LEARNING through LOVE

LIVING by FAITH

LEADING with SERVICE

Whitsunday Anglican School

Senior School - Year 11 & 12 Subject and Courses Handbook 2018
MISSION STATEMENT

Within a framework of Christian values provide an engaging and supportive learning experience that achieves the best outcome for the individual.

SCHOOL VISION

Learning through Love, Living by Faith, Leading with Service

PREAMBLE (Years 11 & 12)

This Handbook is intended as a guide for parents and students when decisions are being made concerning subjects and courses of study for Year 11 and Year 12 at Whitsunday Anglican School.

It provides an outline of the academic programs offered in the Senior School. Subjects are offered and subject lines are formed, based on optimizing educational outcomes for students combined with current staffing expertise and availability.

Information for each subject is presented in four sections:

- Course Description
- Learning Experiences & Activities
- Assessment Overview
- Career/Vocational Information (where applicable)

The handbook includes information on:

(a) The Student Education Profile
(b) Queensland Core Skills Test
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GUIDE TO SELECTING SENIOR SUBJECTS

It is important for students to make Senior selections carefully as these decisions may affect success at School and future career choices. Consider the following:

(i) **Your future plans:** Choose subjects that will help you to reach your future goals. If you are uncertain about your future goals keep as many options as possible. Pre-requisites for tertiary courses do vary slightly from institution to institution. Students should consult the relevant QTAC “Selection Criteria” booklets.

(ii) **Your abilities:** Choose subjects in which you have demonstrated considerable ability or some aptitude. It is important to be realistic and aim high without being over ambitious.

(iii) **Your Interests:** Choose subjects you have confidence in and will enjoy for the senior years. Success is easier when you have some empathy with the subject.

Consider the total balance of your course:
- Practical and theoretical;
- Assignments and examinations;
- Selection across faculties.

**STRONG RECOMMENDATIONS:**

1. Only students who have performed capably at Mathematics in Year 10 as evidenced by a High Level of Achievement or better should attempt to study **Mathematics B** in Years 11 and 12. Students who have not passed Year 10 Pre-Mathematics A should consider doing **Pre-Vocational Maths**.

2. Only students who have performed well at Science and Mathematics in Year 10 as evidenced by a High Level of Achievement or better should attempt to study **Chemistry** and **Physics**.

3. Only students who have performed extremely well at Mathematics in Year 10 as evidenced by a Very High Level of Achievement should attempt to study **Mathematics C** in Years 11 and 12.

4. **Chemistry** and **Physics** students should also take **Mathematics B**.

5. **Music, Drama, Art** and **Physical Education** are subjects that require a high degree of developed skills for success.

6. Students who have not passed Year 10 English should consider doing **English Communication** in Years 11 and 12.

(d) **OPTIONS AFTER YEAR 12**

It is important for all students to realise that many options are open to them after Year 12. Considerations include:

- University degree courses
- TAFE diploma courses
- College courses (eg, NIDA, ADFA)
- Traineeships
- Apprenticeships
- Jobs
- Repeat Year 12
- Part-time study and work
- Exchange or GAP placements.

(e) **CAREER EDUCATION**

A Career Education Program is offered in the Senior School. Sessions usually take the form of discussion groups, open forum, video presentations, addresses by staff and visitors, and on campus university experiences. Some of these are specifically time tabled, others exercised during one-off lessons or Pastoral Access time.

Topics include career pathways, tertiary options and selection criteria, non-tertiary careers, job interview skills, portfolio compilation, HECS/HELP facts, money management, life away from home, rights and privileges, personal relationships and other student initiated topics.

Throughout the four semesters this needs-based program is aimed at ensuring that each student is given every opportunity to attain the career opening or access the tertiary institution that is best suited to the abilities and aspirations of each individual.

The QCAA maintain an excellent careers website at: https://studentconnect.qsa.qld.edu.au
Other websites include:
Appendices

(c) QTAC AND TERTIARY ENTRANCE PROCEDURES

QTAC (Queensland Tertiary Admissions Centre) is an organisation established by participating tertiary institutions to publish course information and entry requirements for universities (including the University of New England) and TAFE Colleges in Queensland and to process applications for tertiary places. Successful applicants for tertiary courses should have satisfactorily completed pre-requisite subjects and be placed in the OP band nominated by the institutions as an entry requirement.

All institutions reserve the right to use FPs. The extent of this use will be dependent on demand for a course, the number of offers made and the number of applicants in the OP band. (The majority of TAFE courses do not require an OP.) Institutions may use the QCS Test result for selection purposes.

In summary there are seven stages in the QTAC application process.

1. The School will discuss options with the students prior and during first application, and afterwards.
2. Acknowledgment of this application by QTAC (October).
3. Mailing of the Student Education Profile to students in December.
4. The final day students may change preferences is early January.
5. Students may telephone 1300 467 822 to check first round offers usually one week later on in January.
6. Official confirmation of first round offers for Tertiary institutions by QTAC in January. Response to QTAC and enrolment at the nominated institution at this time is essential. At this time students who were not included in first round offers receive advice on the status of their application from QTAC. Late January is the final day to accept 1st round offers.
7. Official confirmation of second round offers is made by QTAC a few days later.

N.B. Key dates are publicised in the QTAC Queensland Tertiary Courses Handbook.

ELECTIVE SUBJECTS

Four electives can be chosen from:

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<tr>
<th>ACCOUNTING</th>
<th>ANCIENT HISTORY</th>
<th>ART</th>
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<tbody>
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<td>BIOLOGY</td>
<td>CHEMISTRY</td>
<td>DRAMA</td>
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<tr>
<td>ECONOMICS</td>
<td>ENGLISH EXTENSION (Yr 12 only)</td>
<td>FRENCH</td>
</tr>
<tr>
<td>GRAPHICS</td>
<td>INFORMATION TECHNOLOGY SYSTEMS</td>
<td>INFORMATION PROCESSING &amp; TECHNOLOGY</td>
</tr>
<tr>
<td>JAPANESE</td>
<td>LEGAL STUDIES</td>
<td>MATHEMATICS C (Must be studied with Mathematics B)</td>
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<tr>
<td>MODERN HISTORY</td>
<td>MUSIC</td>
<td>MUSIC EXTENSION (Yr 12 only)</td>
</tr>
<tr>
<td>PHYSICS</td>
<td>PHYSICAL EDUCATION</td>
<td>TECHNOLOGY STUDIES</td>
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Students in the Senior Schooling years are required to study six subjects – two compulsory subjects and four elective subjects. Year 11 students also study Christian Education. Year 11 and 12 students also have timetabled QCST preparation lessons.

COMPULSORY SUBJECTS

ENGLISH or ENGLISH COMMUNICATION and a MATHEMATICS subject (either Mathematics A or Mathematics B or Pre-Vocational Mathematics) are compulsory.
Christian Education

Year 11

The Christian Education program allows students the opportunity to explore Christianity, religions and values through the study of Bible and Christian traditions, major world religions, worship and personal reflection.

Students are encouraged to participate in activities that encourage understanding of scripture; exploration of beliefs; making choices; nurturing faith; an awareness of Anglican liturgy; and opportunities for involvement in community service.

All students in Year 11 and Year 12 are encouraged to participate in Service programs that are both School based and wider community based.

Christian values are encouraged in all aspects of the life of the School community.

(b) QUEENSLAND CORE SKILLS TEST

The QCS test is a statewide test available to all Year 12 students at the end of Term 3.

It consists of four papers:

- One short response paper
- Two multiple choice papers
- One extended writing task

The QCS test must be taken by all students who wish to be eligible for an OP and FPs. These positions involve scaling using the QCS test.

All students have QCS preparation, including trial tests, as part of their weekly timetable.
STUDENT EDUCATION PROFILE

On the completion of Year 12, students receive the Student Education Profile (SEP). The SEP is issued by the Queensland Studies Authority and consists of the:

1) Senior Statement
   This is a transcript of the learning account for the students. It shows all studies and the results achieved that may contribute towards the award of a Queensland Certificate of Education (QCE). It is a record of Authority subjects and a range of other subjects, including AMEB, Trinity College of London and TAFE accredited subjects studied by each individual student. The levels of achievement for Authority subjects are:
   - VHA Very High Achievement
   - HA High Achievement
   - SA Sound Achievement
   - LA Limited Achievement
   - VLA Very Limited Achievement

   The Statement will also record the Queensland Core Skills Test (QCST) results of each individual student rated on a 5 point scale, A to E.

2) Tertiary Entrance Statement
   This statement indicates the Overall Position (OP) of each eligible student in comparison with all students eligible for a Tertiary Entrance Statement in Queensland. OPs are recorded in Bands 1 to 25, 1 (highest), 25 (lowest).

   This statement also records the Field Positions (FPs) for Fields A, B, C, D, and E for each individual student. Institutions may consider FPs for entry to some tertiary courses. FPs are recorded in bands from 1 (highest) to 10 (lowest).

3) Queensland Certificate of Education
   The QCE is Queensland’s senior school qualification awarded to eligible students. To be eligible students must meet a number of requirements. These include mandatory literacy and numeracy requirements as well as a certified amount of learning at a set standard in a set pattern.

   Most students are awarded a QCE at the end of Year 12. Students who do not meet the QCE requirements at the end of Year 12 can continue to work towards their certificate. Refer to [www.qcaa.edu.au](http://www.qcaa.edu.au) for the requirements.

Accounting

Course Description
Accounting is a platform for success in any business career, ensuring an understanding of ‘the numbers’ and profitability which ultimately lead to business success. Students will have the opportunity to develop an understanding of accounting concepts and their ability to record, prepare and analyses accounting records and reports to generate comprehensive decisions and recommendations. During the two year course students will engage with four core studies topics to develop fundamental skills and further extend and refine these skills in specialised topics.

Learning Experiences and Activities
The learning experiences present students with realistic accounting situations and encourage them to acquire, extend and refine their knowledge and skills and to express opinions about accounting issues. Students are involved in activities which include analysing and evaluating case studies, using relevant software such as Microsoft Excel, Microsoft Word and MYOB as well as the internet, undertaking research activities, completing in-class assignments, interpreting newspaper and magazine articles, analysing statistics and data, conducting discussions and making links with universities and professional bodies such as QUT, CQU and CPA.

Students are provided with opportunities to develop skills in managing financial resources that they can apply in the business environment, and also on a personal level. They are encouraged to think logically and methodically, to apply accounting principles in a consistent and effective manner, and to become independent learners.
Assessment Overview

Assessment in Accounting comes in many forms allowing students to engage predominantly with the practical processes of accounting using appropriate technologies and also providing students opportunities to analyse and interpret accounting information to make decisions. Types of assessment students may complete are include short response exams, letters of advice, business reports, spoken presentations practical exams and assignments.

Career / Vocational Information

The skills and attitudes gained in this course will prepare students for a variety of entry points to employment, in both employee and employer roles, as well as preparing them for continuing study at tertiary level. The study of Accounting is recommended for students considering:

- University degrees in Accounting, Commerce, Business, International Business, Management, Laws, Education, or joint double degree opportunities
- Courses in Administration, Business or Hospitality
- Starting a business or joining a professional workplace such as banking, finance, insurance broker, mining, farming or government departments.

Some potential career titles include:

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<thead>
<tr>
<th>Auditor</th>
<th>Financial Planner and Wealth Management Consultant</th>
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<tr>
<td>Business Analyst</td>
<td>Financial Project Manager</td>
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<tr>
<td>Business Risk and Governance Consultant</td>
<td>Forensic Accountant</td>
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<tr>
<td>Certified Practicing Accountant</td>
<td>Funds Manager</td>
</tr>
<tr>
<td>Chartered Accountant</td>
<td>Information Systems and Software Producer</td>
</tr>
<tr>
<td>Chief Executive Officer (CEO)</td>
<td>Insolvency Manager</td>
</tr>
<tr>
<td>Chief Financial Officer (CFO)</td>
<td>Investment Manager</td>
</tr>
<tr>
<td>Clerk</td>
<td>Management Accountant</td>
</tr>
<tr>
<td>Corporate Secretary</td>
<td>Project Management Accountant</td>
</tr>
<tr>
<td>Financial Advisor/Analyst</td>
<td>Property Development</td>
</tr>
<tr>
<td>Financial Controller</td>
<td>Stockbroker</td>
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Outdoor Education

The School has a developmental Outdoor Education Program intended to focus on the academic program and some of the co-curricular programs. The Outdoor Education Program is an integral component of the total curriculum offerings concerned with the whole person development as identified in the School’s Mission Statement and is therefore compulsory for all students.

Presently the Outdoor Education Program’s primary focus is the annual whole School Camp Week. The objectives of these camps are the progressive and sequential development of skills and knowledge deemed desirable in maturing young people. Students in the Early Childhood Centre learn skills such as sharing and coping without parents. Students in the Junior and Middle Schools extend the skills and knowledge to caring for selves and others and coping with extended absences from home comforts. These camps encourage students to set increasing challenges for self, and to problem solve these challenges to a satisfying conclusion. For the post compulsory years the camps incorporate major academic components relating to post secondary life including leadership seminars.
Technology Studies

Course Description
Technology Studies is a QCAA subject that teaches students a structured approach to problem solving in both an academic and practical environment.

Students have an opportunity to learn to manage projects from start to finish. From the identification of a problem or a need, to the development of a solution and further to the construction and evaluation of that solution, this subject focuses on a thorough form of problem solving and project management that encourages an innate sense of self-confidence and achievement.

Learning Experience & Activities
Students have the opportunity to engage in a range of technologies and skills both theoretical and practical. Students are free to work with and learn about a wide variety of tools, machinery, technology and materials. The entire course is underpinned by a foundation of problem solving through design.

Assessment Overview
A wide variety of assessment techniques will be used to assess a number of criteria throughout the course. These include Design Projects, Design Folio’s, Design Reports as well as assessment of Practical Work.

Career/Vocational Information
The knowledge and understanding developed in this course as well as the practical skills acquired, coupled with the structured approach to problem solving and project management through design, make this a valuable subject for a wide variety of Careers and Vocations.

Ancient History

Course Description
During the two-year Ancient History course, students will study seven themes (in this order): Archaeology; Pharaonic Power in Egypt; Changing Practices in Society and Government in the Greek World; Conflict in Greece; Power in Rome; Technologies, innovations and inventions or Art in the Ancient World; and, Bureaucratic control in China. With the exception of the Ancient Roman theme which will span a semester, all themes will run for between seven and eleven weeks.

Within each theme, an inquiry topic will be investigated in some depth. Some of the inquiry topics featured over the course include Paleolithic and Neolithic archaeology, the Greco-Persian Wars, the collapse of the Roman Republic, the role of women in Rome, and the Han Dynasty of China. Within the technologies and arts theme, students will have the opportunity to choose their inquiry topic from any ancient society to produce a multi-modal product which reflects their own interests and ambitions.

Learning Experiences and Activities:
Ancient History develops in the students the skills necessary to pursue an inquiry. The students will experience the various assessment tasks in Year 11, before being required to complete similar tasks for Summative Assessment in Year 12. In Year 11, students will be given focus questions for each assessment task. In Year 12, however, students will be required, for tasks other than traditional examinations, to formulate their own hypotheses and questions, thus develop their own judgments.

Assessment Overview:
The various assessment tasks (10 in all, over the course of two years) undertaken in Ancient History include written research tasks, multi-modal presentations, in-class essays, and examinations. All Year 11 work is Formative, whilst all the Year 12 work is Summative.

Career/Vocational Information:
In addition to learning about and reflecting upon ancient historical content, this unit will enable students to assess and interpret documentary evidence and to understand archaeological artefacts to reconstruct events, trends and cultures of ancient times. This sort of critical inquiry is invaluable across a wide array of humanitarian fields enabling students to scrutinise the content of their modern lives and the various perspectives and influences that they encounter on a daily basis. Learning how to research and present well-structured, evidence-based arguments provides an important step into university studies and is, in itself, well-regarded in business fields.
Art (Visual)

Course Description
This course enables students to study particular fields of Art. Over the two years, students gain in-depth knowledge and experience in; Visual Studies (compulsory), Drawing, Pottery, Printmaking, Installation, Artist, Books and Painting.

The Visual Studies serves as an introduction to the elements and principles of Art for those students with little previous experience in Art and as a revisiting unit for experienced students.

Visual images such as diagrams, pictures and symbols represent a powerful and pervasive form of communication. Through studying the subject, students learn to be visually literate. Visual literacy enhances students’ capacities to think, create and question and provide skills to interpret and express ideas. Active visual literacy requires a shift in focus from teaching to learning and to a view of knowledge as being actively constructed by the learner.

The conceptual framework underpinning this syllabus incorporates the elements of researching, developing and resolving used by students to make and appraise artworks. Artworkers research by reacting to a variety of stimuli, develop solutions to art problems and resolve individual ideas by communicating in visual, written or spoken forms. They resolve aesthetic, sociological, cultural, ideological, historical, technological, environmental and economic problems related to art. In artwork, students process spiritual, intuitive, emotional and intellectual responses. The artworker resolves visual problems in imaginative, analytical and reflective ways.

Learning Experiences & Activities
By the end of the course students should be knowledgeable in the processes and techniques involved in each field of Art studied and should have produced a sizable folio of practical artwork.

Senior Art encourages students to:

1. experience art through their personal perspectives related to social, community, cultural, spiritual, economic, political, environmental and vocational context.
2. understand the diverse role of art workers in cultures past and present including multicultural Australia.
3. pursue an active aesthetic literacy to meet their own ever changing, ever widening personal, spiritual and social needs.
4. pursue, value and develop interests, philosophies and methodologies through increasingly individualised and empowering curricula.
5. define problems with the flexibility to negotiate and consider a variety of solutions and processes essential in a rapidly changing world.
6. explore, manipulate and exploit with confidence the potential of materials, techniques, processes and technologies.

Physics

Course Description
Physics is the branch of science that involves the study of physical phenomena in order to establish patterns. This program has a contextual focus where key ideas are dealt with in real world situations. While maintaining academic rigour the contextual method of teaching provides students the opportunity to learn within real-life situations that have a stronger link to their own experience.

Learning Experiences & Activities
Included in the contexts that are completed at Whitsunday Anglican School are; Medical Physics, Human Movement, Sound Recording & Reproduction, Building Design & Structure, Heat, Electricity Generation, Transmission & Use, Transport & Safety and Space Exploration. The key ideas covered in these concepts include kinematics, dynamics, radioactivity, sound, optics, electronics, electromagnetism, heat, structures, gravity, particle physics and quantum theory.

Physics remains the Science with the strongest quantitative aspect. As such students should be confident in their mathematical abilities. Generally speaking a student should be undertaking Mathematics B concurrently with Physics. Students who intend taking Mathematics A should seek advice before enrolling for Physics.

Assessment Overview
Assessment is formative in Year 11 and summative in Year 12. The assessment tasks invite both open and closed responses and fall into three categories: Written Tasks (including examinations), Extended Response Tasks (Assignments) and Extended Experimental Investigations.

These items will be assessed against criteria directed at the objectives of the syllabus. These are: knowledge and conceptual understanding, investigative processes and evaluating and concluding.

Career/Vocational Information
Physics is a prerequisite, co-requisite or preferred subject for a number of tertiary courses. The conditions for entry vary considerably between universities, therefore consult the relevant handbook to establish up to date information. Typically engineering, science, technology, aviation, architecture, surveying and medical courses may include Physics in entry conditions.
Physical Education

Course Description
Physical Education focuses on physical activity in Australian Society and involves learning in, about and through physical activity. The physical activity provides the content of the course and is a medium for learning.

The four categories for physical activity and examples are as follows:

1. Direct Interceptive  Netball
2. Indirect Interceptive  Volleyball
3. Indirect Interceptive (Individual)  Badminton
4. Aesthetic  Dance - The Jive

The Focus Areas which are then related to these activities include:
(a) Learning Physical Skills
(b) Processes and Effects of Training and Exercise.
(c) Sport, Physical Activity and Exercise in context of Australian Society.

Learning Experiences & Activities
The Learning Experiences are activities that play a dual role where the content and physical activity together contribute toward the students’ ability to acquire, apply and evaluate in physical activity.

Assessment Overview
Performance assessment is made through observation in open, closed and modified tasks. Written assessment is conducted through such items as journals, written reports, exams and assignments. Summative assessment is completed in the second year of the course. One physical activity is studied per term. The same four sports are completed in Years 11 & 12. One written assessment item is completed per term.

Career/Vocational Information
Although Physical Education is not a pre-requisite subject for further study, it provides a solid foundation for studies in Education, Human Movement, Leisure and Recreation, Sports Medicine and Physiotherapy. It also aims to provide students with such valuable life experiences by reinforcing team work, self motivation and organization & communication.

(7) make and appraise artworks, including their own, with originality, confidence and sensitivity to forms.
(8) develop social and personal skills that promote confidence, group co-operation, responsibility and an informed lifelong engagement and enjoyment of the visual arts.

Making
Making is the production of artworks. The effects of past and present social and cultural contexts on the meanings and aesthetic values of artworks need to be considered. In Art, the formulation of ideas and the creating and thinking processes are as significant as the final product and in some cases even more so. Students should engage in a variety of experiences that encourage creative expression.

Visual literacy entails: understanding and applying visual language and concepts through researching, developing and resolving individualised ideas.

Appraising entails: describing, analysing, interpreting and evaluating information (visual, verbal or sensory) through researching, developing and resolving individualised responses.

Assessment Overview
A folio of practical work is compiled based on specific themes on each area of Art studied. A written assignment is completed in each semester. There is much emphasis on researching, developing and resolving artworks.

Career/Vocational Information
Although Art is not a pre-requisite for most tertiary courses, students are required to submit a folio of practical work to gain entry to Art related courses at UQ, QUT, USQ, CQU and the Griffith University (Queensland College of Art).
Biology

Course Description
The subject of Biology encompasses a study of living things, how they function and their relationship to the environment. The Year 11 course focuses on classification of organisms, ecology and human physiology. The Year 12 course involves in-depth study of organisms’ cellular functioning as well as the study of various topics including disease, genetics and evolution.

Learning Experiences & Activities
The Biology course encourages students to develop an understanding of biological principles and biological systems through immersing them in a study of a variety of relevant contexts. Students thus undertake extended experimental investigations, research the structure and functioning of organisms and participate in a variety of field activities. There is a strong emphasis in this course on biological issues and students are encouraged to critically evaluate scientific reports, using the knowledge gained in the course to justify particular viewpoints and to make supported recommendations.

In Year 11 students attend an extended excursion to Heron Island (or a similar site) to further study a natural environment. During this trip students are involved in collecting field data from a rocky platform and a reef system. This data is then used to compile a report that forms the basis of one of the assessment tasks. In Year 12, the field trip involves a one day excursion to a rainforest site or similar.

Assessment Overview
Each Semester students complete a supervised written task. Throughout the course, students will complete extended experimental investigations, field reports and research tasks. These tasks are designed to provide evidence of the student’s performance in each of the assessment criteria. Year 11 work is designed to provide students with the opportunity to gain experience in these tasks. Exit levels will generally be based on the student’s performances in tasks completed in Year 12.

Assessment Criteria
Students will be assessed in three areas:
Understanding Biology
Investigating Biology
Evaluating Biological Issues

Career/Vocational Information
The study of Biology is recommended for the students entering biologically based tertiary courses such as Environmental Science, Occupational Therapy, Agricultural Science, Pharmacy and Nursing. In some institutions Biology is a pre-requisite or a co-requisite for Science courses. For those not considering a tertiary course, Biology offers a valuable and relevant area of study for their future and is an asset in many areas of study, including food technology, hospitality, agriculture, child care work and all areas of health science.

Music Extension

Course Description
Students studying Senior Music may also study Music Extension for the two semesters of Year 12. An extension of the Senior Music subject, it is designed for students interested in exploring in greater depth in one of three areas of study: Composition, Musicology or Performance. Students will undertake detailed studies in one of these specialisations and have the opportunity to independently investigate an area of music which particularly interests them.

Music Extension provides opportunities for students to:
- engage confidently in music-making whether at home or in the wider community
- communicate and express musical ideas
- investigate, develop and communicate musical ideas
- refine and apply higher-order and creative thinking skills in a musical context
- understand socio-cultural influences and critically evaluate music across a variety of contexts, genres and styles
- refine musical abilities through reflective practice and independent learning
- employ a variety of music-related technologies such as instruments, computer software, turntables.

Whether for career, commercial or leisure needs, students will have the opportunity to gain the basis for a life-long engagement with music.
Music

Course Description
Music is a two-year course, which provides students with an in-depth knowledge of the musical language with units centred around traditional and contemporary repertoires.

Learning Experiences & Activities
Students gain an understanding of the elements of music and develop the skills necessary for music composition and music appreciation. Musical experiences that students encounter throughout the two-year course include creating, composing, arranging, improvising, listening, analyzing, performing, and working with a range of music and recording technologies.

Assessment Overview
Students will be assessed in the three dimensions of the course: Analysing Repertoire, Composing and Performing. Students negotiate assessment tasks according to their strengths and interest in each dimension over the course of the year. Students may choose to complete further assessment in order to improve their grades in one or more dimensions of the course. All Year 11 assessment is formative and all Year 12 is summative.

Career/Vocational Information
This course prepares students for further study of Music at a tertiary level and provides students with the opportunity to develop skills which may lead to employment in the field of Music Therapy, Arts Administration, Music/Sound Engineering, Primary/Secondary Education, Composition, Music Performance, Music Technology, Arts Journalism and Sociology.

Other Information
The only requirement for this course is an interest in Music, however students will benefit from undertaking Music in Year 9 and Year 10, and should have a suitable level of musical literacy. Students in this course are required to study a musical instrument and should be prepared to perform on their instrument.

Chemistry

Course Description
The Chemistry course offered at Whitsunday Anglican School has been written to meet the requirements of the Queensland Studies Authority’s Chemistry Syllabus. Except for the Foundation Unit at the beginning of Year 11, various contexts are used to develop key concepts. The topics studied in Year 11 are – Foundation Chemistry, Water, Fossil Fuels; and in Year 12 - Production of Energy and Materials (Polymers, Biofuels, and Redox Chemistry), The Acidic Environment, Chemical Monitoring and Management, Underwater Diving (Gas Laws). Each key concept in the syllabus is taught in at least two contexts.

Learning Experiences and Activities:
Learning experiences draw on a range of pedagogical approaches including guided discovery, inquiry, co-operative learning, individualised instruction and direct instruction. Activities are designed to develop in students an ongoing ability to extend their scientific literacy.

Accordingly, students should develop
- The capacity to work scientifically in chemistry contexts
- The skills to engage in informed scientific inquiry and investigation techniques safely
- The ability to solve chemistry problems in everyday contexts
- The ability to use technology productively in chemistry contexts
- An ability to understand and appreciate the chemistry encountered in everyday life
- The capacity to work as part of a team engaging in co-operative activity
- An ability to communicate their understanding of chemistry
- An appreciation of the issues in, and impacts, of chemistry

Students are also given the opportunity to undertake national science initiatives such as the Australian Schools Science Competition, the National Chemistry Competition, the National Titration Competition (optional) and the Chemistry Olympiads (optional).

Assessment Overview
Three major categories of assessment techniques are used in the course:
- Extended Experimental Investigations – one in Year 11 and two in Year 12
- Students plan and conduct experiments to answer practical research questions and present a formal scientific report.
- Extended Response Tasks – one in Year 11 and two in Year 12
- Written research assignment in which students provide a response to a specific question or issue.
- Supervised Assessments – Two in Year 11 and two in Year 12
- Written tests conducted under supervised conditions to ensure authentication of student work.

All assessment in Year 11 is formative. All assessment in Year 12 is summative.

Career/Vocational Information
For people with inquisitive minds who are creative, persistent, interested in solving problems, think independently, work well with details, have keen powers of observation, and follow logical paths of reasoning, Chemistry offers challenging and quite fulfilling career opportunities.

Chemistry is sometimes referred to as the “central science” since knowledge of basic chemical principles is critically important in all branches of science and for a wide range of industries. At the tertiary level, Chemistry majors can be combined with courses in Biology, Geology, or other sciences, business management, or communications.

Chemistry is a prerequisite or preferred subject for a number of tertiary courses. However, the conditions for entry vary considerably between universities and hence students should consult the relevant handbook to establish up to date information. In general, courses in the Sciences, Engineering, “Health and Recreation” and “Primary Industries and Environment” may require or recommend the study of Chemistry.
Drama

Course Description

“Drama is every aspect of life.” - Danielle Body

Drama aims to foster knowledge and understanding of the way drama is created, presented and received in various social contexts. All students are encouraged to develop their skills in creative expression and communication, imaginative and critical thinking and self-discipline. The course considers global, historical and contemporary dramatic movements and genres.

Learning Experiences and Activities:
The two year course is a journey discovering the progression of Drama from its birth in Ancient Greece to its confronting political capabilities in societies plagued by oppression and its current place in local and global contemporary societies. The evolution of Drama is closely connected to historical and contemporary social contexts and other expressive forms such as art and literature; therefore, studies in all of these aspects are included in the Drama course. Through research and discussion, students learn about important social, historical and philosophical issues including Australia’s indigenous heritage, our country’s Gothic past, the suppression of women and existentialism, amongst others. This knowledge is then creatively applied to the presentation, formation and analysis of dramatic meaning for a variety of audiences.

Assessment Overview:
Year 11 assessment is formative and Year 12 assessment is summative (only Year 12 work contributes to a student’s OP). Students are assessed in three areas of study and each area contributes equally to their exit level of achievement. Presenting involves students working in groups or individually to interpret and perform a polished section of script. Most presenting assessment tasks are performed after school to allow students to perform to an audience of parents and peers. Forming requires students to develop and construct their own drama in the form of written scripts, one-person political dramas, directorial folios and improvisations. Forming tasks may be written or practical. Responding tasks entail students analysing, evaluating and synthesising viewed drama performances in the form of written essays that may be prepared or constructed under exam conditions. On some occasions, students may need to see performances out of school hours for these assessment tasks.

Career/Vocational Information:
This course will provide students with a wide-range of dramatic knowledge and experiences that are suitable for the study of specialist Drama courses offered by universities such as Queensland University of Technology or Bachelor of Arts programs offered by most other educational institutions. Drama can be studied in combination with other degrees, including Education, Literature or History. Overall, a study of Drama in Years 11 and 12 will enhance students’ competencies in public speaking, interpersonal interactions and creativity – skill-sets that are becoming increasingly necessary for career success in the modern world.

Learning Experiences & Activities

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items. Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

Assessment Overview
Assessment in Modern History comes in many forms. All Year 11 work is Formative, whilst all the Year 12 work is Summative. Types of assessment students may complete include:

- Short Response Tests
- Written Research Tasks
- Stimulus Response Essays
- Multi-Modal Presentations

Career/Tertiary Information:
Tertiary studies for which Modern History is a valuable preparation include studies in arts, law, commerce, economics, education, social sciences, Asian studies, languages/cultural studies, communications, journalism, government and politics, and even divinity! The skills in research, interpretation/analysis/evaluation, and communication developed during the course will be very useful in many tertiary studies.

Studies in Modern History are of direct benefit in many areas of employment such as:

- Journalism
- Legal professions (ranging from law enforcement as police through to solicitors and barristers)
- Teaching
- Public Administration/Government (especially in fields such as Foreign Affairs and Trade)
- Advertising and PR
- Publishing

In an age of increased specialisation, or conversely mobility across a number of different careers, those with generalist people and problem solving skills developed in a course such as Modern History are becoming highly valued by many employers. Modern History is a subject that allows students to keep their career options and tertiary education pathway options open.
Modern History

Course Description

In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Modern History, students can understand why our modern world is the way it is. They can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. They can understand that there are relationships between our needs and interests and a range of historical topics, people and events. At a personal level, Modern History helps students to identify their social location, their place in time and their heritage within a distinctive culture. Students develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

The course in Modern History at Whitsunday Anglican School is based on student inquiry. Each inquiry involves the three major elements of planning and using a historical research process, forming historical knowledge through critical inquiry and communicating historical knowledge. Within any inquiry, students investigate the following five major aspects: definitions; sources; backgrounds, changes and continuities: motives and causes; effects, interests and arguments; and reflections and responses. This two year course of study attains conceptual coherence from the premise that it is powerful ideas and beliefs that incite human agency and action in the world. Themes are presented here in order of their completion:

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Economics

Course Description

Economics is about human behaviour - needs, wants, choices and decisions; it is as relevant to individuals as it is to businesses, governments and not-for-profit organisations. Common to all is the fact of limited resources – these resources can take numerous forms. The decision to devote resources to an aim or project can be viewed as a rational process of evaluating an opportunity in relation to alternatives. Fundamentally, economics is about these trade-offs. The two year course includes the study of four core topics - one studied each semester and students will have the choice of a range of electives to complement each core topic.

Learning Experiences and Activities

Learning in Economics is represented by the combination of two themes that encompass both the conceptual and procedural understandings of economics — the circular flow of income model and the inquiry approach.

Economics is designed to encourage and challenge students, to develop their sense of inquiry and their critical thinking and problem-solving skills. Students will engage in learning experiences that involve: interpreting information — for example, being able to extrapolate or summarise economic information provided in written, graphic or other visual form identifying trends, patterns, similarities and differences in economic data or other information assessing the appropriateness of economic decisions or policies for a variety of purposes and social groups expressing opinions on various viewpoints about solutions to economic problems, using specific criteria, developing a commitment to the application of economic principles in solving personal economic problems and in exercising influence as a citizen and a voter demonstrating an empathy with the socially and economically disadvantaged as well as with those responsible for making economic decisions.

Assessment Overview

Assessment in Economics is criterion-based and standards-referenced. There is a provision for flexibility in assessment, and a variety of assessment types, including extended writing, short response, and non-written techniques (eg. web pages, video production) will be utilised.

Career/Vocational Information

The study of Economics focuses on developing skills in adaptability, problem-solving prowess, creative and independent thought. Students who continue their studies of Economics at university level are faced with a dynamic and growing array of challenging, high-paying and highly-rewarding career options: Business/commerce, law, corporate, financial and risk management, banking. Economics as a university course has grown in popularity as it is increasingly being recommended as a dual degree with law, in order to enhance employment opportunities.
English

Course Description
The 11-12 English course is organised into six units of work that involve students in an array of language activities. In accordance with the new Senior English Syllabus, students will engage with an exciting new range of literary and non-literary texts and genres for a range of purposes in different contexts. Opportunities are also afforded to incorporate novels and poetry written by authors appearing at the Whitsunday Voices Youth Literature Festival.

Unit One – Don’t believe the truth
The aim of this unit is to introduce students to Senior English and build upon the knowledge and skills developed in their previous years of studying English. This unit will encompass an investigation of philosophical notions of truth and reality, with an emphasis on the modern mass media and how texts work to promote certain attitudes, values and beliefs for particular agendas. Students will explore the rise in influence and popularity of documentary films, such as Michael Moore’s Bowling for Columbine, which often work to expose the ‘truth’ about particular issues and effect change through a non-fiction medium. The ways in which readers and viewers can engage with texts in order to develop multiple readings and develop an awareness of a range of perspectives will be explored in addition to the various techniques used by documentary film makers in representing their viewpoint on issues and constructing perspectives will be explored in addition to the various techniques used by documentary film makers in representing their viewpoint on issues and constructing versions of reality.

Unit Two – Through the looking glass
Like Lewis Carroll’s novel ‘Through the looking glass and what Alice found there’, this unit will explore the multifaceted perspectives offered by texts and provide students with the opportunity to delve into the ‘worlds’ encompassed within texts and discover the kaleidoscope of meanings they have to offer. Students will explore how various texts represent cultural experiences and the ways in which attitudes, values and beliefs permeate both the texts and how we as readers respond to them. The ways in which readers can engage with texts in order to develop multiple readings will be explored in relation to Indigenous and multicultural poetry from Australia and poetry from around the world, and the graphic novel Requiem for a Beast by Matt Ottley.

Unit Three – Dramatic encounters
This unit will focus on a detailed study of 20th Century drama, most notably the plays of Tennessee Williams and Arthur Miller. The emphasis of the unit will be on an examination of the aesthetic qualities of the plays, the ways in which the texts reflect the social and political context in which they were written and how they offer opportunities to develop a multiplicity of readings and reflections on the human condition. Students will explore plot development and characterisation in addition to the ways in which the plays foreground dominant discourses and position readers through the playwright’s use of language and dramatic devices. The plays on offer as part of this unit include A Streetcar Named Desire, The Crucible, Cat on a Hot Tin Roof, Sweet Bird of Youth, The Glass Menagerie and Death of a Salesman.

Mathematics (Pre-Vocational)

Course Description
Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

Learning Experiences & Activities
Prevocational Mathematics builds students’ confidence and success with mathematics by suggesting activities in which they: develop knowledge about and apply mathematical concepts in contexts that are meaningful to them, learn practical skills and techniques that may lead to further engagement in industry, education and leisure • explain their reasoning and the significance of their solutions, experience mathematics in a range of workplaces, such as through work experience or work placement, work cooperatively in groups and/or independently to achieve goals.

Assessment Overview
Assessment in Prevocational Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives of knowing, applying and explaining. The SAS advises that examinations not be used or kept to a minimum because they can undermine students’ confidence. If they are used then they should be open-book exams, and a teacher should provide support throughout the exam. To determine a student’s level of achievement, a wide range of tasks is used. These tasks are practical and relate to the world of work, personal organisation, and interpreting society. They are conducted mostly in class time so that students can be fully supported by the teacher. Contextualised assessment may require students to give, for example: • short written answers (comprising one word, a sentence or a paragraph) • extended written answers (comprising at least three paragraphs; not essays) • non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; role-plays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).

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

Pre-Vocational Mathematics is an Authority-registered subject and is not used in the calculations of an OP. Prevocational Mathematics is a suitable preparation for students intending to take a tertiary course in the Arts, or a course at TAFE or for students seeking employment directly after Year 12. It is important to note that students seeking technical apprenticeships would require study in Mathematics A or Mathematics B.
Mathematics C

Course Description
Mathematics C may be taken in addition to Mathematics B by students with a strong interest in Mathematics. Students are given the opportunity to develop their mathematical potential and to extend the knowledge acquired in Mathematics B. Mathematics C cannot be studied without also studying Mathematics B. Mathematics C is an integrated course of study consisting of six core topics and two optional topics. The core topics are: Introduction to Groups, Real and Complex Number Systems, Matrices & Applications, Vectors & Applications, Further Calculus and Structures & Patterns. The School chooses two of the three optional topics; Dynamics, Conics and Advanced Periodic & Exponential Functions.

Learning Experiences & Activities
There is an emphasis on applying Mathematics both in life-related situations and in purely mathematical contexts but the mathematics is more rigorous and demanding than in Mathematics B. A high standard of communication skill is expected and the concept of mathematical proof is considered in greater depth than in Mathematics B. Graphical calculators are an integral tool in this subject.

Assessment Overview
Three criteria are assessed; Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification. In each semester, examinations are held twice and other types of assessment are included at least once. Examples of assessment other than examinations are assignments, investigations and research topics.

Each assessment instrument tests at least two of the three criteria identified above. One type assesses the criteria Knowledge & Procedures and Communication & Justification and tests the student’s knowledge of facts, skills and techniques and the student’s ability to use mathematical instruments, calculators and computer software in familiar situations. Another type assesses the criteria Modelling & Problem Solving and Communication & Justification and tests the student’s ability to apply mathematics in unfamiliar situations, or difficult familiar situations; and to justify the results obtained. Some instruments, especially Alternative Assessment, assess all 3 criteria. Semesters 1 and 2 of Year 11 are formative and Semester 3 and 4 are summative.

Career/Vocational Information
Mathematics C is a highly desirable subject for students considering a tertiary course that includes further study of Mathematics such as Science, Engineering, Surveying. While few tertiary courses specify Mathematics C as a pre-requisite, many proclaim it as highly desirable.

Unit Four—“The Ripple Effect”
This unit will examine the poetry and fiction of the Romantic movement, a philosophical and artistic movement of the late 18th and 19th Century, characterised by content and form which provided an invigorating new way of viewing the world. The effects of Romanticism continue to resonate in the 21st Century. Students will examine the central texts of the Romantic movement, predominantly poetry written by the first and second wave Romantics: William Wordsworth, Samuel Taylor Coleridge, William Blake, Lord Byron, John Keats and Percy Bysshe Shelley and Cormack McCarthy’s novel The Road, which offers a post-apocalyptic depiction of the impacts of modernisation. The examination of the novel and poems will focus on the aesthetic qualities of the texts, the effects of literary devices on the reader and the ways in which the social and political context in which the Romantics were writing influenced the representation of central discourses and the foregrounding of invited readings.

Unit Five – A line in the sand
Throughout this unit students will analyse the ideals, values and beliefs consciously and unconsciously presented in a variety of media texts. More specifically, students will examine current moral issues in the mass media and the ways in which the media and texts deliberately position readers/viewers and indeed the wider public regarding aspects of morality. A selection of newspaper and magazine articles, television current affairs programs and films will be explored with an emphasis on the particular cultural values, belief and attitudes underpinning them and the constructed nature of morality.

Unit Six – All the world’s a stage
The culminating unit of the Senior English course will focus on an in-depth exploration of our cultural heritage via the tragedies of William Shakespeare, with an emphasis on central themes, plot development, settings and characterisation, in addition to the impact of the historical context in which the plays were written. The overarching philosophical views of the Renaissance and the nature of Shakespearean tragedy will be explored, along with representations of the dominant discourses and the effects of Shakespeare’s language and dramatic devices in positioning the reader to develop readings. Accounting for the continued popularity and resonance of Shakespearean drama will be examined and evaluated with reference to contemporary and modernised film versions of the plays and references in popular culture. Students will study either Othello, Hamlet or Macbeth.

Learning experiences and activities
Students will have the opportunity to engage in a range of engaging and challenging learning experiences as part of the units they complete throughout the course. Tasks include multimedia presentations, persuasive and literary expositions, imaginative writing, dramatic performances, poetry anthologies and persuasive speeches.

Assessment Overview
In addition to formal assessment tasks, students will be expected to complete class and homework activities to enhance their knowledge and understanding of the units studied. During the four semesters, students will compile a folio of work consisting of both written and spoken tasks covering a variety of genres and completed under a range of conditions.
English Extension

What do students learn?
English Extension is an exciting and challenging subject offered to Year 12 students and is an extension of the English senior syllabus. In Year 12, students undertake two semesters of English Extension concurrently with the parent syllabus. English Extension is designed to offer more challenge than Senior English and builds on the literature study students have already undertaken in Senior English. It offers students the opportunity to specialise in the theorised study of literature for two semesters.

English Extension introduces students to a variety of theoretical approaches used to analyse and evaluate literary texts. They have opportunities to learn about and apply a number of theoretical approaches to literary texts they study. In their written and spoken responses, students draw on different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. The subject demands that students synthesise different interpretations and relevant theoretical approaches to produce written and spoken signed extended analytical texts.

English Extension is designed for students who have a special interest in literature and literary analysis. The nature of learning and assessment in English Extension demands that students are able to work independently on intellectually challenging tasks.

Students will have opportunities to explore the various roles of literature by:

- appreciating the potential that literature has to enrich their lives and expand the scope of their experiences
- understanding and appreciating the social, cultural and historical contexts for a variety of literary texts
- learning about how language, form and style can be used to create particular emotional, intellectual, artistic or philosophical effects
- learning about different ways readers can interpret literary texts.

The texts students engage with are varied and cover contemporary and historical literary fiction and non-fiction, film and other contemporary and emerging literary genres.

Learning Experiences

English Extension provides opportunities for creative and flexible student work. Students will engage with three units: ‘Trust me: I’m telling you stories – Readings and Defences’; ‘Once upon a time – Complex transformation and defence’; ‘Down the rabbit hole – Exploration and Evaluation’.

Students will engage in such learning experiences as:

- comparing and contrasting contemporary reading practices
- undertaking a reading of ‘classic’ texts such as the short stories of Edgar Allan Poe to examine individual reader responses
- exploring how drawing on the reader’s knowledge and life experiences help them to make meaning of texts, such as short stories, films and poetry
- an examination of the ways in which traditional fairy tales reinforce values and ideologies

The learning experiences will ask students to apply their understanding of reading practices and the theories that underpin them by producing ‘readings’ of particular texts, and ‘defending’ their readings by analysing how the readings are related to specific theoretical approaches and reading practices. Students will produce complex transformations of texts by intervening in a text or part of a text, and rewriting it to reposition themselves or other readers. By the end of the course, students will be engaging in sharply focused and critically defensible ways of reading and evaluating texts and theoretical approaches.

Assessment Overview

Assessment in English Extension is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Understanding and interpreting, Applying and analysing and Evaluating and synthesising.

Assessment is both written and spoken signed. Students complete three major tasks throughout the course. Task 1 is a written task, Task 2 is spoken signed, and Task 3 is an extended written analytical exposition.

Given the specialised nature of this subject, the complexity of the thought processes and the depth of exploration required, written assessment tasks under supervised examination conditions are not appropriate.

Career/Vocational Information

This course prepares students for the study of any subject at a Tertiary level which requires research and the analysis of texts.

Mathematics B

Course Description

Mathematics B is an integrated course of study. The topics covered are: Functions and their Applications, Introduction to Calculus and its Application, Periodic Functions, Optimisation, Applied Statistical Analysis, Exponents and Logarithmic Functions.

Mathematics B can be taken as a single subject course or can be studied in conjunction with Mathematics C. Students considering studying Mathematics B should have achieved at least a C+ standard in Pre-Mathematics B in Year 10. Those students who studied Pre-Mathematics A in Year 10, who wish to study Mathematics B will need to complete a self-paced bridging course during the Summer Vacation.

Learning Experiences & Activities

The teaching involves an emphasis on applying mathematics both in life-related situations and in purely mathematical contexts. Students are expected to communicate results effectively, using appropriate mathematical notation, spelling, punctuation and grammar. Graphical calculators are necessary to complete this course, and computer software are used where appropriate.

Assessment Overview

Three criteria are assessed; Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification. In each semester, examinations are held twice and other types of assessment are included at least once. Examples of assessment other than examinations are assignments, investigations and research topics.

Each assessment instrument tests at least two of the three criteria identified above. One type assesses the criteria Knowledge & Procedures and Communication & Justification and tests the student’s knowledge of facts, skills and techniques and the student’s ability to use mathematical instruments, calculators and computer software in familiar situations. Another type assesses the criteria Modelling & Problem Solving and Communication & Justification and tests the student’s ability to apply mathematics in unfamiliar situations, or difficult familiar situations and to justify the results obtained. Some instruments, especially Alternative Assessment, assess all three criteria.

Semesters 1 and 2 of Year 11 are formative and Semesters 3 and 4 are summative.

Career/Vocational Information

Mathematics B is a pre-requisite for many tertiary courses including Engineering, Science, Information Technology, Mathematics, Surveying, Economics and Business at most universities. Mathematics B is also advantageous to students seeking technical apprenticeships.
Mathematics A

Course Description
Mathematics A is intended for students who receive results in Mathematics in Year 10 not strong enough for them to consider Mathematics B, or for students who do not intend seeking admission to any tertiary courses for which Mathematics B is a prerequisite. Mathematics A is an integrated course of study. The topics are drawn from the Course Outline; Applied Geometry, Financial Mathematics, Statistics & Probability and Linear Programming.

Learning Experiences & Activities
The teaching involves an emphasis on applying Mathematics in life-related situations. Students are expected to communicate results effectively using appropriate mathematical notation, spelling, punctuation and grammar. Graphical calculators are necessary to complete this course, and computer software is used where appropriate.

Assessment Overview
Three criteria are assessed; Knowledge & Procedures, Modelling & Problem Solving and Communication & Justification. In each semester, examinations are held twice and other types of assessment are included at least once. Examples of assessment other than examinations are assignments, investigations and research topics. Each assessment instrument tests at least two of the three criteria identified above. One type assesses the criteria Knowledge & Procedures and Communication & Justification, and tests the student’s knowledge of facts, skills and techniques and the student’s ability to use mathematical instruments, calculators and computer software in familiar situations. Another type assesses the criteria Modelling & Problem Solving and Communication & Justification and tests the student’s ability to apply mathematics in unfamiliar situations, or difficult familiar situations, and to justify the results obtained. Some instruments, especially Alternative Assessment, assess all three criteria. Semesters 1 and 2 of Year 11 are formative and Semesters 3 and 4 are summative.

Career/Vocational Information
Mathematics A is a suitable preparation for students intending to take a tertiary course in the Arts, some Business degrees, or a course at TAFE or for students seeking employment directly after Year 12. It may be advantageous for some students seeking technical apprenticeships to study Mathematics B instead of Mathematics A.

English Communication

Course Description
In Australia, English is the principal spoken language and the predominant written language of personal and public life. Proficiency in and understanding of English allows people to share in and contribute to current and future local, national and global communities and cultures. Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts in preparation for lifelong learning. About meanings in texts in preparation for lifelong learning. English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure.

Learning Experiences and Activities
Learning experiences are practical and realistic. Students will have the opportunity to: • make meanings in and of everyday, mass-media and literary texts, understanding the influence of cultural contexts and social situations, develop abilities in speaking, listening, reading, viewing and writing. Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment.

Assessment Overview
In order to enable students to demonstrate their knowledge and control of the three assessment criteria, within the contexts of work, community and leisure, tasks will provide opportunities for students to use their knowledge of: how texts are shaped by purpose, context and social situation, textual features are selected for particular purposes and audiences, how texts reflect different values, beliefs and attitudes. Students will complete a variety of written and spoken/signed tasks in real-life contexts for particular purposes and audiences. Assessment will be conducted in both individual and group situations.

Career/Vocational Information
English Communication offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. It focuses on developing students’ understanding and use of language systems to communicate effectively. Students will be involved in learning experiences that allow them to develop their interpersonal skills, to learn and function in various situations, and to acquire specific knowledge and skills relevant to future life and further training and employment. Students are supported in developing the capacity to learn from and about spoken, written and visual texts.

Depending on student numbers, English Communication may be offered by Distance Education, with a mentor provided to facilitate this process. English Communication is an Authority-registered subject and is not used in the calculations of an OP.
French

Course Description
At the Year 11 and Year 12 level, communication in French in the four macro skill areas of reading, writing, speaking and listening is built on French studied in Year 5 to Year 10. Students will be expected to be conversant with a range of topics reflecting various situations such as relationships, food, leisure, culture and the environment.

Learning Experiences and Activities
Learning experiences are practical and realistic. Voluntary participation in French activities and local, state and national competitions is encouraged.

Assessment Overview
Each semester, students are assessed in the four macro skill areas of reading, writing, listening and speaking. Each assessment area is weighted equally at 25%.

Career/Vocational Information
This course prepares students for study of French at Tertiary level. Whilst many universities assume no prior knowledge of the language, some experience certainly leads to a more confident start at this level. The course is of benefit to any student intending to work in the Retail, Tourism, Hospitality or other public contact industries. French is also a useful subject in such professions as The Arts, Education, Journalism, Diplomacy, Interpreting and Fashion and Design.

Some leading Queensland universities are now offering incentives for students studying LOTE by offering a bonus rank scheme. (See Ms Grant or Mrs Wright for further details.)

Some interesting facts about France:
- Knowing and learning French will ameliorate students’ vocabulary in English: Some 40 to 50% of English Vocabulary comes from French. The study of French will also enhance the students’ grammar skills, and will sharpen their skills in English.
- Learning French develops critical and creative thinking skills: It also increases the students’ problem solving skills and improves their self discipline and self esteem. It also can acquire a number of important life skills.
- France is the world’s major tourist destination. (60 million visit France annually)
- Paris is considered the capital of the world in terms of quality of life.
- French is a major language of high-tech and business in the world.
- Over 50,000 English words have their origin in French.
- France offers a range of generous scholarships to our graduate students.
- French is the official language of the International Red Cross.
- French is the official language of post offices across the world.
- French is one of the two official languages at the Olympic Games.

Legal Studies

Course Description
The Legal Studies course is intended to help students to develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students will investigate the Australian legal system and how it affects their basic rights, obligations and responsibilities.

The course is structured around the Australian legal system and includes the following areas:

Learning Experiences & Activities
A wide variety of learning experiences and activities are undertaken. These will include a court visit, mock trial, case studies, videos/cartoons, research, interviews, debates and guest speakers.

Assessment Overview
A wide variety of assessment instruments are used to assess students across a number of criteria and these form the student’s individual folio. These assessment instruments focus on the social and legal inter-relationships evident in the law.

Types of assessment students may complete include:
- Short Response Tests
- Practical Exercise Exams
- Data Response Tests
- Stimulus Response Essays
- Reports and Non Written Responses.

Career/Vocational Information
The skills and knowledge gained in Legal Studies make this subject a valuable introduction to courses such as, Law, Business Management, Commerce, Education and Industrial Relations, and combined degrees related to these courses.
**Japanese**

**Course Description**
At the Year 11 and Year 12 level, communication in Japanese in the four macro skill areas of reading, writing, speaking and listening is built on Japanese studied in Year 8 to Year 10. Students will be expected to be conversant with a range of topics reflecting various situations such as family life, culture and lifestyle, environmental issues and life after school.

**Learning Experiences & Activities**
Students are expected to understand aural communications, express ideas orally, read with comprehension and to develop an appreciation of Japanese culture and society. Participation in language competitions is desirable. Students may have the opportunity to visit Matsuura, Mackay’s sister city, and participate in the Global Exchanges Program in Years 10 and 11. In some years, a school tour to Japan may be offered.

**Assessment Overview**
Students are assessed each semester in the four-macro skill areas of reading, writing, listening and speaking. Each assessment area is weighted equally at 25%.

**Career/Vocational Information**
This course prepares students for the study of Japanese at Tertiary level. Whilst many universities assume no prior knowledge of the language, some experience certainly leads to a more confident start at this level. The course is of benefit to any student intending to work in the Retail, Tourism, Hospitality or other public contact industries. Japanese is also a useful subject in such professions as Law, Hospitality, Tourism, and Education.

Some leading Queensland universities are now offering incentives for students studying LOTE by offering a bonus rank scheme. (See Ms Grant or Mrs Wright for further details).

**Graphics**

**Course Description**
Senior Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design). Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

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

As you develop and present graphical representations of ideas and solutions for design problems you will:
- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

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

**Assessment Overview**
Assessment in Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically. In Graphics, assessment instruments include design folios and examinations. Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions. Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

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

Course Description
Information Technology Systems (ITS) is an OP eligible QCAA Subject that seeks to prepare students to meet the rapid change in use of technology, the need for responsiveness to emerging technologies and trends, and the needs in specialist and technical aspects of the area. It provides the opportunity to develop skills in areas where there are currently shortages of qualified workers. ITS differs from Information Processing and Technology in that it concentrates on the use of applications to provide solutions for clients in areas of web page development and multimedia design and development.

There are no pre-requisites to this course, however having studied Computing and Information Technology would be useful but not essential to the students success in this subject.

Learning Experiences & Activities
In studying ITS students engage in a wide variety of practical and theoretical learning experiences. These include designing web sites, mobile phone and tablet applications, animated and video productions and graphic design. Students undertake projects with an emphasis on both simulated and real-world clients. It is our aim to develop students understanding of the processes involved in undertaking projects from a client/consultant point of view. Students also have the opportunity to learn and apply 21st century skills such as collaboration, communication and creativity in this technological age.

Students with a flair for design and an interest in computer applications will find ITS interesting. The subject seeks to provide valuable knowledge and skills required for a range of future pathways.

Assessment Overview
Assessment focus is project based with two supervised tasks in Year 11 and one in Year 12. Assessment is performed through 3 items per Semester (6 per year).

Career/Vocational Information
The study of Information Technology Systems is particularly suited to those students who are considering careers in Multimedia, Game Development, Web Development, Video and Sound Specialist, Software Development & Design and Animation or any general IT related degree.

Information Processing and Technology

Course Description
Information Processing and Technology is an OP eligible QCAA subject which deals with the manner in which information is gathered, structured, represented, stored, accessed, manipulated and communicated. It involves examination of information processing problems and solutions. Computer competence is an important aspect of the course and students who undertake IPT are expected to have basic knowledge of file management and major applications. It is necessary for students to have access to their own home computer with Internet access.

There are no pre-requisites to this course. However, having studied Computing and Information Technology would be useful but not essential to the students success in this subject.

Learning Experiences and Activities
In Year 11 students will program robotics and learn the fundamental elements of programming and problem solving. They will develop information systems and learn how to structure and query databases.

In Year 12 the focus is on software design and development.

Students will be involved in both written and problem based learning experiences in the computer room. Projects are completed in the areas of Programming, Information Systems and Artificial Intelligence.

Information Processing and Technology allows students to apply higher-order thinking and problem solving strategies in a variety of contexts.

Assessment Overview
The assessment items over the two years of the course include writing tasks, written tests and projects. The projects are computer based and after-hours access to a computer either at school or home is necessary.

Career/Vocational Information
Whilst Information Processing and Technology is not essential for any tertiary course, this subject is considered highly desirable in computer related courses, for example, Information Technology, Engineering, Biotechnology, Geology, Geophysics and Science/Law. Many courses have compulsory Information Technology units where IPT would assist greatly. Many of these fields require digital mastery through computer programming, systems thinking and highly developed problem solving.