Produce sculpture</li> <li>• Creative Collaboration</li> <li>• Select and prepare creative work for exhibitions</li> </ul>

## 2021 Senior Phase of Learning Subject Information

### Pathways:

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

### Structure

Semester	Unit Description	Assessment
2 (Year 10)	<b>Preparation for Certificate III in Visual Arts</b>	<ul style="list-style-type: none"> <li>• Drawing Folio</li> <li>• Painting Folio</li> <li>• Art theory booklet</li> <li>• Small sculpture</li> </ul>
1 (Year 11)	<p><b>PROJECT 1 – WORK HEALTH &amp; SAFETY (WHS)</b></p> <p><b>PROJECT 2 – DRAWING</b></p> <p>Building knowledge, understanding and competency in techniques of realistic drawing using traditional fine art media</p>	<ul style="list-style-type: none"> <li>• Workplace Health &amp; Safety Booklet</li> <li>• Drawing Folio</li> <li>• Visual diary</li> <li>• Research Assignment</li> </ul>
2 (Year 11)	<p><b>PROJECT 3 – PAINTING</b></p> <p>Building knowledge, understanding and competency in techniques of realistic painting using traditional fine art media</p>	<ul style="list-style-type: none"> <li>• Painting Folio</li> <li>• Visual diary</li> <li>• Research Assignment</li> </ul>
3 (Year 12)	<p><b>PROJECT 4 – PRINTMAKING</b></p> <p>Building knowledge, understanding and competency in techniques of printmaking using various traditional fine art media</p>	<ul style="list-style-type: none"> <li>• Printmaking Folio</li> <li>• Visual diary</li> <li>• Research Assignment</li> </ul>
4 (Year 12)	<p><b>PROJECT 5 – SCULPTURE</b></p> <p>Building knowledge, understanding and competency in techniques of sculpture using various traditional fine art media</p> <p><b>PROJECT 6 – EXHIBITION</b></p>	<ul style="list-style-type: none"> <li>• Sculpture Folio</li> <li>• Visual diary</li> <li>• Research Assignment</li> <li>• Exhibition of students' artwork</li> </ul>
Ongoing	<p><b>PROJECT 7 – COLLABORATING</b></p> <ul style="list-style-type: none"> <li>• Thursday Deep Learning Time for 1 year during year 11</li> </ul>	

## 2021 Senior Phase of Learning Subject Information

	<ul style="list-style-type: none"><li>• Active participation in a collaborative art event over the year like mural, musical and/or PRISM</li><li>• if artist-in-residence program is running then students will participate in this program</li></ul>
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### **Expenses**

Most materials you could want are provided. Many students also source their own specific, unusual and interesting bits and pieces for their art making. Two excursions per year, fairly low cost, are planned to observe collections at galleries or museums.

### **Complementary Subjects**

Students would benefit from studying English.