Guiding Principles

Excellence through honour - we want every student to pursue personal excellence; to honour each other, their God given potential and to give of their best.

Learning with purpose - We wish to prepare all our students to become lifelong learners who are creative, critical thinkers, collaborators and communications; who are multi-skilled, adaptable and innovative.

Growth through challenge - we believe that it is important that students are provided with opportunities to push themselves, to be challenged to reach their full potential in a supportive environment.

Central Elements

High Expectations  Positive Relationships  Life-Long Learning  Responsive Teaching  Powerful Partnerships
Message from the Head of Campus

The transition from Year 10 to 11 is an important step. This “Course Planning Guide” provides information about course structure and subject choices for Year 11 and 12, so that you can make informed choices as you prepare for Year 11.

The subject selection process gives students the opportunity to make choices and decisions about their future, based on their interests and long term career goals. This process is aided by information from various sources; however, subject selection is not something that someone else can do for the students, the decisions are ultimately theirs. In order to provide the students with the opportunity to make informed subject selection decisions, the students have engaged in purposeful learning in careers, and have experienced many of the subjects they are considering for further study.

Students should weigh their subject selection against three criteria:

- Choose subjects they need as mandatory prerequisites for their future study ambitions at University and/or TAFE
- Choose subjects that they are good at
- Choose subjects that they like

Compulsory subjects within the Senior Phase of Learning include:

- English
- Mathematics A or Mathematics B
- Sport and Recreation
- Lifelong Learning

Students then have a choice of four elective subjects. For information on each subject choice, please refer to the subject descriptors.

Students will make their selections via a preference system. Students indicate their order of preference for eight of the subjects offered. They are then allocated four subjects in the order they have indicated. Should a particular preference not be available (usually due to over or under subscription) or not fit (due to the combination of subjects) the next preference in order will be allocated. The table on page 8 indicates those subjects which are fixed on certain lines to aid in decision making. Students are encouraged to discuss their subject selection decision with their parents, pastoral care teachers, subject teachers and Lifelong Learning teacher. This is an important part of the process as conversation and consultation will assist in making informed decisions.

The subjects you choose represent an important educational decision and one that should be considered carefully. Years 11 and 12 represent an exciting challenge and important investment in your future.

I wish you well in the decision making that lies ahead.

Michelle Nisbet
Head of Campus 7-12
Leader of Learning and Teaching 7-12
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There are two categories of subjects that are offered at Prince of Peace.

1. **Authority Subjects (e.g. English, Accounting)**
   The Queensland Curriculum and Assessment Authority (QCAA) prescribes a syllabus for these subjects, and schools are required to write work programs, which are reviewed and accredited by the Authority. Results in these subjects appear on the Senior Statement and the Queensland Certificate of Education (QCE). Student results are subject to moderation by review panels appointed by the QCAA. Only Authority subjects contribute to a student’s Overall Position (OP).

2. **School Subjects (e.g. Sport and Recreation and Lifelong Learning)**
   The school devises these subjects and work programs are written for them. The QCAA does not review them in any way. They do not appear on the QCE, and do not contribute to OP calculations. Lifelong Learning is used for academic awards calculations after a year of study.

Prince of Peace Lutheran College offers a number of pathways for students to complete their final two years of schooling:

- **Queensland Studies Authority Subjects** – these contribute to Overall Position (OP) and Field Position (FP) calculations for tertiary entrance
- **Vocational Education and Training (VET)** – nationally recognised qualifications under the Australian Qualifications Framework (AQF) recognised by TAFE and industry as meeting required national standards. These may contribute to a Tertiary Selection Rank.
- **School-based Traineeships and Apprenticeships** (SATs)
- **Blended Pathway**

### Senior Phase of Learning Student Pathways

**Non OP (Selection Rank Pathway)**

- Students undertake a maximum of 4 Authority subjects
- Students select their remaining subjects from Authority-Registered subjects, a Vocational Education and Training (VET) Certificate course, or undertake a School Based Apprenticeship or Traineeship (SAT)
- NB. VET – {minimum level Certificate III in Years 11 and 12}
- In consultation with the Head of Campus, students can elect to sit/not sit the QCST

**OP Pathway**

- Students undertake a minimum of 5 Authority subjects
- Students complete 3 Authority subjects consecutively through Year 11 and 12 for 4 semesters
- Students sit the Queensland Core Skills Test (QCST)

**Blended Pathway**

- Students undertake 4 Authority subjects
- Students enroll in a Vocational Education and Training (VET) Certificate course, or undertake a School Based Apprenticeship or Traineeship (SAT)
- Students complete a minimum of 3 Authority subjects consecutively throughout Year 11 and 12, for 4 semesters
- Students sit the QCST

NB. For students interested in enrolling in a VET certificate course, any additional costs that may arise will be incurred to Parents.
All pathways contribute toward the **Queensland Certificate of Education (QCE)**.

There are a wide range of subject choices available so students are encouraged to take the time to learn about these and to reflect on what type of learner they are. There are many people within the College who are able to assist students with their course selection.

This guide will not provide all the answers but rather is designed to provide basic information about courses and requirements for Years 11 and 12 students. It is important that students discuss their options with people who know them well, teachers who are familiar with course details and those who have up to date information about tertiary prerequisites and other post-secondary options.

**Pathways to Tertiary Education**

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

- Complete six Authority subjects and the Queensland Core Skills (QCS) test to get an OP (Overall Position) score.

- Complete five Authority subjects and a traineeship leading to a Certificate III, as well the Queensland Core Skills test, to achieve an OP score.

- Complete a combination of Authority Subjects and/or a traineeship/Certificate III to obtain a Selection Rank.

### QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. Young Queenslanders are registered for the QCE during Year 10 or in the 12 months before turning 16, whichever comes first. All Senior Studies pathways may contribute toward the **Queensland Certificate of Education (QCE)**.

The QCE offers flexibility in what is learnt, as well as where and when learning occurs. Students have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school.

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 (however, credits expire after 9 years). All students who finish Year 12 receive a transcript of their learning account in the form of a Senior Statement, which is issued in December.

To be awarded a QCE, students must have **at least 20 credits** in the required pattern, and fulfil **literacy and numeracy requirements**. Students gain **1 credit point** for each semester unit of a subject that they successfully complete. To be eligible for a QCE, students must achieve a **minimum of 12 credits from completed Core courses of study**. Partly completed core courses contribute credit towards a QCE, but do not count towards completed Core requirements.

For more information, see link to QCAA – QCE [HERE](#).
QCAA – Literacy and numeracy requirements
The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- At least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- At least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- A Pass grade in a literacy and numeracy course recognised by the QCAA
- At least a C on the Queensland Core Skills Test

QCAA website has more information on:
- Credit for partial completion of courses.
- Credit transfer for intrastate, interstate and overseas transfers.
- Conceded semesters for subjects exited at a limited level of achievement.
- Relaxation of completed core requirements.
- Notional Sound in a subject for meeting literacy and numeracy requirements.
- Recognised studies.

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

For more information on what might be included in the Senior Education Profile (SEP), consider the following websites:

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

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

Students interested in University will need to earn and OP or a Selection Rank.

NB. Selection Ranks are only accepted for entrance to Queensland Universities; a Selection Rank pathway is not recognised by interstate Universities.

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

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

Your OP is then calculated on the results of the student’s best 20 semester units.

For more information, click on this link to the QCAA website: Overall Position

Queensland Core Skills Test information from QCAA is contained within this link: QCST

The QCS test is a state-wide test available for Year 12 students. It is not subject specific, but based in common elements of Queensland senior curriculum (CCE’s). The QCS test consists of four tests over two days.

The QCS test has a dual function. The student’s individual results on the QCS test are reported on the Senior Certificate as a grade, in the range from A to E, along with Subject results as levels of achievement. Secondly, a school’s subject performance results on the QCS test are used in the scaling process to determine the Overall Position (Ops) and the Field Position (FPs).

Selection Rank
The Selection Rank is given to students based on the successful completion of a Vocational Studies Pathway, or when you do not meet the criteria for an OP. This is based on the successful completion of a combination of either:
• Authority subjects
• Vocational Education and Training (VET) studies, including school-based traineeships or external programmes; or
• Qualification gained outside the school which can achieve a selection rank e.g. external music or drama courses (e.g. AMEB, Trinity)

For more information on schedules and tertiary entrance options, visit the Queensland Tertiary Admissions Centre (QTAC).
ACHIEVING A QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of students who are on individualised learning programs. This certificate recognises the schooling achievements of students who have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural and/or linguistic factors. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers. The QCIA records the student’s educational achievement in two areas:

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

**Statement of Participation.** This lists activities a student has undertaken, for example, community-based learning, work placement or work experience, extra-curricular activities, community access programs or mentor programs with employers.

To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.
QUEENSLAND CURRICULUM AND ASSESSMENT AUTHORITY (QCCA)

Curriculum

The QCAA offers a wide range of subjects to cater for multiple pathways, and a range of 'end points' including preparation for further study or employment on completing school.

Queensland follows a system of externally-modered school-based assessment. Senior students are taught and assessed by their teachers in accordance with the requirements of Years 11 and 12 syllabuses. The QCAA ensures that the curriculum and assessment programs developed by schools are rigorous and meet the requirements of the syllabuses. Teachers' judgments about the standards achieved by their students are moderated by the QCAA using trained expert panels of teachers from other schools.

Queensland's system of externally moderated school-based assessment for senior subjects is unique. In Queensland, senior students are taught and assessed by their schools. They do not undertake any subject-specific public exams - unlike students in other states and territories.

QCAA syllabuses contain the criteria and standards that teachers use to make judgments about student achievements. Students are awarded grades ranging from a VHA (Very High Achievement) to VLA (Very Low Achievement). Before schools offer any subject, they must submit programs of study to the QCAA. These are reviewed to ensure they meet syllabus requirements.

Moderation then ensures that the syllabus criteria and standards are consistently implemented across the state. The moderation process differs across the range of subjects to reflect differences in the nature of learning and assessment.

Authority subjects are moderated by subject panels, which are staffed by experienced practising teachers. These panels provide advice to schools and review schools' implementation of the syllabus - including whether teachers are making comparable judgments about the standards being achieved by students. A panel's work includes reviewing sample student folios submitted by schools.

SUBJECT SELECTION

Subject Choices

In Year 11, students are required to study subjects following these guidelines:

- English
- Five (5) additional subjects from those listed in the table below

The College may vary the subject selection rules for particular students when it believes that a different arrangement is required e.g. students with special needs.
### Authority

#### Compulsory

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<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
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<tr>
<td>Mathematics A or Mathematics B</td>
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#### Composite Subjects

- Accounting
- Ancient History
- Business Management
- Drama
- Geography
- Graphics
- Indonesian
- ITS (Information Technology Systems)
- Modern History
- Music

#### Floating Subjects

- Biology
- Chemistry
- Physics
- Technology Studies
- Legal Studies
- Mathematics C
- Physical Education
- Visual Art

(Subject availability depends on demand and will be governed by class size policies)

Due to the composite nature of the following subjects, the table below indicates the line where these subjects will be placed. We will use group preferences to place the floating subjects on the line of best fit.

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<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Economics</td>
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<td>Indonesian</td>
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<td>Graphics</td>
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<td>Drama</td>
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<td>Modern History</td>
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<td>Business Management</td>
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<td>Accounting</td>
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<td>Geography</td>
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<td>Ancient History</td>
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<td>ITS</td>
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<tr>
<td>Music</td>
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### Subject Changes

Students have some freedom to change subjects during the two years, although excessive change is undesirable. **While the College makes every effort to accommodate changes to subject selections, it is important to understand that it may not always be possible for a student to change subjects once the timetable has been finalised. Please note that the College has a class size policy to maximise learning outcomes, therefore a change of subject may not be possible if a class is full.**

All subject changes must be approved by the College and written consent to a change is required from parents/carers. **The preferred timing for an application to change subjects is at the end of a semester. Timing of subject change is limited to ensure students can complete a full semester of a subject. The freedom to change a subject should not be taken for granted.**

It should also be noted that to be eligible for an OP, a student must have studied **four (4) semester units in each of three (3) Authority Subjects** as well as gaining credit for at least 20 semester units of Authority subjects.
**VOCATIONAL EDUCATION AND TRAINING**

**Vocational Education and Training (VET)** is recognised at the appropriate Certificate I - IV level and may broaden a student’s post-school options. Undertaking industry-based training while at school can also help students to gain a dual qualification, the *Queensland Certificate of Education (QCE)* and credits towards a Vocational Certificate, Diploma or Degree qualification if the student decides to go on to study at a TAFE, a university or with another private provider. VET may enhance employment prospects at the end of Year 12 as many employers like to know that a student has already developed work skills. A Certificate III qualification may enhance a *Tertiary Selection Rank*.

**Options at Prince of Peace Lutheran College**

- **VET in Schools Program.** Students will have the opportunity to apply to participate in the VET in Schools program run by TAFE Queensland Brisbane or SkillsTech Australia for trade related courses. These programs will be offered across campuses at Alexandra Hills, Bracken Ridge, Caboolture, Grovely, Loganlea, Mt Gravatt and Southbank.

- **Queensland Studies Authority Registered Subjects** following a QCAA Study Area Specification (SAS). English Communication or Pre-Vocational Mathematics based on student need. These have substantial components of vocational education and practical elements.

- **School-based Traineeships and Apprenticeships (SATs).** The apprenticeship system allows students to complete their Senior Studies while also completing a traineeship or first year apprenticeship. Students attend work part-time for a minimum 48 days per year, usually one day a week which may also include some weekends and school holidays. When not at work, students attend school where they are still considered full time secondary students. A school based traineeship is best started at the end of Year 10 or in Year 11.

**Benefits and Implications**

**For VET in School Programs and SATs**

- Government meets the majority of the training costs for a secondary student (some material costs may still apply)
- School work missed when out of school **must be caught up by the student**.

**For SATs**

- Employer pays a training wage for the time spent on the job.
- It is a competitive market and students need to apply for them as for any job. Students may have to actively seek a position for themselves although the school may be able to assist.
- Apprenticeships and traineeships are legally binding formal agreements. When you sign these you are agreeing to particular work and training requirements as is your host employer. Check all documents carefully with the VET Coordinator and a trusted adult to ensure you fully understand what is required of you, the school and the employer in the agreement.
**Blended and NON OP Pathways**

These pathways offers a degree of flexibility to students who:

- Wish to enter workforce directly after Year 12 and/or
- Plan to go to TAFE QLD or a private training organisation after Year 12 and/or
- Are undertaking a school based apprenticeship or traineeship and/or
- Wish to study at TAFE QLD whilst at school and/or
- May not require an OP.

**Why are these options being offered?**

It is compulsory for young people to stay at school until they have completed Year 10 or have turned 16. They must then participate in education or training for a further 2 years or until they gain a Senior Certificate or a Certificate III or higher or are in full time work or turn 17 years of age.

The QCE is not based solely on subjects studied at school. TAFE certificates, apprenticeships and traineeships etc also accrue credit.

**Aims**

Alternate pathways are offered to:

- Provide a range of opportunities for students to learn and achieve
- Make education relevant to a student’s needs, interests and abilities and develop the ‘whole’ person
- Monitor and mentor students more closely so they don’t ‘slip through the cracks’
- Encourage goal setting, team work, positive participation and self-evaluation
- Enhance student self-esteem and self confidence
- Equip students with the skills and knowledge to adapt and compete in the workplace

**QTAC Ranking**

Students can apply for a ranking from QTAC if they have not completed an OP qualifying course. To gain a ranking, students should complete a combination of semester units of Authority and Authority Registered Subjects, VET Certificates as well as sitting the Queensland Core Skills Test.

**How does this program work?**

Students select one of the following options:

**Blended Pathway – OP (Eligible)**

Students study

- English
- Maths A or B
- Three (3) other Authority subjects

**PLUS**

- One day per week may be spent out of school for *school-based apprenticeship or traineeship OR TAFE completing a certificate course

**Non-OP (Ineligible)**

Students study

- English
- Maths A
- A combination of any subjects

**PLUS**

- One day per week may be spent out of school for *school based apprenticeship or traineeship OR TAFE studies OR structured work experience.
A GUIDE TO CHOOSING SUBJECTS

DO CHOOSE SUBJECTS

- you believe you will enjoy
- in which you expect to do well
- which will assist you in your further study
- which give you skills, knowledge and attitudes useful to you in life
- match your interests

DON’T CHOOSE SUBJECTS

Because:

- another person says they are good or bad
- your friends are, or are not taking them
- you like or dislike a teacher
- you think it is only for boys or only for girls.

CHANGING SUBJECTS

- Select subjects carefully – they must be studied for a semester to accurately experience the subject.
- Occasionally, it may be necessary to adjust a student’s academic program.
- There is often very limited choice when changing subjects. Not all subjects will be available.
- Each request for a subject change is considered carefully and is in consultation with their Pastoral Care Teacher and Careers Counsellor and is subject to approval by the Head of Senior Campus, Leader of Learning and Teaching.
- If information about changing subjects is required, students should contact the Home Class Teacher who will then refer students to the Careers Counsellor.

CHOICES and DEADLINES

- Order the subjects you would like to study carefully from 1 to 8. This is important and may affect the final options available.
- Discuss your subject choices with your PC teachers and Careers Counsellor, and obtain signatures.
- Submit your form to Reception no later than 28 August.
ACADEMIC ADVISORS AND CURRICULUM LEADERS

Listed here are College staff who may be able to provide information and guidance regarding student subject choices.

**Careers Counsellor/Vocational Education** – Mr Heath Stewart

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<th>COMPULSORY SUBJECTS</th>
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<tr>
<td><strong>AREA OF INTEREST</strong></td>
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<td>English</td>
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<td>Christian Studies</td>
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<th>ELECTIVE SUBJECTS</th>
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<td>ICT</td>
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<td>Design and Technology</td>
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GUIDELINES FOR STUDENTS AND PARENTS/CARERS

All Year 10 students are required to develop a **Senior Education Training (SET) Plan** to help them structure their learning around their abilities, interests and ambitions. It should map out what, where and how the student will study during the senior phase of learning (Years 11-12). The SET plan needs to be agreed by the student, their parents/carers or carers, and the school and should be updated when required.

As part of the process for creating the SET Plans, interviews for each student will be held in early Term 4 during which students can discuss the choice of subjects with a teacher, curriculum leader and/or Careers Counsellor from the College. From that interview with the Careers Counsellor, the signed SET Plan will be retained by the College and subject choices can be finalised at this stage. Newly enrolled students will be required to attend an interview at a convenient time.

Parents/carers are welcome to arrange an interview with the Careers Counsellor.

The following may guide students and parents/carers in this process:

- consider career ambitions, past achievements, interests
  - refer to the career development booklet
- research subjects of interest
  - read this guide carefully
  - talk to Curriculum Leaders, Teachers in charge of subjects, subject teachers
  - look at books and materials used in the subject
  - listen carefully at subject selection information talks
- consider the different senior studies pathways
  - Queensland Curriculum Assessment Authority (QCAA)
  - Vocational Education and Training (VET)
- determine tertiary prerequisites or employment skills
- discuss subjects with Pastoral Care Teachers, Subject Teachers and LifeLong Learning Teachers.
- submit Subject Preferences
- complete Senior Education Training Plan (SET) Plan
- attend SET Plan interview with parents/carers and Careers Counsellor
- Review Subject Preferences
THE ARTS - DRAMA

Subject Type: Authority

Required Prior Learning: Although no prior learning or previous study in the subject area is required some basic knowledge and understanding of the Elements of Drama and Skills of Performance is beneficial.

Why do this subject?
Findings from the European DICE project (2010) show that students who participate in Drama education compared with non-participatory counterparts:

- Are assessed more highly by their teachers in all aspects
- Feel more confident in reading and understanding tasks
- Feel more confident in communication.
- Are more likely to feel that they are creative.
- Like going to school more and enjoy school activities
- Are better at coping with stress
- Are more active citizens and show interest in public issues
- Are able to change and challenge their perspective
- Are more innovative and entrepreneurial
- Show more dedication towards their future and have more plans
- Spend more time doing practical activities in general, not just in the arts. (e.g. housework, sport, family, social, part-time jobs)

Young people live in an increasingly complex web of interacting cultures and subcultures. They require a learning environment that promotes imagination, critical thinking, communication, creativity and problem-solving. Drama provides this learning environment both as an art form and as an aesthetic way of knowing that integrates oral, kinaesthetic, visual and aural dimensions. Drama develop a range of skills transferable to a variety of pathways.

What you will study?
Students study dramatic forms and styles, dramatic languages (elements of drama, skills of performance, conventions of forms and styles), the purpose of drama and performance, their texts and contexts.

Drama at Prince of Peace follows a two-year course of study in which student explore and experiment in a variety of themes, contexts and styles. These include:

- Physical Theatre
- Greek Theatre
- Absurd Theatre
- Epic Theatre
- Australian Realism
- Verbatim Theatre
- Contemporary Performance

Workload/Assessment
Students explore, analyse, understand and use aspects of dramatic languages within the dimensions of Forming, Presenting and Responding. Year 11 will consist of six pieces of formative assessment (two in each of the dimensions) and year 12 consisting of five pieces of summative assessment at verification and one piece of assessment post-verification (two in each of the dimensions).

Frequently Asked Questions
Will I need to perform in public?
Yes. The Presenting Criterion requires planned, rehearsed and polished performance for an audience. Not all assessment tasks will be marked in front of a public, unknown audience (i.e. extravaganza, fete, senior showcase); however it expected that senior drama students will perform in front of a variety of audiences.

Will I go to Live Theatre?
Yes. The Responding Criterion requires you to communicate knowledge and understand of drama in response to a live theatre performance. As a student of Senior Drama, in order to complete this assessment you must see the show. Students will also have the opportunity to see other (non-assessment based) performances to appreciate the live theatre experience.

Is there any written theory?
Although most of in-class workshops are practical, Drama does have a theory aspect. The Responding Criterion requires you to write extended essays and dramatic critiques following correct essay format and language to demonstrate your ability to analyse, interpret, synthesise and evaluate drama and its meaning.
THE ARTS - MUSIC

Subject Type: Authority
Required Prior Learning: Year 10 Music or Grade 2 Theory AMEB

Why do this subject?
Music is an essential part of the human experience. It allows us to unleash our creativity while teaching us the value of consistency and persistence. In studying music we learn how to learn which develops independence and allows us to uncover our strengths and weaknesses as learners and performers. We learn to become honest with ourselves, while understanding the value of team work through collaboration with fellow musicians. Students develop a non-judgmental contextual understanding of the world in which they live, learning that all music has value and purpose. We take risks when performing and learn to develop efficient practice and performance strategies.

What you will study?
Over their two year course of study, students will be exposed to a variety of musical genres, styles and contexts. Students are encouraged to gain inspiration from these musical experiences to create their own “brand” of work that expresses who they are as a musical artist.

They will develop their musicianship by engaging with music through singing, playing, conducting, analysing and composing.

A snapshot of some topics covered over the course of study are:
- Motif/Riff based music
- Musical Theatre
- Film Music
- Contemporary Music
- World Music
- Western Art Music

Workload/Assessment
Students are required to complete assessment items in the areas of performance, composition and written assessment. In addition to formal assessment, students should be engaging with music on a regular basis outside of the classroom to continue developing themselves as musicians. This may take the form of participation in a school/outside school ensemble, music lessons, actively listening to music, composing or conducting.

FREQUENTLY ASKED QUESTIONS

Will this course prepare my child for music at university and entrance audition/exams?
While content covered throughout this course is varied and detailed, doing this subject alone will not prepare students for tertiary auditions and entrance exams. It is recommended that students take private tuition in their performance area and theory studies to ensure they are fully equipped to handle tertiary entrance exams and auditions.

Do I need to perform in front of an audience?
Yes. Students will be asked to perform formally and informally in front of large and small audiences throughout their course of study. Performance experiences in the subject seek to expose students to as many different performance scenarios as possible to prepare them for real world situations.

Am I still able to take Senior Music if I have not completed Music in Year 10?
Students who have not taken music studies in Year 10 may experience difficulty in the areas of theory, composition, written expression and music terminology. For this reason, it is strongly recommended that students wishing to take senior music also complete the Year 10 course. Please see the music subject curriculum leader should you have any questions or concerns.
THE ARTS – VISUAL ARTS

Subject Type: Authority

Required Prior Learning:
Senior Visual Art is intended to be a two year course and is studied over four semesters. It is not a requirement to have studied art prior to commencing it in senior, but to have done so is an advantage. This is largely due to the ways of thinking required in Senior Art, rather than the acquisition of technical skills.

Why do this subject?
Visual Art uses the right side of the brain; and as such engages students in higher levels of thought such as analysing, creativity, evaluation, and extrapolation; and as a consequence teaches students to broaden their thinking in all subjects. Visual Art is also an opportunity to explore and become more aware of oneself as a person and is, of course, a lot of fun!

There are numerous arts related career opportunities, in fields such as Interior, Publication, Graphic, Industrial, Fashion and Entertainment Design; Art Education; Photography; Architecture; Fine Arts and Crafts; Support for Artists; Arts Administration; and Art Museums and Galleries. Even if students are not working towards an arts related career, maintaining creativity is good way to maintain a balanced life. Creativity is a Spiritual practice, necessary for wholeness and personal well-being.

What you will Study?
The Senior Visual Art Course is divided into the two years, each with a particular emphasis:

Year 11: Diversification
The primary aim of this year is to expose students to as many technologies and ways of making art as possible. They will be involved in working on 2D, 3D and digital technologies and various ways of approaching art and artists. At Prince of Peace, the Year 11 concept studied is ‘Muses’, with focus developed in three different units: Personal Meaning, Environs and Objects.

Year 12: Specialisation
During Year 12, students are required to produce two separate and distinct bodies of work related to the themes of ‘States of Transition’ and ‘Distillation’. This will include art making in media of the students’ choice and using artists as mentors in their developing arts practice. Students will need to draw heavily on processes and ways of thinking from Year 11 because Year 12 work is primarily student-directed.

Workload/Assessment
It is expected that in Year 11, students will commit a minimum of three hours per week outside of class time to their visual art course.

Assessment for each Year 11 unit is formative and will generally be comprised of three tasks:
- All visual art students are required to keep a Visual Art Journal which includes class exercises; theory; documentation of processes and study of artists. Along with the folio of work completed during the semester, this comprises one of the assessment tasks.
- An extended analytical writing task.
- Up to three resolved art works

The two bodies of work plus an extension are assessed in Year 12, and are summative, meaning that the results will contribute to the students’ exit statement. Students must show evidence of the development of ideas and processes over a period of 15 weeks per body of work. Both include assessment of Making and Appraising Tasks.

Frequently Asked Questions
Do I have to be ‘good at art’ to succeed in Visual Art?
All people are creative and therefore have the potential to do well in visual art. Criteria for assessment are overwhelmingly looking at the process in preference to product, and emphasis is on the student developing their own style of expression.
BUSINESS AND ECONOMICS - ACCOUNTING

Subject Type: Authority
Required Prior Learning: N/A

Why do this subject?
Accounting is designed for students in the senior phase of learning who have a special interest in business studies and in the management of financial resources. The course is designed not only to provide a foundation in the discipline of accounting, but also to prepare students for further education, training and employment. Students are provided with opportunities to develop skills in managing financial resources which can be applied at a personal level and in a business environment. They are encouraged to think logically, to apply accounting principles in a consistent and effective manner, and to become independent learners. Completion of this course should enable students to participate more effectively and responsibly in a changing business environment.

What you will study?
The course is organised around core and electives grouped under “Recording and controls” and “Reporting and decision making”.

During the course, students will study: principles of double-entry accounting; accrual accounting and accounting for the GST; accounting packages; control of the major financial elements of a business — cash, credit transactions, inventories and non-current assets; preparation of accounting records and reports, and the use of ICTs relevant to the preparation of accounting records and reports; analysis and interpretation of financial and company reports; managerial decision making, including cost-volume-profit analysis; personal financing, investing and budgeting.

Knowledge and application of spreadsheeting is essential to this subject and students are required to design and construct spreadsheets. The accounting procedures taught are consistent with the practices of professional bodies.

Workload/Assessment
The exit standards are described in terms of:

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

Assessment techniques include those requiring short and/or extended responses and the demonstration of practical accounting processes, research assignments, projects, letters of advice and business reports. Nonwritten presentations such as datashow or multimedia presentations, seminar presentations, debates, mock interviews, radio/TV news reports may also be used. Five assessment tasks are completed each year. Year 11 is formative while year 12 assessment is summative.
BUSINESS AND ECONOMICS
ECONOMICS SUBJECT GUIDE

Subject Type: Authority

Required Prior Learning: N/A

Why do this subject?
Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It helps senior students gain key employment skills and competencies and to participate effectively in, and contribute to, economic decision making.

What you will study?
Economics offers a range of core and elective topics. Topics to be studied include:

- Personal Economics
- Markets and Models
- Contemporary Micro-Economic Issues
- Contemporary Macro-Economic Issues
- International Economics
- Income and Wealth Distribution
- Globalisation and Trade
- Systems and Development

Workload/Assessment
Over the four semesters, students will be required to participate in the following assessment techniques:

- supervised written assessment — involves providing responses, in the form of paragraph or extended responses to questions conducted under supervised conditions. These may be in response to stimuli such as articles from newspapers, graphs and cartoons

- research assessment — involves research, analysis, synthesis and evaluation of data and information in the development of a response. A research assessment will be presented in a variety of modes such as reports, journal articles or folios, and will include research conventions (e.g. referencing). These assessments occur over a period of time during class and often in the student’s own time.
BUSINESS AND ECONOMICS
BUSINESS MANAGEMENT

Subject Type: Authority
Required Prior Learning: N/A

Why do this subject?
Through this subject, young people have the opportunity to develop an appreciation of issues challenging business organisations and managers locally, nationally and globally. Business practices include innovation, entrepreneurial creativity, strategic planning, management, marketing and information and communication technologies.

In an increasingly dynamic and global society, it is important for young people to make informed and rational decisions about business organisation and management. The context of business provides a realistic setting where students’ understanding of organisation and management can be developed as it applies not only to the business organisation but also to the student's personal life.

The subject comprises 6 focus units of study:
- Management Practices
- Marketing Management
- Human Resource Management
- Operations Management
- Finance Management
- Business Development

Each of these focus units are put into contextual situations to make the study more meaningful. For example, students will use the study of Retail Giants to further develop their skill and understanding of Operations and Marketing Management. Small Business Management will further develop their understanding of HRM and Business Development. Finance Management is a stand alone unit that allows students to gain an understanding to analyse financial reports and make decisions for the future of the business. International Business is another unit which provides students with the opportunity to examine the ever expanding area of international business.

Workload/Assessment
Judgments are made about a student’s exit level of achievement using three criteria: Knowledge and understanding; Analysis and application and Evaluation and communication. Assessment techniques include objective and short answer responses, responses to stimulus material, extended written responses, feasibility studies, non-written responses and observation of performance.

Six summative assessment pieces are required, along with a number of formative assessment pieces.
BUSINESS AND ECONOMICS
LEGAL STUDIES

Subject Type: Authority

Required Prior Learning: N/A While Year 10 Legal Studies is not a prerequisite; an SS in English would be needed to meet the written demands of the course.

Why do this subject?
Legal Studies focuses on enhancing students’ ability to recognise the diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. Students will gain knowledge to understand the legal frameworks that regulate and shape society. Through critical analysis, examination and problem solving, they are empowered to formulate and justify opinions about the law, cases and the social and legal issues that arise.

What you will study?
Students examine the nature and functions of the Australian legal system, the processes of lawmaking and its implementation. Legal Studies is organised around six sections of study:

- The legal system — How does the legal system meet society’s needs?
- Crime and society — What is crime? How should society and the criminal justice system respond to it?
- Civil obligations — How does civil law impact on citizens in a society?
- You, the law and society — Choice of several topics including Renting and buying; Family; Jobs; Sport; Environment; Consumers; Technology; Rights and responsibilities; and a school-based elective unit such as international law, Indigenous issues, or performing arts
- Independent Study
- Law in a changing society

Workload/Assessment
Judgments are made about a student’s exit level of achievement, using four criteria:

- Knowing and Understanding (ability to retrieve and comprehend information)
- Investigating (ability to examine legal situations and issues)
- Evaluating (ability to critically review the law’s attempts to achieve just, fair and equitable outcomes to issues)

Five Assessment Tasks are completed each year. A variety of assessment techniques are used - short answer test; extended essay responses to stimulus in exam conditions and non-written presentations and inquiry/research assignments. Year 11 assessment is formative while Year 12 assessment is summative.
ENGLISH

Subject Type: Authority

Why do this subject?
Australia is a linguistically diverse country with Standard Australian English as its national language. The focus of Senior English is the study of language and texts. Students focus on developing their understanding of English and how to use it appropriately, accurately and effectively for a variety of purposes and different audiences. Senior English requires students to write, speak or sign, view, listen, and think critically, creatively and purposefully. In studying the texts of others, students will develop their higher order thinking skills through analysis and evaluation and come to appreciate a range of texts. They will enhance their ability to think, use language, and make meaning through reflecting on their place in the world, shaping their identities, developing meaningful relationships with others, and expressing their ideas and feelings. They are encouraged to gain pleasure from texts, and understand the power texts have to influence, tell the stories of a culture and promote shared understandings.

What you will study?
There will be a range and balance in the texts that students read, view and listen to. Australian texts by Indigenous and non-indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works, and will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

Workload/Assessment
Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students.

Assessment in Senior English is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Understanding and Responding to Contexts, Understanding and Controlling Textual Features and Making and Evaluating Meaning.

Assessment is both written and spoken or signed. Students complete three or four written tasks and two or three spoken or signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.
HUMANITIES AND SOCIAL SCIENCES – ANCIENT HISTORY

Subject Type: Authority

Required Prior Learning: (Recommended SS level in SOSE and English)

Why do this subject?
In History, as in our everyday life, 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 Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes.

What you will study?
The Ancient History course has been structured to provide students with a general chronological overview so that they acquire a 'big picture' appreciation of the relationships that exist between civilisations in time and space. Students will study 4 Themes in total which include 6 different inquiry topics: Theme 15 Political Centrism in Ancient Rome; Theme 14 Studies of changing practices in society and government in the Greek world; Theme 9 Personalities in History; and Theme 2 Studies of Conflict

Workload/Assessment
Assessment in senior Ancient History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:
- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

At the completion of Year 11 students will have completed 5 pieces of assessment for monitoring (with at least one piece from each category). The assessment is FORMATIVE unless the student is exiting after one or two semesters.

All Year 12 assessment is SUMMATIVE. By verification students will have completed 4 pieces of assessment – one for each category as outlined earlier. The fifth and final assessment piece will be completed after verification to enable the course to be completed and an exit level awarded.

Frequently asked Questions:

How can Ancient History help me in future studies or life?
The research and inquiry skills developed will be useful in humanities or business studies, people interested in careers in justice/law, business, education, government and archaeology.

How can I take this subject further?
Ancient History develops skills that are relevant in a wide range of employment areas including Journalism, Criminology, Sociology and the Public Service. Areas of further study for which the skills developed in History are particularly useful include Arts, Law, Economics and Education.
HUMANITIES AND SOCIAL SCIENCES - GEOGRAPHY

Subject Type: Authority

Required Prior Learning: (Recommended Year 10 Geography and English)

Why study Geography?

Geography is about the study of human and natural characteristics of places, and the interactions between them. Geography prepares students for adult life by developing in them an informed perspective. This perspective will develop across the two-year course of study through a range of scales, including local, regional, national and global.

Geography is of benefit for tertiary study and employment in the following areas: defence forces, urban design, journalism, education, real estate, mining, meteorology, public relations, agriculture, architecture, environmental studies, engineering, economics and commerce, geology, psychology, social work, surveying, and tourism.

What you will study

The senior Geography syllabus is designed around four themes, two per year. Each theme offers a range of focus and elective units, providing flexibility and choice for both students and teachers. The four themes and their focus units are:

<table>
<thead>
<tr>
<th>Theme 1: Managing the natural environment</th>
<th>Theme 3: Resources and the environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus unit 1: Responding to natural hazards</td>
<td>Focus unit 5: Living with climate change</td>
</tr>
<tr>
<td>Focus unit 2: Managing catchments</td>
<td>Focus unit 6: Sustaining biodiversity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 2: Social environments</th>
<th>Theme 4: People and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus unit 3: Sustaining communities</td>
<td>Focus unit 7: Feeding the world’s people</td>
</tr>
<tr>
<td>Focus unit 4: Connecting people and places</td>
<td>Focus unit 8: Exploring the geography of disease</td>
</tr>
</tbody>
</table>

Workload/Assessment

Learning is achieved through a variety of activities such as case studies, debates and discussions, field trips, simulation activities and guest speakers. Learning in Geography takes place in a variety of settings. Fieldwork is especially important in Geography because it enables students to develop skills to find out about issues first hand.

Students are assessed by a variety of techniques including tests, essays, reports and practical exercises so that they have an opportunity to demonstrate their best performance. Judgments are made about a student's exit level of achievement, using four criteria:

- **Knowledge** (ability to recall learned factual material in text and spatial forms)
- **Analytical processes** (ability to identify trends, similarities, differences and patterns)
- **Decision-making processes** (ability to select between valid alternatives and make supported judgments)
- **Research and communication** (ability to gather, organise and present valid information using suitable language and geographical conventions).

Frequently Asked Questions

**Will this subject help me in the Queensland Core Skills (QCS) Test?**

Yes, Geography covers more Core Curriculum Elements (CCEs) than most other subjects.

**What do employers like about people who have studied Geography?**

Employers identify problem solving as one of the key attributes that is developed through an enquiry based approach that involves identifying and analysing a variety of issues that affect humanity either locally to globally.
HUMANITIES AND SOCIAL SCIENCES – MODERN HISTORY

Subject Type: Authority

Required Prior Learning: (Recommended SS level in SOSE and English)

Why do this subject?

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.

What you will study?

<table>
<thead>
<tr>
<th>Theme: Studies of Conflict</th>
<th>Studies of hope &amp; cooperation</th>
<th>The history of ideas and beliefs</th>
<th>People and environments</th>
<th>Studies of power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible Topics</td>
<td></td>
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<tr>
<td>• Changing nature of armed conflict</td>
<td>• Civil Rights: USA</td>
<td>• Introduction to political spectrum</td>
<td>• History of the Environmental Movement</td>
<td>• Genocide</td>
</tr>
<tr>
<td>• Australia’s involvement in War</td>
<td>• Apartheid</td>
<td>• Assassination of JFK</td>
<td>• Holocaust</td>
<td>• Holocaust</td>
</tr>
<tr>
<td>• “The Troubles”: Northern Ireland</td>
<td>• Non-violence as an alternative</td>
<td>• Modern Democracy</td>
<td>• Imperialism</td>
<td>• Imperialism</td>
</tr>
<tr>
<td>• Arab-Israeli conflict</td>
<td>• The Olympic Movement</td>
<td>• Communism</td>
<td>• Rwanda 1994</td>
<td>• Rwanda 1994</td>
</tr>
<tr>
<td>• War on Terror</td>
<td>• Human Rights</td>
<td>• Fascism</td>
<td>• United Nations</td>
<td>• United Nations</td>
</tr>
<tr>
<td>• Non-violence as an alternative</td>
<td>• The Olympic Movement</td>
<td>• French Revolution</td>
<td>• British Imperialism</td>
<td>• British Imperialism</td>
</tr>
</tbody>
</table>

Inquiry topics in Modern History focus predominantly on the 20th century and later.

Workload/Assessment

Assessment in senior Modern History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- Planning and using a historical research process
- Forming historical knowledge through critical inquiry
- Communicating historical knowledge.

Students will be assessed in each of four categories of assessment: test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, Powerpoint or web-based productions, and short response tests and response to stimulus tests.

Year 11 students will complete 5 pieces of assessment for monitoring (with at least one piece from each category). The assessment is FORMATIVE unless the student is exiting after one or two semesters. All Year 12 assessment is SUMMATIVE. By verification students will have completed 4 pieces of assessment – one for each category as outlined earlier. The fifth and final assessment piece will be completed after verification to enable the course to be completed and an exit level awarded.

Frequently asked Question

Is Modern History a good subject for tertiary studies?

Yes, the skills and writing developed in Modern History are very useful for tertiary studies as it focuses on research, analytical and critical thinking skills and being able to make reasoned decisions based on evidence.
INFORMATION COMMUNICATION TECHNOLOGY

Information Technology Systems (ITS)

Subject Type
ICT & Design

Required Prior Learning
SS Overall Achievement in Year 10 IT.

Why do this subject?
ITS is ideal for students who want to learn how to become effective creators of electronic content rather simply being a consumer. Students will also learn how to manage project based work.

What you will study?
ITS will be taught across two context areas:
- Game Design and Animation Design
- Multimedia.

In each context area students will study different elements: Theory and techniques; Problem-solving process; Project management; Client relationships; and Social and ethical issues.

Work Load/Assessment
The five assessment tasks will consist of a mix of
- tests,
- extended response assignments (including multimodal presentations),
- product development and
- practical exercises.

This subject focusses on a central theme each semester and encourages students to explore various options to learn new skills. As well as learning technical skills associated with industry standard software, students explore gaming, animation and multimedia forms as ways of communicating a central message.

Students will complete the two years of study with successfully completed work that would form the beginnings of an electronic portfolio.

Students will be assessed in three dimensions:
- Knowledge and communication,
- Design and development,
- Implementation and evaluation.

Frequently Asked Questions
Do I need a computer connected to the internet at home?
It is desirable but not essential. It might be helpful to do some planning, gathering of resources and blogging but time in the computer labs is available to all students both in class and at least once a week a lunch times.

Do I need to buy expensive software?
No. Ample time will be given for students who work efficiently to complete their work in class time.

Do I need anything else?
No but it is highly recommended to have a separate USB drive available for ITS only. This is because some of the files created are very large and it is prudent to save multiple revisions of them.
LANGUAGES - INDONESIAN

Subject Type: Authority

Required Prior Learning: Minimum of a C in Year 10 Indonesian

Why do this subject?

Australia’s engagement with Asia provides a context for all learning, and highlights the capacity for all students to be active and informed citizens building global communities. Research suggests that: “The knowledge of more than one language gives a person an edge in judgement and competence, by allowing them to see the world from a different perspective (Wesley, 2009).” Learning a language provides opportunities to communicate sensitively and successfully with non-English speaking people; increases career and travel opportunities and aids in the development of literacy skills, critical thinking, reasoning, conceptualising, and problem solving. Knowledge of the Indonesian language and an understanding of its culture is a twenty first century skill for Australian students as they prepare to live and work in a global society.

What you will study?

Students will undertake the language and culture course via various themes, and it is through these contexts that associated genres, grammar and language functions are studied. Students are exposed to these themes through a number of different mediums including spoken conversation, textbooks, online resources and media. Students will be exposed to a variety of complex text types ranging from spoken conversation and formal speeches, to magazine articles and essays. There is a strong focus on developing students spoken and written fluency. Topics of study include:

- Religions, Celebrations and Festivals
- Australia and Indonesia relations
- History of Indonesia
- Contemporary adolescent issues in Indonesia & Australia
- Media, Entertainment and Popular Culture
- World of work
- Planning a holiday to the real Indonesia
- Environment

Work Load/Assessment

To achieve communicative competence and fluency in a language requires constant daily revision and practice. Additional exposure may be sought through practice with other students outside of class time, listening and reading Indonesian media online or through correspondence with the College’s sister school via blogs and skype. Students are also encouraged to participate in College trips to Indonesia.

Students will be assessed on four macro skills including Listening, Speaking, Reading and Writing. Assessment is undertaken only under examination conditions, is equally weighted and skills are generally assessed once per semester.
MATHEMATICS – MATHEMATICS A

Subject Type: Authority

Required Prior Learning: Due to the demands of the subject the student would need to have an SS in Year 10 Core Mathematics to study Maths A.

Why do this subject?
Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

What you will study?
Mathematics continues to develop in response to changes in society and, in turn, it influences further societal development. The Mathematics A Syllabus contains core and elective topics which relate to the mathematics used in personal and work situations.

The elective topics are:

- Maps and compasses
- Operations research — either
- Introduction to models for data
- School elective

Learning experiences derived from the Mathematics A Syllabus include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms to assist in developing mathematical understanding.

Work Load/Assessment
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge and procedures, Modelling and problem solving, and Communication and justification). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

In year 11 and 12, students will undertake 8 x 50 minute lessons per fortnight. At the end of every term, students will complete a supervised test. Once every semester students will complete an assignment that will either be an EMPS task or a report.

The assessment in year 11 is FORMATIVE unless the student is exiting after one or two semesters. All Year 12 assessment is SUMMATIVE.

Students studying Maths A in year 11 and 12 should be completing a minimum of 30 minutes of private study or homework per night in addition to completing their regular mathematic assignments.
MATHEMATICS – MATHEMATICS B

Subject Type: Authority

Required Prior Learning: It is recommended that students should only undertake Maths B if achieving an “HS” or above in Core Maths 10 or if achieving an SS or above in Extension Maths.

Why do this subject?
Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

What you will study?
The Mathematics B course consists of seven core topics:

- Introduction to functions
- Rates of change
- Periodic functions & applications
- Exponential & logarithmic functions & applications
- Introduction to integrations
- Applied statistical analysis
- Optimisation

Learning experiences derived from the Mathematics B syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and, opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

Workload/Assessment
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge & procedures, Modelling & problem solving, and Communication & justification). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

In Year 11 and 12, students will undertake 8 x 50 minute lessons per fortnight. At the end of every term, students will complete a supervised test. Once every semester students will complete an assignment that will either be an EMPS task or a report.

The assessment in Year 11 is FORMATIVE unless the student is exiting after one or two semesters. All Year 12 assessment is SUMMATIVE.

Students studying Maths B in Year 11 and 12 should be completing a minimum of 30 minutes of private study or homework per night in addition to completing their regular mathematic assignments.
MATHEMATICS – MATHEMATICS C

Subject Type: Authority

Required Prior Learning: It is recommended that students undertaking Maths C have achieved a grade of “HS” or above in Extension Maths 10. Students undertaking Math C are required to also undertake Maths B.

Why do this subject?
Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

What you will study?
The Mathematics C course consists of core and option topics.

The six core topics are:
- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns

Two optional topics are (selected by the school):
- Dynamics
- Advanced periodic and exponential functions

Learning experiences derived from the Mathematics C Syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology, and opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

Workload/Assessment
Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course (Knowledge & procedures, Modelling and problem solving, and Communication and justification). Assessment techniques in this syllabus are grouped under categories and may include:
- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

In year 11 and 12, students will undertake 8 x 50 minute lessons per fortnight. At the end of every term, students will complete a supervised test. Once every semester students will complete an assignment that will either be an EMPS task or a report.

The assessment in semester 1 of year 11 is FORMATIVE. The assessment throughout semester 2 of year 11 and all of year 12 is SUMMATIVE.

Students studying Maths C in year 11 and 12 should be completing a minimum of 30 minutes of private study or homework per night in addition to completing their regular mathematic assignments. This is addition to the aforementioned workload associated with Maths B.
MATHEMATICS – NUMERACY SHORT COURSE

Subject Type: QCAA registered Short Course.

Required Prior Learning: Students should have engaged with the content of year 10 Core Mathematics.

Why do this subject?

This subject is suited for students in Years 10–12 who may be at risk of not attaining the numeracy requirement for the QCE.

Numeracy Short Course focuses on aspects of numeracy and does not replace the study of the subject Mathematics. It is informed by the Australian Core Skills Framework (ACSF). The requirements for a standard C Level of Achievement in this short course mirror the numeracy requirements for ACSF Level 3.

Students who reach this standard will remain eligible for the QCE.

What you will study?

Students will study various areas of mathematics including calculations, shape and space, data and statistics, measurement, location and direction.

In this course of study, students will learn a variety of strategies to develop and monitor their own learning. Emphasis is on developing skills to identify important mathematical information that is embedded in a range of everyday life and work situations. Students will be required to use a variety of mathematical processes and strategies (including formulas and algebra) to solve problems in a range of situations. They will also be required to reflect on the outcomes and appropriateness of mathematical processes used.

Workload/Assessment

Students will experience learning and assessment activities based on real-life or lifelike contexts. Tasks will include group and individual work and students may be required to work cooperatively or independently as the task requires.

Time allocations and the scheduling of the course within the school year will be based on best satisfying the needs of students participating in the course.
PHYSICAL EDUCATION

Subject Type: Authority
Required Prior Learning: No required learning needed.

Why study Physical Education?
In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

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

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

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

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

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

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.

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

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

Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying
- actively participating in physical activity.
SCIENCES - BIOLOGY

Subject: Authority

Required Prior Learning:
It is recommended that students selecting Senior Biology should have:

- A minimum of a satisfactory standard of achievement in the Yr 10 Biology elective/Yr 10 Science.

Science Students not meeting these criteria will need to meet with the Career’s Advisor or Curriculum Leader of Senior Science to negotiate their inclusion in this elective Biology course.

Why Study Senior Biology?
Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities to:

- gain insight into the scientific manner of investigating problems pertaining to the living world.
- experience the processes of science, which lead to the discovery of new knowledge.
- develop a deeper understanding and an enhanced aesthetic appreciation of the living world.
- develop the skills and understanding to make considered ethical decisions about the use of biological techniques and products.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society’s activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the result of which will affect the living world both now and in the future.

What you will study?
Biology is concerned with the study of living organisms, including the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. The course of study is based on the Biological principles of:

- Survival of species which is dependent on individuals staying alive long enough to reproduce.
- The interrelation of structure and function in living organisms at every level.
- Continuity and change which occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

The course places considerable emphasis upon inquiry based experimental work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours over the two year course which will include an full day excursion to Point Cartwright and another excursion to Bunyaville National Forest in Year 11.

Work Load/Assessment
The role of individual consolidation is vital to success in this subject. Students are expected to complete a minimum of 3 hours homework per week consisting of teacher directed activities and individual review and consolidation.

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. Students will demonstrate their understandings in the three strands - Understanding Biology, Investigating Biology, and Evaluating Biological Issues- which are the assessable areas for this subject.

Assessment techniques in this syllabus are grouped under categories and will include: Extended Experimental Investigations (EEI), Written Tasks (WT) and Extended Response Tasks (ERT).

Year 11 students will complete 6 pieces of assessment for monitoring, two using each technique specified. This is to provide students with the opportunity to develop their skills in responding to these assessment instrument types. The assessment is FORMATIVE unless the student is exiting after one or two semesters.  All Year 12 assessment is SUMMATIVE.  By verification students will have completed 4 pieces of assessment – at least one for each technique as outlined earlier.  The fourth and final assessment piece will be completed after verification.

For more information contact Head of Senior Science: Mrs Pat Corbin
pcorbin@princeofpeace.qld.edu.au
SCIENCES - CHEMISTRY

Subject: Authority

Required Prior Learning:
It is recommended that students selecting Senior Chemistry should have:
- A minimum of a satisfactory standard of achievement in the Yr 10 Chemistry elective/ Year 10 Science
- Concurrent study of a minimum Maths A

Students not meeting these criteria will need to meet with the Career’s Advisor or Curriculum Leader of Senior Science to negotiate their inclusion in this elective Chemistry course.

Why Study Senior Chemistry?
The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduit in which humankind can interact with and explore matter. This is the essence of Chemistry. Chemistry helps us to understand the links between the macroscopic properties of the world and the subatomic particles and forces that account for those properties. The application of chemistry enables us to make sense of the physical world. Understanding and applying chemical concepts, models, procedures and intellectual processes aids in our management of the planet’s limited resources and could provide the key to our continuing survival.

Chemistry can provide a unifying feature across most scientific undertakings especially where "traditional" science boundaries are becoming blurred.

What you will study?
The Chemistry course is inquiry based with a strong emphasis on the use of experimental activities to develop student understandings. Students will study a program of 8 units over the two years of the course which are contextualised to allow students to explore the chemistry of a wide variety of everyday experiences. These may include:

- Materials at the nanoscale
- Atmospheric Chemistry and climate change
- Water – the miracle drop
- Transport and energy
- Polymers and plastics
- Drugs – synthesis, structure and delivery
- Wine and ginger ale making
- Industrial chemistry
- Quality control
- Personal chemistry

Work Load/Assessment:
Students will demonstrate their understandings in three criteria - Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding – through their responses to Extended Experimental Investigations (EEI) and Supervised Assessments (SA). The role of individual consolidation is vital to success in this subject. Students are expected to complete a minimum of 3 hours homework per week consisting of teacher directed activities and individual review and consolidation.

Year 11 students will complete 5 pieces of assessment for monitoring, two EEI’s and 3 supervised assessments which will provide students with the opportunity to develop their skills in responding to these assessment instrument types. The assessment is FORMATIVE unless the student is exiting after one or two semesters. All Year 12 assessment is SUMMATIVE. By verification students will have completed 4 pieces of assessment – one EEI and 3 supervised exams. The fifth and final assessment piece will be completed after verification.

For more information contact Head of Senior Science: Mrs Pat Corbin
pcorbin@princeofpeace.qld.edu.au
SCIENCES - PHYSICS

Subject: Authority

Required Prior Learning:
It is recommended that students selecting Senior Physics should have demonstrated/completed the following:

- A minimum of a satisfactory standard of achievement in the Year 10 Physics/ Yr 10 Science.
- Concurrent study of Minimum Maths B.

Students not meeting these criteria will need to meet with the Careers Advisor or Curriculum Leader of Senior Science to negotiate their inclusion in this elective Physics course.

Why Study Senior Physics?
The development of understanding of physical phenomena occurs in Physics by means of experimental inquiry. Physics values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and applying these to explain and predict everyday events.

What you will study?
The Physics course is a two year inquiry based course with a strong emphasis on experimental activities. Students will be engaged in designing and conducting experimental investigation and activities in a range of contexts and everyday settings. They will develop the mathematical and analytical skills necessary to interpret experimental data and apply it to solve problems. Students will study 8 units over the two year course. Topics may include:

- Heat and Alternative Energy
- Nuclear physics and nuclear medicine
- Astrophysics
- Electricity and electronics
- Sound and music
- Physics of sport
- Light and Optics
- Electromagnetism
- Quantum Physics

Students will have the opportunity to engage in physics workshops through the Queensland University of Technology including STEM (Science Technology Engineering and Mathematics) days, Science Ambassador days and the Vice Chancellor's program.

Work Load/Assessment:
The role of individual consolidation is vital to success in this subject. Students are expected to complete a minimum of 3 hours homework per week consisting of teacher directed activities and individual review and consolidation. Students will demonstrate their understandings in three criteria - Knowledge and Conceptual Understanding, Investigative Processes, and Evaluating and Concluding – through their responses to Extended Experimental Investigations (EEI) and Supervised Assessments (SA).

Year 11 students will complete 5 pieces of assessment for monitoring, two EEI’s and 3 supervised assessments. This is to provide students with the opportunity to develop their skills in responding to these assessment instrument types. The assessment is FORMATIVE unless the student is exiting after one or two semesters. All Year 12 assessment is SUMMATIVE. By verification students will have completed 4 pieces of assessment – one EEI and 3 supervised assessments. The fifth and final assessment piece will be completed after verification.

For more information contact Head of Senior Science: Mrs Pat Corbin
pcorbin@princeofpeace.qld.edu.au
TECHNOLOGY - GRAPHICS

Subject Type: Authority

Required Prior Learning: A keen interest in design/engineering/multimedia
- High level of ICT proficiency
- Year 10 Graphics

Why do this subject?
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 three design areas: industrial design, graphic design and built environment (architecture, landscape architecture and interior design).

What you will study?
- 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
  - 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.
- Use a variety of CAD and graphic design software.
- apply industry conventions where applicable
- develop design solutions for a range of audiences, including corporate clients and end-users.

Example Design Problems:
- Develop campus map to guide visitors to destinations
- Low cost, sustainable housing for a developing country.
- innovative range of packaging for Café

Work Load/Assessment:
Students will be assessed by the following assessment instruments:
- Design Folios (documents a design process over 6-12 weeks)
- Extended Response Exams (response to a design problem, 1 - 2.5hrs)

Frequently Asked Questions:

Do I need to buy any special software to use at home for graphics?
No, all software used is available free for student use at home if desired.

I have limited ICT access at home, will that affect my grades?
No, all assessment items can be completed using the schools ICT facilities.
TECHNOLOGY – TECHNOLOGY STUDIES

Required Prior Learning: A keen interest in industrial design & engineering
- Year 10 Technology Studies

Why do this subject? Technology Studies challenges you to understand and appreciate technological innovation and its impact on society. You will learn about the purposeful application of knowledge, resources, materials and processes to develop solutions to real-world design problems by generating innovative ideas and producing products. In Technology Studies you will examine and create solutions to design problems.

What you will study?

You will develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for you to develop lifelong skills in strategic thinking, practical problem solving, information analysis, creative thinking and project management. Using a design process you will investigate design problems from a variety of contexts, while considering the human needs of individuals and communities, or in response to identified opportunities. You will explore and analyse design factors to develop ideas and produce products through the practical application of manufacturing technologies and materials. Products are created because they meet a need and confirm your design decisions.

Example Design Problems:
- Design a toy for kindergartens to develop fine motor skills
- Design a solution for people to easily find their mobile phones
- The requirement to wear a helmet is affecting the patronage of a bicycle hire scheme. Design a solution to allow the helmet to be more easily stored or carried.

Work Load/Assessment:

Design folios (4-12 weeks) — these involve undertaking and documenting a design process where you develop ideas and produce products in response to a design problem. You will document your process using both visual and written communication, which may include freehand sketches, drawings, computer-generated images, photographs, animations, videos, annotations, paragraphs and extended writing.

Reports (4-6 weeks) — these involve analysing the relationship between a product and society, and may include proposing solutions, expressing and justifying a point of view or explaining and evaluating an issue.

Frequently Asked Questions:

How much practical work is undertaken in Technology Studies?

Prototype products are created as a response to the design problem and confirm student’s design decisions. Most designs problems will require a prototype to be constructed; these vary in scale, materials and complexity.

Do I require any personal protective equipment?

Students are supplied with all required PPE. Students need to ensure that they always have leather shoes with both sports and formal uniforms.