ROCKHAMPTON GIRLS GRAMMAR SCHOOL

The Girls Grammar curriculum encompasses all of the planned and guided learning experiences offered to the students by the School. The individual student with her needs, abilities and interests, is the centre around which the curriculum is developed. The whole environment of the School with its many varied experiences contributes to the total growth of the individual student. The contribution of each student enables the development of the curriculum in its broadest sense.

At Girls Grammar we believe that the most effective instructional program appeals not only to the mind, but also to the heart; encouraging and inspiring students to inquire, to analyse, and, ultimately on the basis of sound judgment and personal conviction, to act.

In providing senior schooling, we are dedicated to an education that inspires students to strive for excellence. Acknowledging individual differences, we offer students opportunities commensurate with their abilities, challenging students to reach their full potential.

We believe that the development of inquiring minds demands an environment of freedom, opportunity and discipline, established and sustained by a commitment to thoughtful participation in a rigorous and varied educational program. We strive for our students to nurture their skills and talents, and develop a respect for hard work and a love of learning that will endure for a lifetime.

Regards

Melinda Scash (Principal)
INTRODUCTION

Dear Parents and Students

This booklet contains an outline of the pathways available at Rockhampton Girls Grammar School for students in Years 11 and 12. The variety of subjects available demonstrates the School’s commitment to a broad and well-balanced curriculum, which gives students the opportunity to explore and develop individual gifts and talents and work towards achieving their potential.

Federal Government initiatives in post compulsory education in Australia have broadened the opportunities available to students in their final two years of schooling. Girls Grammar has responded to the initiatives of government by providing alternative pathways for entry into Post-Secondary education and training. Girls Grammar offers Queensland Studies Authority (QSA) Authority and Authority-registered subjects. We also have links with CQ TAFE, apprenticeship and traineeship providers and CQUiversity.

Whatever pathway a Girls Grammar girl chooses, it is important to select a course of senior study chosen wisely based upon areas of interest and ability.

John Fry (Director of Learning)
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THE QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

The QCE is Queensland’s senior schooling qualification. The Queensland Studies Authority (QSA) will award young people a QCE when they complete the senior phase of learning — usually the end of Year 12. To be awarded a QCE, students will need to achieve a significant amount of learning, at a set standard which includes basic requirements in literacy and numeracy.

How does the QCE work?
The QCE recognises broad learning options and offers flexibility in what, where and when students learn. At the same time, a required pattern of learning ensures that core areas of learning are covered. A wide range of learning, including academic subjects, vocational education, workplace learning and university subjects undertaken while still at school, can contribute towards the QCE. Different types of learning contribute different credits. Students must have at least 20 credits at a set standard, and in the required pattern of learning, to be awarded a QCE.

Planning for a QCE
Students in Year 10 develop a senior education and training (SET) plan or career plan. The SET plan helps each student structure her learning around her abilities, interests and ambitions. It will map out what, where and how a student will study during her senior phase of learning — usually covering Years 10, 11 and 12. The SET plan needs to be agreed to by the student, her parents or carers, and the school. It can be started at any time, but should be established by the end of Year 10. In conjunction with the Director of Learning, students will regularly review the SET plan to monitor progress, and update planning.

Registering young people
All schools are required to register their students with the QSA in the year they complete Year 10, or turn 16, whichever comes first. When a student is registered, the QSA opens an individual, web-based learning account for her. The account is password protected and can be accessed by the student.

Monitoring progress
The learning account records what, where and when each student learns, and the results she achieves. The School and other learning providers report students’ enrolments and results to the QSA, and this information is recorded in individual learning accounts. Students use their learning account to track their progress towards a QCE, vocational certificate or the Queensland Certificate of Individual Achievement (QCIA). All learning and results recorded in a student’s learning account will also be recorded on the student’s Senior Statement. Every student who completes Year 12 will receive a Senior Statement. This statement will be a transcript of their learning account, recording all the learning undertaken and results achieved. Students can access their learning account through the Student Connect Website at https://studentconnect.qsa.qld.edu.au/

Awarding a QCE
If a student completes Year 12 without achieving a QCE, their learning account will remain open for seven years, regardless of their age. After Year 12, any QCE-related learning and activities can still be recorded in the learning account. When the person achieves 20 credits, the QSA will award the QCE in July or December of that year.

Find out more
Phone: (07) 3864 0384
Email: qce@qsa.qld.edu.au
Learning options and credit values (from QSA)

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**PREPARATORY courses:** generally used as stepping stones to further study

| | A maximum of 6 credits can contribute |
| VET Certificate I vocational qualifications | (Max of 2 can count) 2 or 3 |
| Employment skills development programs approved by the VETE Act 2000 | (Max of 1 can count) 2 |
| Re-engagement programs | (Max of 1 can count) 2 |
| Recognised certificates and awards | As determined by QSA |
| Short course in literacy or numeracy developed by QSA | Per course 1 |

**ENRICHMENT courses:**

| | A maximum of 8 credits can contribute |
| Recognised certificates and awards | As determined by QSA |
| Recognised structured workplace or community-based learning programs | As determined by QSA |
| Learning projects – workplace, community, self-directed | 1 |
| Authority extension subjects, such as English Extension | 2 |
| Career development: A short course senior syllabus | 1 |
| School-based subjects | As determined by QSA |

**ADVANCED courses:** go beyond senior secondary schooling

| | A maximum of 8 credits can contribute |
| One or two semester university subjects completed while enrolled at a school eg SUN courses | 1 semester 2 |
| Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school | 2 semester 4 |
| Recognised certificates and awards | Up to 8 credits (1 credit per competency) |

Eligibility for a QCE

To be eligible for a QCE, a student must be enrolled with a school and registered with the Queensland Studies Authority (QSA). For most students the QCE will be achieved over Years 11 and 12. Others may not achieve it until after they finish Year 12. The total amount of learning required is at least twenty credits. This reflects an amount of learning that could be reasonably achieved by most young people over a two-year, full-time program of study in the Senior Phase of Learning.

What is a credit?

A credit is the minimum amount of learning at the set standard that can contribute to the QCE. A credit has two elements: an amount of learning and a set standard. For example, a credit for a school subject is one semester (amount of learning) at Sound Achievement (set standard) or a credit for a Certificate II qualification is 25% (amount of learning) of the competencies (set standard).

Some learning achievements will be recorded in the Learning Account but will not be a credit because they either do not have the required amount of learning or they do not meet the set standard. For example, a Very Limited Achievement in a school subject does not meet the set standard to be a credit.

New flexibility

The new qualification recognises more varied learning options. Students can design a program of study to match their career goals. There is more flexibility in what, where and when learning occurs. Not all the learning needs to take place at school. Some learning can be with a registered training provider, in a workplace or with a community group.

The Senior Statement

The Senior Statement is an official record of all the learning achievements in a Learning Account. It details: what learning was attempted, the standard achieved and, where and when the learning took place.
The QSA will issue the Senior Statement to young people who:

- have met the requirements for the Queensland Certificate of Education, or
- are attending a school, and have banked at least one achievement in their Learning Account, and are enrolled at a school until the prescribed date at the end of Year 12, or
- have completed a pattern of study which makes them OP eligible.

For more information:
Director of Learning, Dr John Fry Directorlearning@rggs.qld.edu.au
- visit the QSA website at www.qsa.qld.edu.au
- visit the Student Connect Service at https://studentconnect.qsa.edu.au

QUEENSLAND STUDIES AUTHORITY - MODERATION

Moderation is the name given to the quality assurance process for senior secondary studies used by the QSA to ensure that:

- Authority subjects taught in schools are of the highest possible standards;
- Student results in the same subject are comparable across the state, and match the requirements of the syllabus; and
- The process used is transparent and publicly accountable.

The system of moderation is based on a close partnership between the QSA and schools. The QSA contributes the design, operation and servicing of the structures that allow the system to operate. It accepts the responsibility for training the people who serve on review panels to review school work programs and student results. Schools contribute the services of teachers as review panellists, and are responsible for developing and implementing work programs in line with syllabuses, and for assessing students’ work against state wide standards. They collect the student work samples and data necessary for their students to receive Senior Certificates. The various phases of the moderation process are accreditation of work programs, monitoring of Year 11 standards, verification of Year 12 standards, approval of Year 12 results, and random sampling.

MAINTENANCE OF STANDARDS

In each subject, standards are maintained by comparing a student’s achievement with the standards as indicated in the school’s work program accredited by the QSA. This process is reviewed by subject Review Panels at the District and/or State level. The panels also check that comparable standards apply between schools and advise each school accordingly.

The results on the Senior Statement are recorded using 5 levels of achievement:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA)

Recorded subjects – Non-VET Recorded subjects are subjects are offered by educational organisations recognised by the QSA. These subjects do not contribute to OP and FP calculations but can be included on a student’s Senior Statement and will contribute towards a Queensland Certificate of Education (QCE). An example of a Non-VET recorded subject is a 7th Grade AMEB qualification.

Visit the QSA website to find out more about recorded subjects or apply for a course of study to be recognised as a recorded subject.
TERTIARY ENTRANCE

The methods by which students will be selected for entrance to Tertiary Courses at the end of Year 12 are outlined below:

To qualify for Tertiary entrance, students must either:

a) Apply through QTAC with an Overall Position (OP) OR
b) Apply through QTAC with a tertiary ranking.

Overall Position (OP)
An OP is a means of comparing overall student achievement throughout the state.

To qualify for an OP, a student must have:
- Completed at least 20 semester units of Authority subjects
- Studied at least three Authority subjects for all four semesters.
- Undertaken the Queensland Core Skills Test.

OPs are distributed on a 1 to 25 scale with Band 1 being considered the highest band. OPs are calculated using a student’s achievement in their best 20 semesters from Authority subjects scaled according to group results for the Queensland Core Skills Test. All Authority subjects are weighted equally in the calculation of OPs.

It is possible that because of quotas for most places in tertiary institutions, some faculties will not be able to accept all students who applied for a particular course and who were placed in a particular “cut off” OP band. The Tertiary institution will then offer these "marginal" students a place based on their Field Positions. There are 5 fields - A through to E.

Field Positions (FP)
Field Positions compare student achievements in Authority subjects in up to five fields [areas of study which emphasise particular strengths]:

Field A  Refers to a student's ability in extended written expression
Field B  Refers to a student's ability in short written communication
Field C  Refers to a student's ability in basic numeracy
Field D  Refers to a student's ability in complex problem solving involving mathematical symbols and abstractions
Field E  Refers to a student's ability in practical performance involving physical or creative arts.

Each QSA subject has been allotted a different weighting in each of the five fields.

Field Positions are reported in bands from 1 (the highest) to 10.

QTAC Rank.

A ‘Rank’ is provided to students who have chosen to complete fewer than 20 semester units of Authority subjects. In most, but not all, cases this refers to students taking SASs. (See VOCATIONAL EDUCATION). A ‘Rank’ can qualify a student for entrance into tertiary studies. To qualify for a rank, a student must complete 20 semester units of study.
SENIOR SECONDARY AUSTRALIAN CURRICULUM

Since 2010, Australia has been moving toward a national framework for schooling aimed at raising education standards and achieving nationally consistent curriculum, assessment and reporting. The QSA, and Queensland’s school sectors — Education Queensland, Queensland Catholic Education Commission, and Independent Schools Queensland — have provided the Australian Curriculum, Assessment and Reporting Authority (ACARA) with advice and feedback during the development of the first 14 senior secondary Australian Curriculum subjects.

Development
On 7 December 2012, the Australian education ministers approved the content descriptions and achievement standards for the first 14 senior secondary Australian Curriculum subjects as the basis for state courses.

The 14 Australian Curriculum senior secondary subjects are:

4 English courses:
- Essential English: Focusing on literacy and language skills for effective participation in work, training and community, social and civic life
- English: Focusing on language and literature and meeting the demands for further study, work and community, social and civic life
- English as an additional language/dialect (EALD)
- Literature

4 Mathematics courses:
- Essential Mathematics: Focusing on applied Mathematics for everyday life
- General Mathematics: Focusing on Mathematics suitable for preparation for further study with a moderate demand in Mathematics
- Mathematical methods: Focusing on higher level Mathematics
- Specialist Mathematics: For further study in Mathematics or engineering and students with a strong interest in Mathematics

4 Science courses:
- Biology
- Chemistry
- Earth and Environmental Science
- Physics

2 History courses:
- Ancient History
- Modern History

Implementation in Queensland
States and territories are responsible for the structure and organisation of their senior secondary courses and for determining how they will integrate the Australian Curriculum content and achievement standards into their courses. Queensland schools are to continue to use the current QSA syllabuses until the revised syllabuses based on the Australian Curriculum are available. This almost certainly will not occur in 2014 or 2015.

CHOOSING SENIOR SUBJECTS
It is important to choose senior subjects carefully as your decisions may affect the types of careers you can follow later. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically.

Overall plan
As an overall plan, you are advised to choose subjects:
- you enjoy
- in which you have demonstrated some ability or aptitude
- which help you reach your chosen course and career goals
- which will develop skills, knowledge and attitudes useful throughout your life.

Guidelines
Relate subjects to current career information. If you are uncertain about what to choose at present, seek help in trying to choose a course that will keep several career options open to you. The Director of Learning, Dr John Fry, Care Group Mentors and subject teachers are all available to help you get started.
The following resources are available in the careers section of the Library and give information on subjects and courses needed for careers:

The resource Queensland Tertiary Courses - for careers requiring study at universities or other institutions of higher education

The resource Queensland Job Guide, information sheets and other careers information - for information on subjects needed for particular occupations.

Summary of selection criteria for entry to universities and colleges.

Notes on subject weights for FPs (also available on QSA Website www.qsa.qld.edu.au)

The my future (Job and Course Explorer) website www.myfuture.edu.au

By checking this information you will become aware of the distinction between:

Pre-requisite subjects (subjects which must be taken for future courses or careers)
Recommended subjects (not essential, but which are likely to make future courses easier to follow)
Useful subjects (not essential, but give a general background or help develop particular skills).

All students and parents are strongly urged to check these websites and information sources prior to making subject decisions.

SCHOOL SUBJECTS

These subjects, approved by the Queensland Studies Authority, are offered state wide in Queensland. Authority Subjects are regarded as academically demanding. Students not achieving a Sound Achievement level in a Year 10 subject may find the equivalent Authority subject at Year 11 difficult, and should they not achieve at a Sound level in Year 11 and 12 semester units, credit towards the QCE will not be attained.

Investigate each subject fully

To do this, it will be necessary to:

- Read subject descriptions and course outlines in this booklet
- Talk to teachers of each subject
- Examine resources and materials used in the subject
- Make a decision about a combination of subjects which best suit your requirements and abilities.

There are some traps to avoid when making a selection of subjects. Do not select subjects simply because someone has told you that they ‘help get you good results and give you a better chance of getting into university’. Try not to be influenced by suggestions that you will not like a particular subject, because a friend/brother/sister disliked it when they studied it.

Points to consider carefully:

a) Overall Position
   Calculation of your Overall Position (OP) for tertiary entrance will be based on your best 20 semester achievement levels. At Girls Grammar, students select six subjects beginning at Year 11.

b) Tertiary Entrance
   Students aiming to maximise their chances of tertiary entrance are strongly advised to follow these steps:

   - Select all pre-requisite subjects for preferred courses, where relevant.
   - Check to ensure eligibility for tertiary entrance.
   - Consider subjects in which you have both an interest and demonstrated ability.
   - Check to see if you will qualify for the Field Positions which may be used in the selection of final places in the tertiary courses in which you are interested.

(Note, that many students will be selected for courses without the need for Field Positions to be considered).
VOCATIONAL EDUCATION AND TRAINING (VET)

TAFE
Central Queensland Institute of TAFE (CQ TAFE) offers high school students in Years 11 and 12 the opportunity to study a range of vocational education and training (VET) programs in preparation for further study and to get into the workplace faster. Students may need to attend a CQ TAFE campus one day a week during the school term over one or two years.

What are the benefits of the Schools' Program?
By participating in a CQ TAFE’s Schools’ Program, students have the opportunity to:
• Gain credit points towards the Queensland Certificate of Education (QCE)
• Receive direct entry into certain TAFE programs upon successful completion of high school
• Gain credits for a diploma program or university studies
• Learn from industry professionals
• Gain real employment skills relevant to the workplace
• If a student is enrolled and they are in Year 12 they may not gain the full certificate in one year, students will receive Results of Assessment for competencies achieved.
• Tuition is free.

What does it cost?
Students undertaking a nationally accredited VET qualification at CQ TAFE as part of their senior studies pay no tuition fees. However there are associated fees for all programs and a small administration fee is charged per program per calendar year. All students attending CQ TAFE campuses will be required to pay a small amount for a student ID/library card per calendar year. Selected programs may have additional costs for dress requirements and resources. CQ TAFE is still in the process of identifying the material costs for some programs. These costs will be charged at the time of enrolment.

Eligibility requirements
Students must remain enrolled in, and attend, a Queensland school throughout the duration of the Schools’ Program. Students must be 15 years of age upon commencement of the class to participate in most programs. Study is to be identified in the student’s Senior Education and Training (SET) Plan. Students must abide by TAFE Queensland and CQ TAFE rules and regulations, as set out in the CQ TAFE Student Information Guide, while attending a Schools’ Program.
Completing a Vocational Education course can also enhance a student’s prospects when seeking full time or part time employment.

School Based Traineeships and Apprenticeships
Students can also participate in a part-time School Based Apprenticeship or Traineeship as a further vocational option. This option is open to both OP and non-OP students and enables them to complete a training qualification as well as paid work in their chosen career field, along with the achievement of the QCE at the end of Year 12.

UNIVERSITY COURSES

CQUniversity SUN courses
SUN (Start Uni Now) is a CQUniversity initiative that allows Year 11 and 12 students to study CQUniversity courses (at CQUniversity, a ‘course’ is the word used to describe a ‘subject’) whilst still in high school. Students can enrol in a range of CQUniversity courses, either online (externally) or face-to-face (internally), and combine them with their regular high school work. The following information is available from: http://www.cqu.edu.au/study/who-am-i/school-leaver/start-uni-now-sun

What can I study?
The following are the courses you can study when you enrol in SUN. Each course has been matched to a future career opportunity.

Accounting
Are you good with numbers and looking for a career that will take you anywhere? CQUniversity offers a Bachelor of Accounting that can take you into areas of accounting such as assurance services, consulting services, information technology (IT) services, forensic accounting, international accounting, strategic management, taxation and financial planning.
Accounting SUN courses:

ACCT11057 Principles of Accounting
HRMT11010 Organisational Behaviour
MRKT11029 Marketing
COIS11011 Foundations of Business Computing
ECON11026 Principles of Economics
LAWS11030 Introductory and Contract Law

Allied Health
Would you like a career in the health industry where no two days are the same? A career in Allied Health may be for you. Our new Bachelor of Health Science (Allied Health) will provide you with an unparalleled opportunity to blend real-life clinical experience with contemporary best practice theoretical education.

Allied Health SUN courses:

ALLH11001 Introduction to Allied Health Practice
PSYC11010 Fundamentals of Psychology
PSYC11009 Social Foundations of Psychology

Arts
Do you have an interest in human culture? Do you excel in English, history and geography? You may be interested in studying arts. The CQUniversity Bachelor of Arts degree offers a huge range of study areas including history, geography, journalism, liberal studies, media studies, cultural studies and many more.

Arts SUN courses:

HIST11037 Ancient & Medieval Civilisations: An Introduction
HIST11038 The Modern World Emerges: An Overview
GEOG11023 Physical Geography of Australia
GEOG11024 Conservation in Australia
LITR11043 The Short Story
LITR11055 Popular Genres
SOCL11056 Australian Identity
COMM11007 Media Writing
WRIT11023 Creative Writing I: Fundamentals of Writing
WRIT12010 Creative Writing II: Writing Beyond the Page
PSYC11008 Biological Foundations of Psychology
PSYC11009 Social Foundations of Psychology

Aviation Technology
Do you have a fascination with aerospace and an interest in how planes get off the ground? Do you excel at science and mathematics? CQUniversity Bachelor of Aviation Technology allows graduates to work in a range of operational and management positions within the aviation, aerospace and information technology industries.

Aviation SUN courses:

AVAT11001 Aviation Theory I (12 units of credit)
AVAT12002 Aviation Theory II (12 units of credit)
AVAT12003 Aviation Theory III (12 units of credit)
AVAT12004 Aviation Theory IV (12 units of credit)

Those courses with 12 units of credit will be $700 (students are only able to study a combination of courses that equate to 24 units of credit in total). Refer to the “How much does it cost?” section of this website for more information.

Business
It’s all about managing – people, spending, costs and facilities. At some time in your working life you will have to manage someone or something. It might be a unit within a company or other organization; it might even be the challenge and excitement of running your own business. Whether you are just starting to consider your future career or have been working for some time, the knowledge and skills gained through business studies will be invaluable. If you want to learn how to think, strategise and manage in business, a degree at CQUniversity is a great starting point to your future success.

Business SUN courses:
ACCT11059 Using Accounting for Decision Making  
HRMT11010 Organisational Behaviour  
MRKT11029 Marketing  
ECON11026 Principles of Economics  
LAWS11030 Introductory and Contract Law  

**Chiropractic Science**  
Are you passionate about enhancing quality of life and making a real difference? If so, a career in chiropractic science could be for you. The Bachelor of Science (Chiropractic) is the first step in your journey towards a rewarding career in chiropractic, providing both evidence-based theory as well as practical learning experiences in state-of-the-art facilities and through work-integrated placement Australia-wide.  
Chiropractic Science SUN courses:

MEDI11004 Professional Practice  
CHIR11001 Introduction to Chiropractic  

**Communications**  
Are you interested in media and do you have good communication skills? A career in communications may be for you. CQUniversity offers a Bachelor of Professional Communications that will kick-start your career into areas including journalism, public relations, media and communications, advertising and more.  
Communications SUN courses:

**Public Relations Plan**  
COMM11108 Communication and Democracy in Australia  
COMM11110 Introduction to Public Relations  

**Communication Practice Plan**  
COMM11003 Professional and Technical Communication  
COMM11007 Media Writing  

**Education**  
Are you interested in working in a fast paced environment? Could you see yourself working with children? A Bachelor of Learning Management is the degree to get you there. A Learning Management degree at CQUniversity allows you to choose your speciality between early childhood, primary and secondary.  
Learning Management (Early Childhood and Primary) SUN courses:

EDCU11015 Numeracy in the Classroom  
EDED13431 Competence in English  
EDEC11021 Play Based Learning  
EDEC13027 Early Childhood Education and Care Settings  
(It is recommended that the above courses are done consecutively)  

Learning Management (Secondary) SUN courses:

FAHE11001 Managing E-Learning  
EDED11400 Managing Diversity  

**Engineering (Associate degree)**  
Please note: these courses will NOT count towards the Bachelor of Engineering or the Bachelor of Engineering Technology. You will receive credit toward the Associate Degree in Engineering.  
Do you enjoy solving problems? Are you curious about how things work? If you would like to be at the cutting edge of scientific and technological advancements, then becoming an Engineering Associate will provide a challenging career where you can utilise these abilities and interests and turn ideas into reality. Associate Degree of Engineering graduates enjoy a wide variety of challenging career options across a range of industries and government sectors.
Engineering (Associate degree) SUN courses:

ENAG11008 Professional & Sustainable Engineering Practice
MATH11160 Technology Mathematics
ENAG11001 Engineering Drafting
ENAG11002 Energy and Electricity
ENAG11005 Mechanics

Environmental Health
Environmental Health is the study of recognising, evaluating and controlling environmental factors affecting public health. Examples of topics in this complex field include environmental effects on human health, food safety, potable and recreational water quality, communicable disease management, disaster management, indoor air quality, vector-borne disease control and waste management.

Environmental Health SUN courses:

ESSC11002 Measurement and Evaluation in Health Science
BIOH11005 Introductory Anatomy and Physiology
ENVR11011 Fundamentals of Environmental Science
ENVR11012 Applications of Environmental Science

Exercise and Sports Science
Are you interested in sports and fitness? Do you have a curiosity about how and why the human body moves? CQUniversity has a Bachelor of Exercise Sports Science that will help take you into a career in exercise science, human fitness, family and community health, lifestyle management, occupational health and safety, and personal health.

Exercise and Sports Science SUN courses:

ESSC11001 Physical Activity, Fitness and Health
ESSC11002 Measurement and Evaluation in Health Science

Health Promotion
If you are interested in health and want to help improve public health and wellbeing, you should consider the Bachelor of Health Promotion at CQUniversity. Health promoters and educators fulfil a crucial role in the community, providing the general public with an easily consumed banquet of health information.

Health Promotion SUN courses:

HLTH11027 Foundations of Health
HLTH11030 Health Communication
HLTH11029 Health Promotion Concepts

(It is recommended that the above courses are done consecutively)

Information Technology
Are you good at problem solving and have a keen interest in computers and information systems? If so, you may want to study Information Technology or Information Systems. An Information Technology degree at CQUniversity will allow you to begin a career in many areas, including programming, web design, graphic design, software development and many more.

Information Technology SUN courses:

COIT11222 Programming Fundamentals
COIT11223 Ethics and Social Issues
COIT11233 Information and Communication Technology Foundations
COIT11226 Systems Analysis
COIT12167 Database Use and Design

Law
Can you see yourself cross-examining witnesses in a courtroom? Do you like a good debate? Do you like reading, research and analysis? In CQUniversity’s Bachelor of Law degree you will learn legal procedures and key legislation, and be given the opportunity to develop skills necessary to identify, analyse and evaluate facts in relation to legal framework. A law degree will provide you with the qualifications to pursue a number
of careers in the field of law, including solicitor, barrister, government legal officer, judicial officer, law academic, company director, in-house counsel, diplomat and politician.

Law SUN courses:

**LAWS11057 Introduction to Law A**

**Medical Imaging and Sonography**
Are you interested in the technical side of health and medicine, working with people and making a difference? If so you may want to study medical imaging or sonography. Graduates of the Bachelor of Medical Imaging will find employment opportunities as a diagnostic radiographer in employment areas such as public and private hospitals, clinics and community health care services. Graduates of the Bachelor of Medical Sonography will find employment opportunities as a sonographer or ultrasonographer in organisations such as public and private hospitals, clinics and community health care services.

Medical Imaging and Sonography SUN courses:

MED11004 Professional Practice
MED11005 Patient Care in the Allied Health Professions

**Multimedia**
Are you interested in animation and graphic art, and do you have creative flair? If so, you might want to study Multimedia. Graduates of the Bachelor of Multimedia will find employment opportunities in the digital content industries, including games design, multimedia/web design, creative online product researchers; and online education.

Multimedia SUN courses:

DGTL11001 Foundations of Animation
MMST11002 Web Design
MMST11003 Design Perspectives
MMST11009 Digital Video and Audio
MMST11010 Illustrations and Visualisations

**Music**
Are you passionate about music and want specialist training in musical theatre, classical, jazz and contemporary music performance and composition? The CQU University Bachelor of Music may be the program to get you there. Graduates from this program are singularly successful in obtaining employment and establishing award winning careers as stage performers, professional musicians and recording artists.

Music SUN Courses:

MUSC11405 Language of Modern Music 1
MUSC11406 Language of Modern Music 2
JAZZ10035 Modern Harmony and Improvisation 1
JAZZ10036 Modern Harmony and Improvisation 2

Please note music courses have an internal timetable. If accepted into the SUN Program, students will need to contact faculty staff to find out the times and rooms for classes.

**Nursing**
Are you good with people and want a challenging yet rewarding career? If so, you might want to consider Nursing. CQU University offers a Bachelor of Nursing that will allow you to work in the health care industry and health promotion agencies including occupational health, aboriginal health, community health, drug and alcohol agencies, the armed services, public and private hospitals and nursing homes.

Nursing SUN courses:

BIOH11005 Introductory Anatomy and Physiology
NURS11146 Professional Nursing Identity
NURS11149 Foundations of Nursing Practice 1
NURS11152 Therapeutic and Professional Communication
NURS11153 Health and Behaviour

**Occupational Health and Safety**
Occupational health and safety studies develops your expertise in the identification and anticipation of occupational health and safety hazards in the workplace. This program also enables a systematic approach
for the assessment and control across the major discipline areas of occupational hygiene, human factors and safety science/risk management.

Occupational Health and Safety SUN courses:

- OCHS11025 Introductory Health and Safety Risk Management
- ENVH11001 Health and the Environment
- BIOH11005 Introductory Anatomy and Physiology
- PSYC11009 Social Foundations of Psychology
- SCIE11018 Introduction to Forensic Science
- ESSC11002 Measurement and Evaluation in Health Science

**Paramedic Science**

Do you like to help others and work in exciting environments? Then a career in paramedic science could be for you. Paramedics are involved in assessing patient condition and delivering pre-hospital medical and trauma care to people in need. The Bachelor of Paramedic Science at CQUniversity will allow you to develop the skills and knowledge to save lives and make a difference in your community.

Paramedic Science SUN courses:

- MEDI11004 Professional Practice
- OCHS11025 Introductory Health and Safety Risk Management
- CHEM11041 Chemistry for the Life Sciences
- PMSC11001 Foundations of Paramedic Science

**Psychology**

If you're fascinated by people and how their minds work, then you may be interested in becoming a psychologist. CQUniversity offers a Bachelor of Psychology that will allow you to work as a registered psychologist in Queensland in a variety of areas including hospitals, private practice, business, education, courts, correctional facilities and sports.

Psychology SUN courses:

- PSYC11008 Biological Foundations of Psychology
- PSYC11009 Social Foundations of Psychology

**Science**

Are you interested in how the natural world works? If so, you may want to study a science. CQUniversity offer a large range of science programs including physics, biology, industrial chemistry, medical science, and environmental science.

Science SUN courses:

- BIOL11099 Living Systems
- CHEM11041 Chemistry for the Life Sciences
- ENVR11011 Fundamentals of Environmental Science
- SCIE11023 Science Communication
- BIOL11100 Functional Biology
- BIOL11101 Field and Farm Ecology
- ENVR11012 Applications of Environmental Science

**Social Work**

Are you interested in people and their relationships within society? Social Work studies at CQUniversity covers a range of social science topics including psychology, sociology, social work and welfare studies. As a social worker you could be employed in a range of contexts including hospitals and community health centres, disability and mental health services and correctional facilities, indigenous and cross cultural services, education settings, community-based welfare agencies, and private practice.

Social Work SUN courses:

- SOCL11056 Australian Identity
- SOWK11016 Human Services in Statutory Contexts
- PSYC11008 Biological Foundations of Psychology
- PSYC11009 Social Foundations of Psychology
Tourism
Would you like a career in Australia’s largest and fastest growing industries? Our new Bachelor of Tourism is designed to offer you the knowledge and skills to enter the expanding tourism industry. Our degree will provide you with cutting edge knowledge and engages with global initiatives dedicated to promoting sustainable tourism practices here at the local level and around the world. By studying the Bachelor of Tourism you will have the opportunity to enter a variety of careers in the tourism industry – accommodation, events, tourist attractions, transport or hospitality. The strong emphasis on marketing also offers entry into marketing careers.
Tourism SUN courses:

HRMT11010 Organisational Behaviour
MRKT11029 Marketing
COIS11011 Foundations of Business Computing

University of Queensland Enhanced Studies Program (ESP) courses
ESP allows students to extend their studies in an area of interest and to 'test drive' university life in first semester of year 12. You'll learn what it's like to be a university student and, on successful completion, are eligible for one bonus rank. Most students also receive credit for what they study.

CHEM1010: Fundamentals of Chemistry
Provides an introduction to Chemistry as a molecular science and an understanding of the structure and reactions of organic molecules.

MATH1051: Calculus and Linear Algebra 1
Provides an important foundation in calculus and linear algebra that will prove useful for further studies in pure and applied sciences, engineering, finance or further mathematical pursuits.

MATH1061: Discrete Maths
Provides an introduction to discrete Maths and will be useful for students who are planning to study advanced mathematics, computer science, engineering or science and information technology.

PHYS1001: Mechanics and Thermal Physics I
Provides an introduction to kinematics, dynamics, momentum and energy, rigid body rotation, elasticity and fluids, oscillations, and thermodynamics.

RELN1000: World Religions
Introduces students to the basic principles of many of the world religions: Christianity, Judaism, Islam, Buddhism, Hinduism and New Religious Movements and spiritualities.

RELN1001: Belief and Unbelief
Provides a survey of arguments for and against religious belief. Issues such as psychology and belief, the problem of evil, religion and science will be covered.

RELN1510: The History of the Supernatural: Angels Ghosts & Demons
Explores different perspectives, understandings, and interpretations of phenomena often called ‘supernatural’. The course will look at vampires, ghosts, angels, demons, fairies and will also ask the traditional science versus religion questions.
SILENT STUDY SESSIONS
Each Year 11 and 12 student will have study lessons built into their curriculum. These four lessons allow independent time for students to consolidate the learning that has occurred in their timetabled lessons. These sessions form an integral part of the process of learning and are treated seriously by Girls Grammar staff and students. Sessions are silent to allow for proper concentration on the study task.

WHAT PARENTS CAN DO TO HELP
Parents can help students by:

- offering encouragement and support, and providing a supportive environment in the home
- discussing subject-related issues, such as those seen on TV or in the news, with their children
- providing access to various sources of information
- being understanding of the time commitment students may need to devote to study
- encouraging them to practise and master the skills required when studying
- encouraging them to discuss their work; such discussion will allow the student to draw on real-life activities of family members
- encouraging them to work together in peer groups, and to ask questions of teachers and others.
STRUCTURING YOUR COURSE

There are various combinations available in designing your course of Senior study.

* 6 AUTHORITY SUBJECTS (OP eligible) Normally
ENGLISH and
MATHEMATICS A or MATHEMATICS B
PLUS 4 other Authority subjects

* 5 AUTHORITY SUBJECTS + 1 AUTHORITY-REGISTERED SUBJECT (OP eligible) Normally
ENGLISH or ENGLISH COMMUNICATION* and
MATHEMATICS A, MATHEMATICS B or
PREVOCATIONAL MATHEMATICS*
PLUS other Authority subjects or
Authority-registered subject

* LESS THAN 5 AUTHORITY SUBJECTS (Non OP but QTAC RANK eligible) Normally
ENGLISH or ENGLISH COMMUNICATION and
MATHS A or PREVOCATIONAL MATHS
PLUS one other subject or combination of subjects
PLUS a TAFE course or traineeship or school based apprenticeship or University course

The process
On the following pages you will find descriptions of the Senior Subjects offered at Girls Grammar. Read the information about each subject, as many will be new to you.

1. Think
Begin your selection process by writing down:
- the subjects you enjoy (or think you would enjoy from the description given)
- the subjects you know you are good at.

2. Check
Check the list you have against the prerequisite subjects listed in the Summary of Selection Criteria for entry to Universities and Colleges available in the QTAC Guide for Tertiary Courses which can be obtained from the Library. If pre-requisite subjects are listed for your preferred courses and, if they don't appear on your list, add them.

3. Choose
From the list of subjects, select a Core English (English or English Communication), a Core Mathematics (Maths A, B or Prevocational Maths) and four others.
Then choose another two subjects as your 7th and 8th options to be used if a particular subject listed within your first six preferences is unable to be offered. The subject selection sheet clearly identifies this for you.
### 2014 GIRLS GRAMMAR SUBJECT CHOICES FOR YEAR 11 & 12

Students identify their preferred Core English and a Core Mathematics, plus four other subjects.

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>Year 12</th>
<th>Year 11</th>
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<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
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<td>English Communication*</td>
<td>English Communication*</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics A</td>
<td>Mathematics A</td>
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<td>Mathematics B</td>
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<td></td>
<td>Prevocational Mathematics*</td>
<td>Prevocational Mathematics*</td>
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<tr>
<th>ELECTIVE SUBJECTS</th>
<th>Year 12</th>
<th>Year 11</th>
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<tr>
<td>English</td>
<td>English Extension</td>
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<tr>
<td>Mathematics</td>
<td>Mathematics C</td>
<td>Mathematics C</td>
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<tr>
<td>Science</td>
<td>Agricultural Science</td>
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<td>Modern History</td>
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<td>Ancient History</td>
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<td>Business &amp; Technology</td>
<td>BCT</td>
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<td>ITS</td>
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<td>ICT*</td>
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<td>Legal Studies</td>
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<td>Arts</td>
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<td>Drama</td>
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<td>Dance</td>
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<td>Music</td>
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<td>Music Extension</td>
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<tr>
<td>HPE</td>
<td>Home Economics</td>
<td>Home Economics</td>
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<td></td>
<td>Hospitality*</td>
<td>Hospitality*</td>
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<td></td>
<td>Physical Education</td>
<td>Physical Education</td>
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<tr>
<td>LOTE (Languages other than English)</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
</tbody>
</table>

*Authority Registered (non-OP) subject

While Girls Grammar strives to offer a varied curriculum, all subject offerings depend on sufficient student demand and interest. Subjects unable to attract a class size minimum of 10 students may not be viable. Small class sizes may also result in combined Year 11 and 12 classes to maximise flexibility and course breadth.
2014 SENIOR COURSE GUIDE
**AGRICULTURAL SCIENCE**

Contact KuLacey@rggs.qld.edu.au

**Course Overview**

Agricultural Science explores the ways people manage natural resources such as plants, animals, climate, soil and water to meet their basic needs. These management practices derive from current understandings about science, food and fibre production systems, sustainable farming practices, agricultural technologies, consumer-driven economics and effective product marketing. The scope of the subject is thus very broad. Due to the fundamental importance of agriculture to humans, the study of this subject is relevant to all students, not just those from a rural background.

Senior Agricultural Science seeks to develop a broad and integrated understanding of agriculture through studies in the three interrelated objectives of knowledge and understanding, investigation and analysis, and evaluation and communication which also form the exit criteria. Students learn to:

- understand and apply a wide range of concepts and principles underlying agricultural systems
- understand and be sensitive to issues of sustainability within the environment
- plan, organise, interpret, analyse, synthesise and evaluate diverse information from a range of sources to solve agricultural problems
- apply a range of technologies
- communicate effectively
- appreciate the indispensable role that agriculture plays in Australian society.

There are three key areas that all units will be based on which include Animal Science, Plant Science and Agribusiness. The approach to learning is investigative, practical and hands-on. Students plan and carry out a variety of field-based learning activities, sometimes working individually and at other times in teams. The range of activities include plant and animal investigations, laboratory investigations, field surveys, computer and data management, and exercises in observation, classification and identification.

**Assessment**

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course. Assessment techniques may include:

- Extended Response Research – Extended Agricultural Investigations fall into this category.
- Extended Response to Stimulus.
  Both of these assessment types can be presented as written, spoken or multimodal.
- Examination – both short response and extended response.
ANCIENT HISTORY
Contact MarkAvery@rggs.qld.edu.au

Prerequisite
Minimum High Achievement (B) in Year 10 English

Course Overview
In history, as in our everyday lives, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. Through the study of 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. We develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject Ancient History ensures that this heritage is not lost.

The Ancient History syllabus offers students an extensive range of themes and inquiry topics. There are 22 themes in all, each offering a wide choice of inquiry topics. Some themes deal with specific geographical regions and civilisations, such as society and government in Greece and Rome, pharaonic Egypt, and ancient China and India. Others allow students to study ancient societies using a central concept, such as power, conflict, religion, the arts, and everyday life.

Opportunity is provided to study the major ancient civilisations of the Middle East, Greece and Rome. The syllabus also makes available the study of the medieval period.

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Ancient History, sources can include texts, artefacts such as buildings, art, religious objects, weapons, and everyday items such as jewellery, pottery and clothing.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

All of the themes in the Ancient History syllabus use an inquiry process that identifies five aspects:

- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflections and responses.

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 an historical research process, Forming historical knowledge through critical inquiry, and 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 interactive CD-ROM materials, and short response tests and response to stimulus tests.
BIOLOGY
Contact KuLacey@rggs.qld.edu.au

Course Overview
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.

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 outcomes of which will affect the living world both now and in the future.

Students study a variety of topics within the two year program. The program is developmental in nature with students building on knowledge learnt from previous topics. Units of work include animal classification schemes, human evolution, cell biology, coastal ecology, human reproduction, genetics and disease transmission. The most important aspect of the course is the Extended Experimental Investigation (EEI) in which students plan, design, implement, evaluate and report on an original investigation. Students complete an EEI in Year 11 and another in Year 12.

Students of Biology will participate in a wide range of activities to develop their knowledge of biology and their ability to solve problems arising in their everyday experiences. The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for field work of ten hours. Field work is integrated with the study of the key concepts to help students better understand biological phenomena. During practical activities students learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

Assessment
The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions of Understanding biology, Investigating biology, and Evaluating biological issues, as outlined in the syllabus.
BUSINESS COMMUNICATION & TECHNOLOGIES
Contact ChrisRead@rggs.qld.edu.au

Course Overview
Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

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

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

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

By the end of the two year BCT course, students should develop the ability to:
- communicate effectively and to interact confidently through and within a business environment
- use a range of business information technologies
- apply a range of individual and group strategies to resolve issues and complete tasks
- question existing administrative practices from a variety of viewpoints, for example, financial, technological, social, ethical and cultural
- be enterprising in developing solutions to problems within a business environment
- participate competently and confidently within sectors of the business industry
- appreciate workplace ethics, safety and environmental issues
- appreciate the skills and attitudes that enhance employability, enjoyment of life and preparedness for life-long learning

The general objectives of the syllabus are expressed in terms of:
Knowledge and understanding business
Involves the retrieval, comprehension and use of information and skills associated with selected topics and underpinning practices to develop an understanding of business knowledge.

Investigating business issues
Involves exploring and dissecting business data and information to identify and analyse business issues.

Evaluating business decisions
Involves communicating and synthesising understandings gained to make judgements about the performance of businesses. This dimension involves drawing conclusion, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

Assessment
Over the two year course approximately 12 assessment tasks will be completed. There are generally 1-3 assessment tasks per Semester. The assessment process will cover the 3 criteria of knowledge and understanding, investigating, and evaluation, however not every task assesses all three criteria. Assessment techniques will include objective and short written responses, extended written responses, response to stimulus material, research, integrated projects, non-written and multi-modal presentations.

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

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

Prerequisites
Minimum High Achievement (B) in Year 10 Science
Study of Mathematics B is preferable

Course Overview
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 humankind’s 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.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of chemistry is essential for many vocations.

The subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through eight (8) units of work. The key concepts are organised under the headings of ‘Structure’ and ‘Reactions’.

Structure
All matter is composed of atoms.
Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.

Reactions
Specific criteria can be used to classify chemical reactions.
Chemical reactions involve energy changes.
The mole concept and stoichiometry enable the determination of quantities in chemical processes.
Specialised qualitative and quantitative techniques are used to determine quantity, composition and type.
Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.

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 conceptual understanding, Investigative processes, and Evaluating and concluding). Assessment techniques in this syllabus are grouped under categories and may include:
- extended experimental investigations — within this mandatory category, instruments are developed to investigate a hypothesis or to answer a practical research question
- supervised assessments — within this mandatory category, instruments such as written tests are used, and conducted under supervised conditions to ensure authentication of student work
- extended response tasks — within this category, instruments are developed in response to a chemistry question, circumstance or issue and, while they are essentially non-experimental, they may draw on primary experimental data.

The emphasis in the new Chemistry syllabus has changed from being teacher centred to students taking initiative in their learning, experimenting and reporting on what they have learnt. The teacher has become a facilitator in these processes.
DANCE
Contact LouiseHalvorsen@rggs.qld.edu.au

Course Overview
Dance is a human activity of ancient tradition, and a fundamental and evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfils various functions in society.

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories.

In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of danced involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others’ aesthetic responses to dance.

Assessment
Assessment techniques may include the following:

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

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

- Appreciation: written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments, seminars, debates and panel discussions.
DRAMA
Contact JessicaLamb@rggs.qld.edu.au

Course Overview
Young people live in an increasingly complex web of interacting cultures and subcultures. The fundamental act of self definition has become increasingly difficult as teenagers continually challenge and are challenged by conflicting versions of reality. Consequently the development of a learning environment that promotes imagination, critical thinking, cultural engagement, communication, creativity and problem-solving is essential in assisting young people to become productive, questioning and pivotal members of our society. Drama provides this learning environment.

Through the study of drama students are engaged in multiple ways of creating, presenting, analysing and challenging their understanding of the world and their place within it. The practical two year course incorporates varied methods of learning and producing new meaning through engagement with oral, kinaesthetic, visual and aural dimensions, and sign systems.

Drama provides students with a range of skills transferable to a variety of pathways. Increasingly employees are expected to be innovative thinkers, problem solvers, adept communicators, self-managers and team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups, within academic, social and workplace settings.

Drama explores and celebrates the human experience drawing on stories from real life, the imagination and the realms of media. A variety of contexts and dramatic styles are studied throughout the course including Australian Drama, Cyber Drama, Theatre as Social Action and Shakespearean Drama. Students actively participate and practice methods of meaning creation, ultimately exposing how Drama can be used to entertain, educate, challenge and change our society.

Students who study Drama actively participate in experiential modes of learning that blend intellectual and emotional experience. The learning environment in this subject provides a unique means of enquiry that effectively contributes to them knowing and understanding themselves and the world. Throughout the course students engage in a variety of learning contexts and are provided with opportunities to work independently and in small groups.

Students are involved in:

- Forming - working as artists in the making of creative work.
  Examples are improvisation, roleplay, devising, dramaturgy (shaping of text for performance), play building, playwriting, script writing, directing, designing.
- Presenting - rehearsing, polishing and performing dramatic action.
  Examples are dialogue, dramatic monologues, student-devised drama work, collage drama, documentary drama, physical theatre, visual theatre, a complete short scene, a one-act play, a one-person show, a recognised playtext.
- Responding - communicating from a position outside or after the drama.
  Examples are seminar, evaluation/reflection, discussion, tutorial, forum, interview, dramaturgy, extended writing.

Assessment
Schools use a wide range of assessment techniques to judge student achievement. These include dramatic exploration, creative writing, design, performance of scripted drama or student-devised drama, seminar presentation and extended critical writing.

Achievement in Drama is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are Forming, Presenting and Responding.

An individual mark is always allocated to each student in Drama group or pair assessment tasks.
ENGLISH

Contact James.Lye@rggs.qld.edu.au

Prerequisite
Minimum Sound Achievement (C) in Year 10 English

Course Overview
English is Australia’s national language and a language of international significance. In studying English, students focus on developing understandings about Standard Australian English and how to use it appropriately, effectively and accurately for a variety of purposes. Senior English helps students enjoy language and empowers them as creative and imaginative, purposeful and critical language users who know how texts convey and transform personal and cultural perspectives. Senior English is the study of language and this is achieved through the medium of texts.

In Senior English, students learn how language use varies according to context, purpose, audience and content, and modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

At different times in its development, the subject of English has taken different focuses. This syllabus allows the adoption of a range of approaches to teaching and learning to foster:

- cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued
- the skills that enable use and control of language across a range of genres and technologies
- awareness of how students’ personal attitudes and beliefs relate to those operating in their society, and using this understanding to explore their selves and their relationship to the world through text studies
- understanding of how texts reflect or challenge ways of thinking culturally and socially, and why texts sometimes generate different understandings.

Students use language purposefully to make meaning of experiences of real and imagined worlds, to interact with others and to construct coherent and cohesive texts. The syllabus allows for a range of approaches to the study of English providing students with opportunities to enjoy, appreciate, relate to and engage with texts. Teachers as professionals will determine approaches that are most suitable for their cohort, considering the texts that will be used together with the required learning, which will also include determinations about the pedagogy and the associated assessment.

In Senior English courses, students will learn to:

- communicate effectively in Standard Australian English for a range of social and cultural purposes and audiences
- enjoy and appreciate a range of texts, including Australian texts by Indigenous and non-Indigenous writers
- study closely a range of literary and non-literary works in English, in various types of texts, modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre
- control language (written, spoken/signed and visual) using grammar, punctuation, vocabulary and spelling.

The study of English occurs in a world of rapid cultural, social, economic and technological change. These factors place complex demands on citizens to be literate. As literate citizens, students need to be able to interpret, respond to and construct face-to-face, written, spoken/signed, visual, nonverbal and auditory texts communicated through a range of mediums. They also need to be able to draw on a repertoire of resources to interpret and construct texts for personal, cultural, social and aesthetic purposes now and beyond school.
ENGLISH COMMUNICATION*
Contact LeeBartlem@rggs.qld.edu.au

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

The study area specification in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. This study area specification is informed by the National Framework of Adult English Language, Literacy and Numeracy Competence, which describes six different aspects of the communication process. They are:

- procedural (performing tasks)
- technical (using technology)
- personal (expressing identity)
- cooperative (interacting in groups)
- systems (interacting with organisations)
- public (interacting with the wider community).

In any text or context, some or all of these aspects will be involved. Each one overlaps with and is dependent upon the others.

This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community.

As outlined in the Years 1–10 English syllabus, students need to:

- Make meanings in and of everyday, mass media and literary texts, understanding the influence of cultural contexts and social situations
- Develop abilities in speaking (signing), listening, reading, viewing, writing and shaping practices, responsive to and effective in diverse social contexts
- Become confident, effective and critical users of texts and language, making judgments to accept or challenge meanings.

The concept of language and literacy as social practice is fundamental to this study area specification in English Communication. It is through texts that people express and share the vitality of cultures and communities; tell the stories of cultures; contribute to the shaping of personal, group and national identities; explore ideas and feelings that invite reflection on knowledge, values and practices; promote shared cultural understandings; and actively participate in communities.

Because of this, a contextualised approach to teaching and learning is adopted in English Communication. This study area specification has been developed as a two-year Authority-registered subject to take into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

Assessment
English Communication allows students to develop key competencies in contexts that arise naturally from the learning experiences and assessment practices of the subject.

Students collect, organise and evaluate information to communicate ideas. They plan and organise their work and solve problems individually and in groups. As part of their learning experiences, students will have opportunities to use technology, particularly information technologies, in producing texts.

The study area specification in English Communication aims to develop students’ ability to:

- understand and appreciate Australia’s linguistic and cultural diversity
- develop positive attitudes to and strategies for engagement in lifelong learning
- gain knowledge, understanding and an appreciation of various forms of text
- reflect on their own and other people’s knowledge, values and practices
- communicate appropriately and effectively, with confidence
- plan and work independently and as members of a group.
ENGLISH EXTENSION (YEAR 12 ONLY)

Contact KathrynGilmore@rggs.qld.edu.au

Prerequisite
Minimum High Level of Achievement (B) in Year 11 English

Course Overview
‘When reading takes place an individual brain is forever changed; both physically and intellectually. Reading can change how we think and, therefore, who we are.’

Students with a gift for the English language or a flair for reading and responding to written tasks have the opportunity to take an extension subject in an area which caters for their special talents. English Extension offers a course of study in ‘Literary Theory’, providing a base for students interested in pursuing writing or literature at a tertiary level.

The subject delivers a detailed study of both complex texts and renowned writers and confronts the question: In light of contemporary literary theory, how may literature be read in different ways.

English Extension is delivered in three units, in each unit students examine the four major reading approaches which may be applied to any text: text, author, reader, and world. Throughout this course invited and alternate readings of texts are examined, challenged and transformed.

Students are required to read more complex texts than studied in English, examining the thoughts of the period in which the writings were executed and the available literary theory of each of the approaches. They are assisted in this study by a series of lectures and tutorials to guide their study and develop their understanding. Students are encouraged to use the electronic media in order to reflect upon their studied texts with students from other schools and universities.

Assessment
Students are set one piece of assessment for each unit. The length of written responses is between 1500 and 2500 words while the spoken responses are 10 to 15 minutes individually. The forms of the responses vary, in most cases the students are able to negotiate the form of response with the teacher. In written work, textual features such as spelling and punctuation are expected to be constantly controlled to a very high standard while in both spoken and written work, the level of logical thought and communication is expected to be complex. Due to these expectations, students may find that they are unable to perform to the same level of achievement in this subject as in the parent subject English.
HOME ECONOMICS
Contact AnitaLoder@rggs.qld.edu.au

Course Overview
Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

A central premise of Home Economics is that today’s actions and attitudes determine present and future welfare, security, and happiness of individuals, families and communities. Home economists educate, inform and advise government, industry and the community. Their advice can help individuals make better lifestyle choices. Career opportunities are available in the community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

Home Economics is concerned with developing deep understandings about the impacts that capabilities, choices and priorities have on each other’s wellbeing through three areas of study:
- Individuals, families and communities
- Nutrition and food
- Textiles and fashion.

The broad understandings which guide the course are:
- The wellbeing of individuals, families and communities is explored through various points of view
- Purposeful and informed decision making and action as citizens and consumers will help bring desired results
- A range of practical skills is essential for resourceful, creative and innovative design and production.
- There will be two substantial units of work – one in Year 11 and one in Year 12. These permit depth and sophistication of understanding and increased complexity across the areas of study.

Home Economics uses an inquiry approach to investigate issues and design challenges that are related to individuals and family wellbeing in the context of maintaining healthy and sustainable local and global communities.

Students will develop their reasoning skills through thinking critically and creatively by analysing, synthesising, evaluating and justifying the issue or design challenge relevant to the wellbeing of individuals, families and communities.

Using collective points of view such as social, technological, ethical, economic and environmental, students will be able to develop the skills of research and investigation needed for the critical and informed reasoning on a range of issues.

In a design challenge or practical task students will use the processes of planning and managing resources, exploring, using, developing and refining skills to create a product that meets the intended purpose in both food and textile contexts. Reflection in all stages of planning and production will be used to determine and justify the effectiveness of actions.

Assessment
Assessment in Home Economics enables students to demonstrate achievement in the three dimensions of knowledge and understanding, reasoning and communicating processes, and practical performance.

Assessment caters for the range of students and includes supervised written assessment. Research assessment using techniques such as analytical expositions or research reports to investigate an issue related to an area of study or resolving a design challenge. Product assessment will involve using skills to produce a product in food and textile contexts and planning, evaluating and reflecting in process journals.
HOSPITALITY*
Contact PatOBeirne@rggs.qld.edu.au

Course Overview
This subject is designed to provide an understanding of the hospitality industry. Students have the opportunity to understand issues associated with hospitality workplace culture and practices, and develop the skills, processes and attitudes crucial for making valid decisions. The specification enables students to investigate hospitality as a possible future career and to develop an awareness of ethical and responsible attitudes in the work environment.

Skills implicit in hospitality include working in teams, demonstrating effective communication, and organisational and interpersonal skills.

The study area specification Hospitality has been developed to engage learners in a range of contemporary real-life contexts. Hospitality learning involves a range of experiences that provide knowledge, processes and skills contributing to vocational pathways and their role as active informed citizens. Hospitality provides opportunities for students to use their creativity and derive satisfaction from working with resources as they prepare for future employment and personal activities. Wherever possible, learning experiences are conducted within hospitality events, and create opportunities for the modelling and practice of skills and procedures.

Learning experiences may include:
- participating in workshops using hygienic, safe and efficient work methods to practise food production techniques
- evaluating the suitability of a range of foods for different situations and customers
- planning menus within the constraints of kitchen equipment, utensils, dining area and staff skill levels
- developing menus and completing cost analyses to meet profit requirements for functions
- designing a product and its image
- interacting with guest speakers
- completing requisitions and order forms
- purchasing commodities
- conducting market research, e.g. developing questionnaires
- liaising with appropriate industry representatives
- planning and evaluating hospitality ventures and events

Students will be expected to participate in events and activities to gain practical experience in such areas food preparation, table service, venue preparation and so on. Some of these may be outside of school hours. This will often form part of the assessment program. There is a large practical component in Hospitality.

Assessment
Assessment techniques may include: practical tasks, oral and seminar presentations that may be supported by visual aids, reports, response to stimulus and written tests. Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, practical skills and application, planning and decision making and knowledge. Students will be awarded a level of achievement based upon standards achieved across these criteria.
INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)*

Contact DirectorTechnologies@rggs.qld.edu.au

Course Overview
Computers are an integral part of today’s work, study and leisure, and students must know how to use them effectively, efficiently and ethically. Most social environments involve the use of information and communications technology in some form for entertainment, educational and recreational purposes. Even if not directly using computers, all individuals in society are affected in some way by their use within the organisations with which they interact. People need to understand the reasons for using computers and their potential for misuse, and be able to recognise when it is appropriate to use a computer-based application. The study area specification in Information & Communications Technology is concerned with using information and communications technologies (ICTs) to provide practical solutions to real life or simulated real-life problems. Its student-centred approach promotes confident, competent and self-motivated users and consumers of ICTs. This is important if students are to be successful in the next phase of their life, whether it is to pursue a career with ICTs, undertake further study, or gain employment. Students should also be able to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions.

To realise this, the subject provides the flexibility needed to accommodate new and emerging technologies, and the wide range of interests and abilities of the students who study it. By using a task-oriented approach instead of a tool-oriented approach, emphasis is placed on using ICTs to solve problems or complete tasks.

Students learn best by constructing their own learning — by undertaking meaningful and, if possible, authentic tasks, and then reflecting on what they have achieved. They should be challenged to produce effective solutions to problems and, in so doing, not only develop their abilities but also experience the fun and enjoyment of using ICTs.

Information & Communications Technology enables students to keep pace with new technologies and be responsible users of ICTs, aware of the social, environmental and legal impacts of their actions. They will also learn to make decisions about the effective, legal, ethical and aesthetic use of technology.

While the course of study has a vocational orientation, it also provides opportunities for students to develop important skills that they will need in other life roles, and serves as a support subject for study in other disciplines. Through undertaking a study in Information & Communications Technology, students should develop important, transferable skills for using a computer as a problem-solving and communication tool.

Learning and Assessment in Information & Communication Technology is Project/Problem based. Each Semester a main focus genre will be developed e.g. Digital Photography & Graphic Design, Web design & Web 3.0 technologies, Software development for the iGeneration and Digital Videography, Movie making & Editing.

Assessment
The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:
- Digital photography
- Graphic design and page layout
- Web design
- Animation for web
- Designing, implementing, testing and evaluating tablet based apps
- Developing a “shooting script and storyboards”
- Digital Videography, Editing and Publishing to media.

The two strands assessed in Information & Communication Technology are Product and Process. Essentially each semester students will keep a journal of their learning journey and design process that culminates in their Final product. Both the Journal and the final product will be assessed. At the conclusion of the course student will have creative portfolio demonstrating a wide range of ICT skills.
INFORMATION TECHNOLOGY SYSTEMS (ITS)
Contact DirectorTechnologies@rggs.qld.edu.au

Course Overview
Information Technology Systems (ITS) is a practical discipline which prepares students to respond to emerging technologies and information technology (IT) trends. Students develop the knowledge of, and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. Information Technology Systems prepares students to cope with, and harness to their advantage, the changes and significant opportunities associated with IT. This subject may lead to employment in such areas as IT support, graphic and multimedia manipulation, or tertiary study in the fields of multimedia design, games design, website design and animation.

What is studied?
Subject matter in Information Technology Systems is organised in five interwoven elements:
• Theory and techniques • Problem-solving process • Project management
• Client relationships • Social and ethical issues

Contexts provide a focus for developing the subject matter into units of work. They include:
• Animation • Game design • Graphic design
• Interactive media • Mobile technology • Multimedia
• Networking • Video production • Web design

Assessment
Students of Information Technology Systems engage in a variety of practical learning experiences in a mostly project-based course of study. Students will:
• retrieve information from databases
• design, implement, test, evaluate and write documentation for information systems and other computer programs
• participate in class discussions, role-plays, dilemmas and scenarios
• install and maintain a variety of software applications and operating systems
• design, develop and evaluate software or hardware to meet client requirements
• generate helpdesk materials
• develop websites
• design, develop and evaluate games and other multimedia products
• undertake case studies to solve real IT problems.

Students are assessed against standards described in terms of:
• Knowledge and communication
• Design and development
• Implementation and evaluation.

Knowledge and communication refers to the comprehension, understanding and communication of the terms, concepts, principles and design processes associated with information technology. Design and development involves determining the intended purpose, the needs of the client and proposing and testing possible solutions. It requires research, analysis, synthesis and ongoing testing related to the process of design and development and the associated documentation. Implementation and evaluation focuses on the quality of the solution. Quality and effectiveness are evaluated against client needs and defined criteria formulated during the design and development phase.

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

Contact NicoleGraham@rggs.qld.edu.au

Prerequisite
Minimum Sound Achievement (C) in Year 10 Japanese

Course Overview
LOTE (Languages Other Than English) have been identified as one of the Key Learning Areas and is currently a compulsory unit of study up to Year 10 in many state and private schools. Japanese, spoken by over 125 million people, has been identified by both the Commonwealth and State Governments as a language of economic importance to Australia. For Queensland, the study of Japanese is especially important, given the strong cultural, economic and political ties with Japan. Because of the links in tourism and commerce between Australia and Japan, Queensland learners have many opportunities to meet Japanese-speaking people within the school context and in the general community.

Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact. LOTE is a very marketable commodity in the workplace and the job market in conjunction with other professions. The extra dimension of language skills opens up more possibilities. Most university courses can be studied in conjunction with a language. Learning to communicate in Japanese deepens understanding of Japanese culture and society. Students who learn Japanese learn about why Japanese people bow and why they do not like to be too direct when giving opinions for example. Students who learn a LOTE develop cultural sensitivity which is a valuable skill in the world of today where companies have branches all over the world.

- Family and Community - personal description, personality, relationships, health care, fitness, family life, home, domestic routines, festivals, celebrations and special occasions, customs and appropriate ways of behaving, services - shopping, banking, transport and travel, post, telephone, health, police, government
- Leisure, recreation and human creativity - sport, hobbies, interests, radio, TV, films, newspapers, magazines, advertising, music, art, poetry, short stories, extracts from plays and novels, holiday planning and itineraries, tourist offices, accommodation - hotels, hostels, campsites, geography, climate, landscapes, cityscapes, history - people and events, science - inventions, medicine, space exploration information technology - DVDs, internet, emails, mobile phones/PDAs and other digital media
- School and post-school options - School, student exchanges, school visits, future plans, further study, tourism and hospitality, part-time work and work experience, business and industry, other professions and occupations.
- Social issues - current affairs, environment, health, adolescence, government, consumerism, advertising, world peace and aid, prejudice, discrimination, stereotyping, equity, unemployment roles in society, the family unit, values, ethics

Assessment
Assessment of Listening and Speaking includes:
- listening to radio broadcasts and audio podcasts, viewing and listening to television programs and webcasts, listening to public announcements, conducting and/or answering an opinion poll or survey, role-playing in specific settings, talking on the telephone, listening to an answering machine, giving an oral report, speech or multimedia presentation, commenting on photos or videos, giving instructions and explanations to others, holding a debate or participating in a discussion, listening to and speaking with a background speaker, listening to songs, poems and jokes

Assessment of Reading and Writing includes:
- letters, postcards and notes, advertisements and instructions, pamphlets and brochures, magazine articles and advice columns, news reports and articles from a range of media, cartoons, short stories, poems, song lyrics, filling out official forms and questionnaires, accessing information in dictionaries, reading timetables, graphs and statistics, writing a diary, journal or weblog, composing an email or SMS/text message reading and responding to a discussion board, participating in chat rooms/MSN Messenger and forums.
LEGAL STUDIES
Contact ChrisRead@rggs.qld.edu.au

Course Overview
Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. You will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes. By examining factors that have led society to create a legal system, you will develop knowledge and understanding of the frameworks which regulate and shape our society. You will develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

The Legal Studies course enables you to learn through the investigation of legal issues, exploring four core areas of study:
- the legal system
- criminal law
- introduction to civil obligations
- human rights.

In addition, you will investigate several of these possible elective areas of study:
- civil wrongs (torts) and the law
- employment and the law
- environment and the law
- family and the law
- housing and the law
- Indigenous Australians and the law
- international law
- sport and the law
- technology and the law.

Through the investigation of legal issues you will develop high-order thinking skills, including analysing, evaluating and justifying and will learn using case studies and scenarios. As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives. You will select and organise information from sources to facilitate the analysis of legal issues.

As a student of Legal Studies, you will examine case studies and legal situations from local, national and global contexts. You will apply your knowledge and understanding of legal concepts and processes to situations in order to identify and examine legal issues and different stakeholders’ perspectives. You will select and organise information from sources to facilitate the analysis of legal issues. From different perspectives and viewpoints, you will evaluate and synthesise a range of information and critique stakeholder responses. You will make recommendations about the suitability of legal outcomes and their implications for justice and equitability. You will examine and justify your own opinions by making constructive judgments and informed commentaries on the law, its system and processes.

In class activities, you will have opportunities to work individually and in teams to engage in learning experiences such as debates, discussions and mock trials.

Assessment
Assessment in Legal Studies gives you opportunities to apply your legal knowledge and understanding in a variety of situations. You will be given opportunities to communicate this information to audiences through written and spoken modes, or a combination of modes in a multimodal presentation.

In Legal Studies, assessment instruments include extended responses (including an independent inquiry) and examinations. An independent inquiry involves undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society. Extended responses include responses to research or stimulus materials, such as legal case studies, legislation, essays, articles, speeches or presentations. Examinations may be extended response tests or short response tests, which include short answer responses.

In Year 12, you will be expected to complete at least one independent inquiry, at least one extended response and at least one supervised extended response test, responding to an unseen question.
MATHEMATICS A

Contact KuLacey@rggs.qld.edu.au

Course Overview
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.

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.

Mathematics A consists of core and elective topics.
Core topics are:

- Financial mathematics strand
- Managing money 1
- Managing money 2
- Applied geometry strand
- Elements of applied geometry
- Linking two and three dimensions
- Statistics and probability strand
- Data collection and presentation
- Exploring and understanding data
- The elective topics are (two to be selected by schools):
  - Maps and compasses - Land measurement
  - Operations research – Linear programming
  - Introduction to models for data

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.

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.
MATHEMATICS B
Contact MelanieBrooks@rggs.qld.edu.au

Prerequisite
A minimum of High Achievement (B) in Year 10 Mathematics Extension.

Course Overview
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.

The Mathematics B course consists of seven core topics:
- Introduction to functions
- Rates of change
- Periodic functions and applications
- Exponential and logarithmic functions and applications
- Introduction to integration
- Applied statistical analysis
- Optimisation

Assessment
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.

After School Mathematics Support
The After School Mathematics Support Program provides drop in sessions for secondary students to access help with their study of Mathematics. Any student from any Mathematics class from Year 7 to Year 12 may attend. These sessions are held between 3.00pm – 4.00pm on Mondays, Wednesdays, and Thursdays every week of term. These sessions will be held in the Learning Resource Centre at Girls Grammar. Students should bring work from their regular class to work on, catch up or get ahead.

How are students assessed?
Students 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 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.
MATHEMATICS C
Contact DirectorLearning@rggs.qld.edu.au

Prerequisite
A minimum of High Achievement (B) in Year 10 Mathematics Advanced

Course Overview
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 do students study?
The Mathematics C course consists of core and option topics.

The six core topics are:
1. Introduction to groups
2. Real and complex number systems
3. Matrices and applications
4. Vectors and applications
5. Calculus
6. Structures and patterns

The optional topics are:
- Linear programming
- Conics
- Dynamics
- Introduction to number theory
- Introductory modelling with probability
- Advanced periodic and exponential functions

Assessment
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.

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 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
MODERN HISTORY
Contact MarkAvery@rggs.qld.edu.au

Prerequisite
Minimum High Achievement (B) in Junior English

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

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

The Modern History syllabus offers students an extensive range of themes and inquiry topics. There are 16 themes in all, each offering a wide choice of inquiry topics. Themes develop broad concepts, such as conflict, power, change, cooperation and the environment. The themes selected for study are developed through inquiry topics that allow students to understand and investigate the concept of the theme in a specific context.

Inquiry topics in Modern History focus predominantly on the 20th century and later. The course that students study will include:

- a range of scales — local, national, international, global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts — Australian, Asia-Pacific, European, African, American
- some study of relations between Indigenous and non-Indigenous Australians
- a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of at least the past two centuries.

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

All of the themes in the Modern History syllabus use an inquiry process that identifies five aspects:

- definitions
- sources
- backgrounds, changes and continuities (motives and causes)
- effects, interests and arguments
- reflections and responses.

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, and 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 interactive CD-ROM materials, and short response tests and response to stimulus tests.
MUSIC
Contact LouiseHalvorsen@rggs.qld.edu.au

Prerequisites
It is expected that students enrolling in Music will have:
- proficiency in either instrumental performance or singing,
- a sound ability to read music notation
- Students studying Music are also expected to contribute their musical talents to at least one of the Instrumental or Vocal ensembles offered at Girls Grammar.

Course Overview
The study of Music promotes discipline, motivation and commitment whilst simultaneously developing a student’s confidence. Music allows an expression of students’ creativity and individuality through composing and performing music to communicate feelings, thoughts and ideas, and aids in preparing students for life beyond their school years. Students become adaptable and innovative problem-solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate.

Prerequisite subjects?
The study of Junior Music (Years 9-10) would be a considerable advantage.

What do students study?
Students develop “audiation”, which is the process by which the brain makes sense of what the ear hears, or the ability to “think in sound”. They apply their developing audiation through exploring the musical elements: duration, dynamics, harmony, melody, structure, texture and timbre, within a variety of contexts, genres and styles.

Students study Music by:
- analysing and evaluating repertoire from a variety of social and cultural contexts
- creating music compositions in a variety of genres and styles; students are encouraged to move towards developing their own creative style
- performing musical repertoire by playing an instrument, singing or conducting; performing may include solo or ensemble experiences.

Students learn to, for example:
- sing, play or conduct excerpts, themes and accompaniments from studied and unstudied works
- create and notation rhythms, melodies and harmonic progressions
- perform and compose music to demonstrate the music conventions of different cultures
- write idiomatically for specific instruments, voices (including word setting) and other sound sources
- interpret notation within context, style and genre to make decisions about the performance
- sing and play rhythms or melodies to help analyse repertoire
- explore innovative music-making techniques and the manipulation of musical elements through electronic and new media
- experiment with alternative methods of representing sound
- collaborate in groups to manage tasks

Assessment
Schools select from a wide range of assessment techniques to judge student achievement. These include:
- performance (in various styles) such as small ensemble, solo performance, performance of student compositions, improvisation, conducting, performance from the co-curricular vocal or instrumental program, accompaniment
- extended writing
- formal examination
- oral, such as interview, viva voce, debate, seminar
- compositions (in various styles) for instruments, voice, and combinations of these, compositions generated by electronic means and contemporary technologies, compositions that respond to particular stimuli, e.g. another composer’s work or a visual stimulus such as a film clip or advertisement

Achievement in Music is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. These criteria are: "Composing", "Performing" and "Analysing Repertoire".
MUSIC EXTENSION (YEAR 12 ONLY)

Contact LouiseHalvorsen@rggs.qld.edu.au

Prerequisites
It is expected that students enrolling in Music Extension will:
- be enrolled in Music
- have proficiency in either instrumental performance or singing
- Students studying Music Extension are also expected to contribute their musical talents to at least one of the Instrumental or Vocal ensembles offered at Girls Grammar.

Course Overview
Music Extension is an exciting and challenging course for students already enrolled in Senior Music and is studied over both Year 12 semesters. Currently, Rockhampton Girls Grammar School offers the Performance specialisation only.

As a context for expressing music ideas and developing personal music style, students are encouraged to develop technique and skills and to communicate music ideas to an audience through performances. Because the focus is on self-directed, independent learning, students are able to plan their own course of study by selecting their own repertoire for performance and selecting their own topics to research. Students may also be involved in individual instruction and practice, classroom learning experiences and ensemble rehearsal.

Students in the Performance specialisation will perform as a soloist, a member of an ensemble, an accompanist, a conductor, or any combination of these.

Students select repertoire in the styles/s or genre/s that allows them to best display emerging skills as a performer and which demonstrates the exit standards described in the syllabus.

Students learn to, for example:
- Develop music memory and aural skills
- Discuss and experiment with music ideas
- Explore innovative music-making techniques and compositional ideas
- Explore the capabilities of instruments, voices and other sound sources
- Experiencing live performances as an audience member and/or performer
- Rehearse, critique, refine and reflect on developing work
- Develop an individual style.

Assessment
Over the two semesters, students are required to present one Investigating task and two Realising tasks. In the Investigating task, students research, explore, analyse and synthesis evidence from a range of music sources such as scores, audio and visual recordings, live performances, case studies, essay, lectures or journals, and present their findings through, for example, an extended written response, a multimedia or oral presentation.

In the two Realising tasks, students show their development and refinement of their technique and skills, and express music ideas through performance.
PHYSICAL EDUCATION
Contact JoelMorrison@rggs.qld.edu.au

Course Overview
Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex inter-relationships between motor-skill learning, psychological factors and other influences on individual and team performances. To allow students to develop as intelligent performers, thinking skills associated with cognitive processes are studied. Students make meaning of complex understandings by providing connections with their real-life situations. From this basis of understanding, students can apply these experiences to complex circumstances and circumstances that are not familiar. In this subject, students learn to make judgements regarding their involvement in physical activity in a variety of roles, such as participant, spectator, official or observer. These aspects can be demonstrated as students become involved in processes which could include planning psychological strategies for pre-match preparation, examining the impact of gender stereotypes on participation in physical activity, increasing their own physical fitness and developing an aesthetic appreciation for physical performances.

Students study four physical activities over the duration of the course with equal time and emphasis given to each. Currently, the four physical activities studied are Water Polo, Touch Football, Volleyball and Golf. Subject matter is drawn from three focus areas.

Fifty percent of lessons timetabled involve students engaging in physical activity. Students will be involved in a variety of written, oral and physical learning experiences that relate to the study of one of the four physical activities mentioned previously. Learning experiences could include activities such as designing a training program for a sporting team, analysing popular beliefs about physical activity and debating current sporting issues.

Assessment
A wide range of assessment techniques are used. The school work program indicates that the students will use their skills to complete a written assessment piece on each of the three genres; research reports, exam essays and oral presentations. The achievement level awarded to each student on exit from the course will be based on information about the student’s performance in relation to each assessable exit criteria; Acquire, Apply and Evaluate.
PHYSICS

Contact ChristieMahon@rggs.qld.edu.au

Prerequisites
Minimum High Achievement (B) in Year 10 Science
Study of Mathematics B is preferable

Course Overview
The development of understanding of physical phenomena occurs in Physics by means of methods of inquiry that have been refined over the past three hundred years. A culture of physics has emerged that values methods of precise measurement, reproducible experimentation and powerful mathematical relationships. Today, these methods continue to contribute to the development and provision of new information, ideas and theories to explain observations and experiences.

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 a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy.

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

In selecting learning experiences, teachers have many opportunities to offer interesting activities, especially:
- researching from primary and secondary sources
- accessing and using computers, including internet research
- undertaking national science initiatives and competitions
- developing decision-making skills
- interpreting data from wide-ranging sources, including media
- analysing current strategies or policies of the issue being investigated
- analysing strategies and evaluating effectiveness or improvements
- applying the principles of research ethics
- formulating hypotheses and testing them through fieldwork, experiments, interviews and research
- predicting impact of recommendations of a science report/experiment
- proposing and/or implementing strategies for improvement
- solving problems
- engaging in active research projects, independently and with groups and teams
- participating in forum discussions and debates
- sharing information mutually beneficial to the group
- advocating for change.

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 conceptual understanding, Investigative processes, and Evaluating and concluding). Assessment techniques in this syllabus are grouped under categories and may include:
- extended experimental investigations — within this mandatory category, assessment tasks are developed to investigate a hypothesis or to answer a practical research question
- supervised assessments — within this mandatory category, assessment tasks such as written tests are used, and conducted under supervised conditions to ensure authentication of student work
- extended response tasks — within this category, instruments are developed in response to a Physics question, circumstance or issue and while they are essentially non-experimental they may draw on primary experimental data.
PREVOCATIONAL MATHEMATICS*

Contact KuLacey@rggs.qld.edu.au

Course Overview
This study area specification allows flexibility to design courses of study that cater for the broad range of skills, attitudes and needs of students. Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts which have relevance to them. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics. This subject provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence but also their mathematical knowledge and skills (through the general objectives: knowing and applying), and their communication skills (through the general objective: explaining).

During the course of study, students should:
• build confidence and experience success when using mathematics in everyday contexts
• improve their preparedness for entry to work, apprenticeships, traineeships, or further study by developing their numeracy
• develop skills such as using a calculator, identifying, measuring, locating, interpreting, estimating, applying, communicating, explaining, problem solving, making informed decisions, and working cooperatively with others and in teams
• be able to organise mathematical ideas and represent them in a number of ways such as objects and pictures, numbers and symbols, rules, diagrams and maps, graphs, tables, and texts
• be able to present findings orally and in writing
• be able to use relevant technologies
• be able to make informed decisions.

Assessment
This is the one area that this subject differs from traditional mathematics courses. Assessment is encouraged to be in the form of contextualised assessment of a broad range of skills and reasoning processes and is not test-based. In fact, it is a course recommendation that examinations are kept to a minimum or not used at all. This means that assessment is collected in a variety of different ways including verbal presentation, written presentation through the development of a mathematical portfolio and the use of “life-friendly” tasks such as preparing household budgets, building and construction tasks, planning events, buying a car and managing credit.
Course Overview
Visual Art is a powerful and pervasive means which students use to make images and objects, communicating aesthetic meaning and understanding from informed perspectives. In a world of increasing communication technologies, knowledge and understanding of how meanings are constructed and ‘read’ is fundamental to becoming a critical consumer and/or producer of art works.

Visual Art uses an inquiry learning model, enabling multi-modal thinking and individual responses though researching, developing, resolving and reflecting. Through making and appraising, resolution and display of artworks, students understand and acknowledge the role of visual art and the contributions of visual artists, designers and craftspeople. In making artworks, students define and solve visual problems by using visual language and expression, experimenting and applying media to communicate thoughts, feelings, ideas, experiences and observations. In appraising artworks, students investigate artistic expression and critically analyse artworks within diverse contexts.

Using the inquiry processes of researching, developing, resolving and reflecting, Year 11 students explore four environments. Natural, Urban, Unnatural and Personal through a variety of teacher directed and independent folio pieces. In Year 12 they reflect on the past, present and the future. They independently analyse where they have come from and where they aspire to be physically, emotionally, spiritually, culturally, and psychologically. They examine their histories and reflect on events and people that have had an influence on them and shaped them into the people they are today.

They explore these concepts and chosen focuses through a range of contexts and media areas. Each media area has its own knowledge, materials, techniques, technologies and processes. Students are encouraged to work across media areas.

Students also study a diverse range of artists, artworks, visual language and expression from a variety of social, cultural and historical contexts. Over a two-year course of study, students form their own personal aesthetic (style and expression) through individual responses when they make and appraise artworks.

In making artworks, students define and solve visual problems by using visual language and expression (including visual elements, principles of composition, sign and symbolism) relevant to concepts, focuses, contexts and media. This involves students in:
- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating and interpreting ideas through media manipulation to invent images and objects.

In appraising artworks, students determine and communicate meanings. This involves them in:
- demonstrating knowledge and understanding of artworks in contexts that relate to concepts, focuses, contexts and media
- analysing, interpreting, synthesising and evaluating information to discern meanings
- making informed judgments
- justifying positions when determining the aesthetic value of artworks
- using suitable visual arts terminology, language and referencing conventions.

Assessment
Schools use a wide range of assessment techniques to judge student achievement. These include: making folio; experimental folio; short and extended writing such as reports, essays, tests, reviews, critiques; orals; seminar presentations; exhibitions.

Achievement in Visual Art is judged by matching a student’s achievement in the assessment tasks with the exit criteria of the subject. The exit criteria are Visual literacy, Application and Appraising.