Curriculum Handbook
2017

YEARS 10, 11 & 12

A community of forward thinkers
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Statement of Purpose

Indooroopilly State High School empowers students to contribute to, and enrich, our local and global communities:

- Through commitment to forward thinking and lifelong learning, and
- Within a challenging and supportive learning environment.

➢ Indooroopilly Vision:

INDOOROOPILLY – a community of forward thinkers.

➢ We Value:

- Each person’s dignity
- Our community’s diversity
- Open communication
- Quality learning

➢ We Believe:

- All students can learn and have the right to learn
- Students and teachers deserve a mutually supportive and safe environment
- Students learn best by engaging in rigorous and rewarding experiences
- A self-disciplined environment contributes to effective learning
- Services are client-focused and create belonging
- Our learning has value beyond the classroom
- Our education develops multiple intelligences
- Teachers are learners and professionals
- Enjoyment and success are integral to learning
- Our learning is global and futures oriented
# CONTACT DETAILS

<table>
<thead>
<tr>
<th>ADMINISTRATION</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mrs Lois O’Reilly</td>
<td>Principal</td>
<td>3327 8333</td>
</tr>
<tr>
<td>Mrs Deirdre Hall</td>
<td>Deputy Principal, Junior Secondary</td>
<td>3327 8333</td>
</tr>
<tr>
<td>Mr Derek Weeks</td>
<td>Deputy Principal, Learning &amp; Teaching</td>
<td>3327 8333</td>
</tr>
<tr>
<td>Mrs Maja Bogicevic</td>
<td>Deputy Principal, Senior Secondary</td>
<td>3327 8333</td>
</tr>
<tr>
<td>Mr Tim Barraud</td>
<td>Deputy Principal, Partnerships &amp; Transitions</td>
<td>3327 8333</td>
</tr>
<tr>
<td>Mrs Robyn Forbes</td>
<td>Business Services Manager</td>
<td>3327 8333</td>
</tr>
</tbody>
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<thead>
<tr>
<th>HEADS OF DEPARTMENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Tony Canniffe</td>
<td>English</td>
<td>3327 8312</td>
</tr>
<tr>
<td>Ms Eleana Kerr</td>
<td>Enterprise and Technology</td>
<td>3327 8314</td>
</tr>
<tr>
<td>Mr David Armstrong</td>
<td>The Arts</td>
<td>3327 8334</td>
</tr>
<tr>
<td>Mrs Kim Milford</td>
<td>Mathematics &amp; Engineering</td>
<td>3327 8327</td>
</tr>
<tr>
<td>Mr John Simmond</td>
<td>Science</td>
<td>3327 8326</td>
</tr>
<tr>
<td>Senor Jesus Bergas Paz</td>
<td>International Studies (Languages)</td>
<td>3327 8373</td>
</tr>
<tr>
<td>Mr Nathan Pugliese</td>
<td>Student Services</td>
<td>3327 8307</td>
</tr>
<tr>
<td>Mr Peter Day</td>
<td>Curriculum Infrastructure &amp; Outcomes &amp; IB</td>
<td>3327 8358</td>
</tr>
<tr>
<td>Mr Andrew Waddell</td>
<td>ICT Systems Integration</td>
<td>3327 8364</td>
</tr>
<tr>
<td>Ms Jenny Knowles</td>
<td>Junior Secondary</td>
<td>3327 8381</td>
</tr>
<tr>
<td>Mr Brad Blashak</td>
<td>Social Science and HPE</td>
<td>3327 8367</td>
</tr>
<tr>
<td>Mr Matt Reid</td>
<td>Digital Learning &amp; Partnerships</td>
<td>3327 8308</td>
</tr>
<tr>
<td>Ms Barbara Roebuck</td>
<td>English as an Additional Language or Dialect</td>
<td>3327 8324</td>
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<tr>
<th>OTHER</th>
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<tbody>
<tr>
<td>Mr John McCullagh</td>
<td>Guidance Officer</td>
<td>3327 8359</td>
</tr>
<tr>
<td>Emily Rotta</td>
<td>Guidance Officer</td>
<td>3327 8362</td>
</tr>
</tbody>
</table>
It’s time for decisions about your future!

This is an exciting time for students and parents. You are about to engage in an exercise to choose your Course of Study for your three years in Senior Schooling.

You do not need to make this decision alone. You have the benefit of being able to discuss your choices with your family and friends.

You can seek advice from our Guidance Officer; you can consult with teachers; you can access an extensive library of book and electronic material about subjects, courses, careers and tertiary institutions.

You need to be informed if you are going to make an informed decision. We will give you every possible assistance so that you can make a very wise decision.

Much will ride upon your decisions. This is not something that will impact upon you for the next couple of years only. It is a decision about your future: your employment, your lifestyle, your attitudes and behaviours. It is a critical decision that you are called upon to make.

Choose a course of study based on your knowledge of the subject area, as well as your past successes and enjoyment. Do not choose a subject in which you have not performed well and have only a moderate level of interest. Do not be tempted to select a subject merely because your friend is going to do it. Be your own person! Make your decision. Know what you want to do with your life, and make decisions that will create pathways and keep options open.

We wish you well during this decision-making time. Should you or your parents wish to consult with a member of staff, please contact us immediately to make an appointment. We are here to be of service to you all in this matter.
Planning a Pathway to a QCE

**About the QCE**
- The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

**How the QCE works**
- To achieve a QCE a student needs 20 credits in a set pattern.
  - At least 12 credits must come from completed Core courses.
  - Additional 8 credits can come from a combination of any courses.
  - Students must achieve a Sound, Pass or equivalent to receive QCE credits.
  - Literacy and numeracy requirements must be met (see opposite).

**Planning a QCE pathway**
QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

**Learning options and credit values**

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
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<tbody>
<tr>
<td><strong>CORE Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Usually undertaken by students in the senior phase of learning</td>
<td></td>
</tr>
<tr>
<td>At least 12 credits are needed, at least 1 credit undertaken while enrolled at a school.</td>
<td></td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td></td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td></td>
</tr>
<tr>
<td>VET Certificate II or IV qualifications (includes school-based traineeships)</td>
<td></td>
</tr>
<tr>
<td>Certificate II</td>
<td>4</td>
</tr>
<tr>
<td>Certificate III</td>
<td>5, 6, 7, 8</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td></td>
</tr>
<tr>
<td>Certificate IB competencies</td>
<td>4</td>
</tr>
<tr>
<td>On-the-Job component</td>
<td>Up to 2</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised International learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>PREPARATORY Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Generally used as stepping stones to further study</td>
<td></td>
</tr>
<tr>
<td>A maximum of 6 credits can contribute.</td>
<td></td>
</tr>
<tr>
<td>VET Certificate II qualifications (Max. of 2 qualifications can count)</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETfA Act 2000</td>
<td></td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>ENRICHMENT Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Add value or complement Core courses of study</td>
<td></td>
</tr>
<tr>
<td>A maximum of 8 credits can contribute.</td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
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<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td></td>
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<tr>
<td>Career development: A short course senior syllabus</td>
<td></td>
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<tr>
<td>School-based subjects</td>
<td>As accredited by QCAA</td>
</tr>
<tr>
<td><strong>ADVANCED Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Go beyond senior secondary schooling</td>
<td></td>
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<tr>
<td>A maximum of 8 credits can contribute.</td>
<td></td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td></td>
</tr>
<tr>
<td>One-semester subject</td>
<td>2</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td>4</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while</td>
<td></td>
</tr>
<tr>
<td>enrolled at a school</td>
<td>Up to 8 credits</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As accredited by QCAA</td>
</tr>
</tbody>
</table>

**Literacy and numeracy requirements**

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C+ on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of 39286QD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39288QD Certificate I in Core Skills for Employment and Training — Numeracy
SET (Senior Education and Training) Plan Preparation

All young people are required to complete Year 10 at school and go on to undertake a further two year’s education and/or training. Young people will be exempt from these requirements if they gain full-time employment. The aim is to encourage as many young people as possible to complete 12 years of schooling or equivalent.

After completing Year 10, the young person will continue their learning pathway leading to a Queensland Certificate of Education. In order to make the most of this opportunity, they need a plan. The Student Education and Training (SET) Plan is a key part of the Queensland Government’s Education and Training Reforms for the Future initiative. It is designed to help the young person to map individual learning pathways through the Senior Phase of Learning. It is an important step for young people. It is a time when they make choices about their future education and/or training.

SET Plans can be started at any time. However, the plan should be documented and ready for implementation before the young person begins Year 11. At Indooroopilly High, the SET Plan is collaboratively developed in Year 10 as part of a comprehensive careers program.

The SET Plan is designed to:

- Work as a ‘road map’ to help the young person to achieve their learning goals during the Senior Phase of Learning;
- Include flexible and coordinated pathway options;
- Assist young people to examine options across education, training and employment sectors;
- Help young people to communicate with personnel from other schools/learning providers, if necessary, about their future options.
Vocational Education and Training

WHAT IS VET?
Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you are interested in, you can get the training you want and deserve. VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job. VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as a TAFE, or in the workplace.

Indooroopilly State High School is registered for the delivery of vocational courses through the Queensland Curriculum & Assessment Authority (QCAA), an authorised body for accrediting training providers. The scope of registration for Indooroopilly State High School covers standalone VET programs. We also work with other providers to provide VET qualification opportunities for our students.

At Indooroopilly State High School, the focus of training should not only cover the vocational training requirements but should also assist a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.
Choosing subjects wisely for Senior

Much of the enjoyment and success in your Senior years of schooling will depend on the choices you make now. It is essential that you put time and thought into making the best decisions possible. When selecting your subjects, you should consider the following:

Past Achievement:
If you have done well in a subject previously, you are more likely to succeed in the same or a related subject in Years 10, 11 and 12.

Interest:
It will be easier to engage and succeed in subjects that you find interesting and enjoyable.

Future Requirements:
Many tertiary institutions have specific subject requirements (prerequisites) for entry into some courses. If you are planning on employment rather than study after Year 12, there are subjects that will provide useful background knowledge for various careers. Your choice of subjects is also important in relation to the Queensland Certificate of Education.

Options
Based on previous statistics from Indooroopilly High, it is likely that many students will be aiming for university entrance after school. If this is your goal, then you should select a suite of subjects that lead towards Australian Tertiary Assessment Rank (ATAR, previously OP) or the International Baccalaureate Diploma Programme. The ATAR will be the measure most widely used to select Year 12 students for undergraduate university entry. The International Baccalaureate Diploma Programme is taught in many schools around the world and provides a tertiary entrance score.

There are also other pathways to university, for example, through successful completion of a diploma level course at TAFE. It should be noted that an ATAR or IB Diploma score is not essential for entry into TAFE courses. If you are not ATAR eligible you will be assigned a rank, calculated on the basis of your achievement in both Authority and Authority-registered subjects. Authority and Authority-registered subjects will also contribute to your eligibility to receive the Queensland Certificate of Education.

Tertiary study after Year 12 is only one option. There are many others available to you including:

- certificate/advanced certificate courses
- apprenticeships/traineeships
- short vocational and training courses
- employment

You and your parents are very welcome to discuss any subject selection issues with our school Guidance Officer. Appointments can be made by contacting Student Services or through the main school office.

Think about career options
It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work. You will already have ideas about those subjects you enjoy and are achieving well in. You will continue to think about career options during Year 10 when documenting your SET plan.

You may wish to talk to the Guidance Officer and check the following sources of information on careers:
- Job Guide – this book is available in all schools.
- The Department of Employment and Training website at www.trainandemploy.qld.gov.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries
- Employers and people who are already doing the work in which you are interested.

After checking through this information, it is likely that you will come up with a list of prerequisite subjects needed for courses and occupations that interest you. If you are still unsure, check with your Guidance Officer.
Find out about the subjects or units of study offered by your school
It is important to find out as much as possible about the subjects or units of study offered at school. The following ideas will help.

- Read the subject or unit descriptions in booklets provided at school.
- Ask Heads of Departments and Teachers of particular subjects or units.
- Look at books and materials used by students in the subjects or units.
- Listen carefully at class talks and course selection nights.
- Talk to students who are already studying the subjects.
- When investigating a subject to see if it is suitable for you, find out about the content (i.e., what topics are covered) and how it is taught and assessed. For example:
  - Does the subject or unit mainly involve learning from a textbook?
  - Are there any field trips, practical work, or experiments?
  - How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Your choice of subjects for Year 10 will affect your choice of a study program in Years 11 and 12. For example:

- Students who wish to take the International Baccalaureate Diploma Programme should choose a suite of aligned subjects in Year 10.
- Students who wish to study Mathematics B in Years 11 and 12 should choose Year 10 Mathematics B and be able to demonstrate good results in Mathematics Years 8, 9.
- Students who wish to study Drama in Years 11 and 12 should choose Year 10 Drama
- Students who would like to earn the Certificate III in Fitness should choose Year 10 HPE.
- Music and Languages in Year 11 and 12 requires previous study in Year 10.
- Successful achievement in prerequisite subjects in Year 10 may be required to enrol in particular Year 11 and 12 subjects.

Make a decision about a combination of subjects that suit you
You are an individual, and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:

- Someone told you that you will like or dislike it
- Your friends are or are not taking it
- You like or dislike the teacher
- “All the boys or girls take that subject” (all subjects or units have equal value for males and females).

Be honest about your abilities and realistic with your occupational ideas. There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort.

Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help
If you need more help, then ask for it. Talk to your Parents, Teachers and Guidance Officer.

Make use of the school subject selection program. Look at the resources suggested in this handbook. You’ll feel much more confident about your selection of a study program.
YEAR 10 SUBJECTS

All students study subjects within the core learning areas of English and Mathematics. Students are able to choose from:

<table>
<thead>
<tr>
<th>English Learning Area</th>
<th>Mathematics Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>English for ESL Learners</td>
<td>Mathematics B</td>
</tr>
<tr>
<td>English Communication</td>
<td>Prevocational Mathematics</td>
</tr>
<tr>
<td>Pre-International Baccalaureate English</td>
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</tbody>
</table>

All students will study four of the following subjects:


Students who are currently enrolled in Spanish Immersion will study an advanced Spanish course (Spanish Immersion), Science in Spanish Immersion and History in Spanish Immersion.

Students who are currently enrolled in Chinese Acceleration will study an advanced Chinese course (Chinese Acceleration)

Students who are currently enrolled in the Mathematics and Engineering Acceleration Course will study Mathematics B at a Year 11 level.

Students who are achieving good results may use Wednesday afternoon for study time at school or home once a Senior Agreement has been signed and returned to school. Students who choose English for ESL Learners will attend English as a Second Language tutorials during Period Four on a Wednesday. Students who choose English or English Communication and who are achieving good results in their subjects may also choose to study Cisco Networking Academy, Diploma of Business or Aviation on a Wednesday afternoon. Students who require additional assistance with their studies will attend other scheduled tutorials during this Wednesday afternoon time.

Students in Year 10 will be involved in a career development program called Access. During this program they will explore the importance of career planning, recognising and appreciating the different pathway options that are available to them, so that they can be more confident in making decisions that will impact on their future lives.
# YEAR 10 SUBJECTS, PREREQUISITES AND PATHWAYS

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Year 10 Subject Name</th>
<th>Year 9 Result</th>
<th>Year 11 and 12 Subject Pathway</th>
</tr>
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<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td><strong>Must Choose</strong></td>
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<tr>
<td><strong>One from this</strong></td>
<td><strong>Learning Area</strong></td>
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<tr>
<td></td>
<td>English</td>
<td>C in English</td>
<td>English</td>
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<tr>
<td></td>
<td>English Communication</td>
<td></td>
<td>English Communication*</td>
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<tr>
<td></td>
<td>English for ESL Students</td>
<td>C in English</td>
<td>English for ESL Students</td>
</tr>
<tr>
<td></td>
<td>Pre-IB English</td>
<td>B in three subjects</td>
<td>International Baccalaureate English+</td>
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<tr>
<td><strong>Mathematics</strong></td>
<td></td>
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<td><strong>All Students</strong></td>
<td><strong>Must Choose</strong></td>
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<td><strong>One from this</strong></td>
<td><strong>Learning Area</strong></td>
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<td></td>
<td>Mathematics A</td>
<td>C in Mathematics</td>
<td>Mathematics A</td>
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<td>IB Mathematical Studies+</td>
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<td>Mathematics B</td>
<td>B in Mathematics</td>
<td>Mathematics B</td>
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<td>Students may need to attend Maths+ on Wednesdays Period Four</td>
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<td>Mathematics C</td>
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<td>IB Mathematics Standard Level+</td>
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<td>IB Mathematics Higher Level+</td>
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<tr>
<td></td>
<td>Prevocational Mathematics</td>
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<td>Prevocational Mathematics*</td>
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<tr>
<td><strong>Science</strong></td>
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<td></td>
<td>Physics</td>
<td>C in Science</td>
<td>Physics</td>
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<td>Chemistry</td>
<td>C in Science</td>
<td>Chemistry</td>
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<td></td>
<td>Biology</td>
<td>C in Science</td>
<td>Biology</td>
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<td></td>
<td>Science in Spanish Immersion</td>
<td>Existing Spanish Immersion Student</td>
<td>IB Sciences+</td>
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<tr>
<td><strong>Social Sciences</strong></td>
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<tr>
<td></td>
<td>History</td>
<td>C in History</td>
<td>Ancient History</td>
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<td>History in Spanish Immersion</td>
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<td>Modern History</td>
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<td></td>
<td>Geography</td>
<td>C in History</td>
<td>Geography</td>
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<td>Economics</td>
<td>C in History</td>
<td>Economics</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Physical Education</td>
<td>C in HPE</td>
<td>Physical Education</td>
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<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td>Certificate III in Fitness*</td>
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<tr>
<td></td>
<td>Dance</td>
<td>Preferably studied THM in Year 9</td>
<td>Dance</td>
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<td></td>
<td>Drama</td>
<td>Preferably studied THM in Year 9</td>
<td>Drama</td>
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<td></td>
<td>Film, Television and New Media</td>
<td>Preferably studied VMT in Year 9</td>
<td>Film, Television and New Media</td>
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<tr>
<td></td>
<td>Music</td>
<td>Preferably studied MUS in Year 9</td>
<td>Music</td>
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<td></td>
<td></td>
<td></td>
<td>IB Music+</td>
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<tr>
<td></td>
<td>Visual Art</td>
<td>Preferably studied VMT in Year 9</td>
<td>Visual Art</td>
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<td>IB Visual Art+</td>
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<td>Certificate II in Visual Art*</td>
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<tr>
<td>Learning Area</td>
<td>Year 10 Subject Name</td>
<td>Year 9 Result</td>
<td>Year 11 and 12 Subject Pathway</td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td>Spanish</td>
<td>C in Spanish</td>
<td>Spanish</td>
<td>Spanish+</td>
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<tr>
<td>Spanish Immersion</td>
<td>Existing Spanish Immersion Student</td>
<td>Accelerated Year 11 &amp; 12 Spanish</td>
<td>IB Spanish+</td>
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<tr>
<td>Chinese</td>
<td>C in Chinese</td>
<td>Chinese</td>
<td>Chinese+</td>
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<tr>
<td>Chinese Acceleration</td>
<td>Existing Chinese Acceleration Student</td>
<td>Chinese</td>
<td>IB Mandarin+</td>
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<tr>
<td><strong>Enterprise and Technology</strong></td>
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<tr>
<td>Business Core Studies</td>
<td>Preferably studied BST in Year 9</td>
<td>Accounting</td>
<td>Business Communication and Technologies</td>
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<tr>
<td>Legal Studies</td>
<td>Preferably C in English</td>
<td>Legal Studies</td>
<td>Diploma of Business*^</td>
</tr>
<tr>
<td>Information Processing and Technology</td>
<td>Preferably studied INP in Year 9</td>
<td>Information Processing and Technology</td>
<td>IB Business+</td>
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<tr>
<td>Graphics</td>
<td>Preferably studied GPH in Year 9</td>
<td>Graphics</td>
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<tr>
<td>Certificate I in Furnishing</td>
<td>Preferably studied ITM in Year 9</td>
<td>Certificate II in Furniture Making*</td>
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<tr>
<td>Home Economics</td>
<td>Preferably studied HEC in Year 9</td>
<td>Home Economics</td>
<td>Certificate III in Early Childhood Education and Care*</td>
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<tr>
<td>Technology Studies</td>
<td>Preferably studied ITM in Year 9</td>
<td>Technology Studies</td>
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<tr>
<td><strong>Other (Occurs on Wed P4 and after school)</strong></td>
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<tr>
<td>Aviation</td>
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<td>Aviation*</td>
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<tr>
<td>CISCO Networking Academy</td>
<td>Preferably studied INP in Year 9</td>
<td>CISCO Networking Academy*</td>
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<tr>
<td>Diploma of Business*^</td>
<td>Preferably studied BCT in Year 9</td>
<td>Diploma of Business*^</td>
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</tbody>
</table>

* Subjects devised from a study area specification (SAS) or a Vocational Education and Training VET subject. These subjects do not provide for an ATAR (previously OP) or IB Diploma
+ International Baccalaureate Subjects
*^Diploma qualification taught by Careers Australia

**NOTE:**

1. When Year 9 students have submitted their initial subject selections in OneSchool (https://oslp.eq.edu.au) for Year 10, groupings or lines of subjects will be made to ensure that as many students as possible are able to study their six chosen subjects. These combinations will then become the **actual choices available** to students who will continue Year 10 at Indooroopilly State High. These final selections will also be made via OneSchool (https://oslp.eq.edu.au).

2. The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

3. Changes of subjects can be requested by students at the end of Semesters. A change will only be made after a series of permissions are obtained from Parents, the Guidance Officer and relevant Heads of Department and Teachers. The Deputy Principals will finalise the decision to change subjects.

4. Students who choose two or more VET or SAS subjects may not be eligible for a ATAR score at the conclusion of Year 12. These students will be awarded a “student selection rank” which may be used for tertiary applications, particularly at the TAFE level of courses.
Students planning to study the International Baccalaureate Diploma Programme (IB) in Years 11 and 12 should elect a course of study in Year 10 that will prepare them for the Diploma Programme.

<table>
<thead>
<tr>
<th>Year 10 subject selection for potential IB students</th>
<th>The Year 11 IB subject it leads to</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-IB English</td>
<td>English Literature</td>
</tr>
<tr>
<td>2. Mathematics A</td>
<td>Mathematical Studies SL</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Mathematics SL/HL</td>
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<tr>
<td>3. Physics or Biology</td>
<td>Physics or Biology</td>
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<tr>
<td>4. History</td>
<td>History</td>
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<tr>
<td>Economics or Business Core Studies</td>
<td>Business Management</td>
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<tr>
<td>5. Spanish</td>
<td>Spanish</td>
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<tr>
<td>Chinese</td>
<td>Chinese</td>
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<td>6. Art</td>
<td>Art</td>
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<tr>
<td>Music</td>
<td>Music</td>
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<tr>
<td>Chemistry</td>
<td>Chemistry</td>
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</tbody>
</table>
INDOOROOPILLY
STATE HIGH SCHOOL

YEAR 10 COURSE OF STUDY
Overview
What is English?
When you study English you deal with language in the real world – in the forms of fiction, non-fiction, plays, films, television, magazines, newspapers and the internet. You respond in a variety of ways, through speaking, acting and writing. All of the activities help you to prepare to be a confident member of society. Language is power. Playing with language is fun. The study of English includes focus studies of literary and non-literary texts.

Why study English?
English equips you with the power to make your mark on the world: the power to persuade others, the power to express yourself creatively, the power to argue your point of view in a structured way and the power to be heard by others.

Preferred Pre-Requisites
Most subjects require you to have a strong command of English in order to engage in learning successfully. Your English skills will also help you prepare for all Senior subjects. Did you know that most university courses ask for a minimum of a Sound Achievement in English at the end of Year 12?

Course Outline
1. Responding to Poetry
Students explore themes in poems and songs and create a radio lecture podcast that critically analyses a selected poem to enlighten the audience.

2. Novel Study
Students study an historical novel and explore themes relating to social justice. Inspired by an issue the novel raises, they write an opinion column to connect with a contemporary audience.

3. Novel Study
Students write a short story using the novel as the foundation text. They may choose to creatively respond to a theme or fill a gap in the novel through the creation of a scene from a character’s point of view.

4. Analysing Shakespeare
Students read and view Shakespeare’s Romeo and Juliet and write an analytical essay in response to a question about specific dramatic elements.

5. Persuading an Audience – Advertising in the media
Students examine the techniques advertising companies use to promote particular companies. They then use research to challenge or support the claims made in a chosen advertisement and present their findings in a multimodal speech.

Assessment
By Year 10 students should consider themselves as junior members of the Senior program as they are introduced to criteria similar to those used to assess students in Years 11 and 12. Assessment is either spoken, written or multimodal (a combination of written, spoken, visual and digital), with at least five pieces of assessment per year. English skills will develop over time and students are expected to improve their language ability substantially throughout the course.

Future Options
If you enjoy English, you may be interested in a career in some of the following fields: Advertising, Archaeology, Editing, Journalism, Law, Libraries, Media Production and Research, Political Science, Public Service, Publishing, Sociology, Teaching, Translation or Creative Writing.
Overview
What is English Communication?
English Communication is a subject that focusses on engaging with texts relating to the contexts of work, community and leisure with an emphasis on media, literary texts and/or their filmic versions.

Why study English Communication?
English Communication is offered as an alternative to English. It will help you to develop your self-confidence as a language user by improving your communication skills. You will enhance your understanding of communications within the community, particularly those related to the media.

Course Outline
- Marginalised voices: contemporary music and poetry
- The power of narrative: novel and film study
- Shakespeare reimagined: film adaptations of classic plays
- Representations in the media: A critical examination of the power of advertising

Learning Experiences
You will learn to:
- Analyse texts and communicate opinions and perspectives
- Use ideas and information to influence audiences
- Develop knowledge of Australia's linguistic and cultural diversity

Preferred Pre-Requisites
Students getting lower than a C in Year 9 English are advised to consider this subject.

Assessment
You will undertake five (5) assessment pieces, three (3) written and two (2) spoken/multimodal over the course of the year.
- Panel discussion
- Opinionative writing
- Short story
- Expository essay
- Sales pitch

Year 11 and 12 Options
English Communication is a foundation for the Year 11 and 12 subject English Communication.
Overview
What is English for ESL Learners?
This syllabus has a different focus from the English syllabus in that it concentrates on learning about the English language. Students from a Non-English speaking background will gain the knowledge and skills needed to become competent users of English for academic as well as community and personal contexts.

Why study English for ESL Learners?
The new syllabus is specifically designed for senior students who are learning English as a Second Language and who are preparing themselves for further study in Australia.

Course Outline
The course has three areas of study: language for academic learning, language of literature and language of the media. It incorporates an introduction to Western critical literacy concepts and analysis. The course is organised into the following units:

Novel Study – Students develop their academic and creative writing skills.

Poetry and Shakespeare Study – Students engage with a range of literary texts.

Media Study- Students analyse how advertising constructs versions of reality.

Preferred Pre-Requisites
Students getting lower than a C in Year 9 English are advised to choose English Communication.

Assessment
You will do five assessment items during the year.

Future Options
English or English for ESL Learners in Year 11
Overview
What is Year 10 Mathematics A?
This subject is intended for students who plan to select Mathematics A in their Senior studies. Mathematics A is a formal subject with practical applications and is a suitable Mathematics preparation for many tertiary courses, especially in the Humanities area.

Why study Mathematics A in Year 10?
Students wishing to acquire a practical basis of mathematics but do not wish to pursue careers in the STEM fields (i.e. Science, Technology, Engineering and Mathematics) should choose Year 10 Mathematics A. This subject is sufficiently formal to provide a wide knowledge of applicable, real-life mathematics. It is less theoretical and contains less algebraic operations than Mathematics B.

Course Outline
Number and Algebra:
- Simple and compound interest formulae
- Simple algebraic operations
- Simple linear and non-linear relations and applications
Measurement and Trigonometry:
- Applications involving length, area and volume of simple and composite shapes
- Pythagoras Theorem and Trigonometry
- Similarity and Congruence
Statistics and Probability:
- Two- and three-step chance experiments
- Construction and interpretation of graphs
- Simple bi-variate data analysis

Learning Experiences
As well as formal lessons, students will have many opportunities to apply their Mathematics knowledge to practical situations. Calculating water level using geometry, determining why a survey result is biased, designing a payment schedule for mortgage payments are all examples of real-life situations for students of Mathematics A.

Preferred Pre-Requisites
Students should have at least a C level in Year 9 Mathematics in order to be successful in Year 10 Mathematics A. Students achieving below this standard will find Mathematics A difficult.

Assessment
Assessment comprises two supervised written tests and one alternative item per semester (the alternative assessment may be of the form of a report, an investigation or an oral presentation)

Years 11 and 12 Options
Year 10 Mathematics A is a foundation for the Years 11 and 12 subject Mathematics A. Results of Year 10 Mathematics A will be taken into consideration during the Senior study subject selection process.
Overview
What is Year 10 Mathematics B?
This subject is designed for students who intend to select Mathematics B in Years 11 and 12.

Why study Mathematics B in Year 10?
Students taking this subject will follow a full course in Algebra, Trigonometry, Statistics and Probability and Pre-Calculus. The subject will prepare students for the rigour of Mathematics B and Mathematics C.

Course Outline
Number and Algebra:
- Simple and Compound Interests and Applications, including the use of Graphics Calculators
- Expansion and Factorisation of Linear and Quadratic expressions
- Linear Relationship and Inequalities
- Solution of Quadratic Equations (incl Quadratic Formula, Completion of Squares)
- Applications
Measurement and Geometry:
- Problem Solving involving length, area and volume
- Applications of Pythagoras Theorem
- Formal geometric proofs
Statistics and Probability:
- Two- and three-steps chance experiments
- Conditional Probability and Independence
- Analysis of data and Comparative Interpretation of graphs
- Bi-variate analysis

Learning Experiences
Apart from theoretical situations, students will have the opportunities to be involved in practical experiences, including mapping, land measurement, orientation, probability experiments and periodic events.

Preferred Pre-Requisites
Students should have at least a mid-B result in Year 9 Mathematics in order to be successful. Students achieving below this standard will find Mathematics B in Year 10 difficult.

Assessment
Assessment comprises two supervised written tests and one alternative item per semester (the alternative assessment may be of the form of a report, an investigation or an oral presentation)

Year 11s and 12 Options
Year 10 Mathematics B is a foundation for the subjects Mathematics B in Years 11 and 12. Results of Year 10 Mathematics B will be taken into consideration during the Senior study subject selection
Overview
What is Prevocational Mathematics?
Prevocational Mathematics is a practical Mathematics subject which provides learning activities with a real-life applications. Students will have the opportunity to gain workplace and daily life-experiences which enhance their employability.

Why study Prevocational Mathematics?
Students will study practical, applicable matters in Mathematics. For example, how to calculate medicine doses, materials for home improvement, budgeting for an interstate trip, etc.

Course Outline
A course of study is based on eight units:
- Healthy body Healthy mind
- Probability
- Technology
- Sport
- Travel
- Building & Construction
- Shopping
- Data

Elective units will be offered as appropriate.

Learning Experiences
All learning experiences will be based on real-life situations

Preferred Pre-Requisites
None

Assessment
Assessment will be self-paced to suit the ability of students.

Years 11 and 12 Options
Pre-Vocational Mathematics students will enrol in Prevocational Mathematics in Years 11 and 12. PVM provides students with the basic requirements for many Trade courses at TAFE institutions. It also enables students to satisfy the minimum requirements for the Queensland Certificate of Education.
Overview

What is Business Core Studies?
Business Core Studies gives Year 10 students the opportunity to experience and prepare for Years 11 and 12 Business Communication and Technologies (BCT), Accounting and other specialised subjects through a unique learning environment where students learn by doing. This integrated course delivers interactive experiences where students learn key business skills and strategies by creating, managing and operating a business venture. At the end of this course, students will have key skills required for Year 11 and 12 Business subjects, leadership, teamwork and life.

Why study Business Core Studies?
Students who are interested in understanding the business world, are keen to be their own boss, desire practical skills and real life experience should choose to study BCS. This subject will also teach students key processes that will facilitate their engagement and understanding across senior subjects, for example technology and communication skills. BCS is a prerequisite for Years 11 and 12 business subjects.

Course Outline
Introduction to BCT
Introduction to Accounting
Business Communication Skills
Business Technology Skills
Practical Business Project – Coffee Venture

Learning Experiences
This course will provide students with the unique opportunity to put business processes and concepts into action through a project culminating with the running of a coffee business where students make and deliver coffee to consumers (school-based). During this project students will be trained to operate a commercial coffee machine, work in a team, manage their peers, design and market a business venture, run a seminar, teach and present to their peers, manage an event, and complete financial documents; these are all excellent skills to add to a resume and to prepare a young person for work and future life.

Preferred Pre-Requisites
Minimum of C in Year 9 Business Studies OR Minimum of C in English

Assessment
Project - portfolio of works
Exam - short response and extended response
Multimodal presentation

Years 11 and 12 Options
Business Core Studies is a foundation for the following Years 11 and 12 subjects:
- Business Communication and Technologies
- Accounting
- Diploma of Business
- IB Business
Overview
What is Biology?
Biology is challenging and fun, and it is important to our present and future life-styles, medicine and the environment we live in. It helps us to understand and engage with living systems in the world around us. As a career, it offers many current and future problem solving situations in fields such as medical, veterinary, food and marine sciences, agriculture, conservation and eco-tourism. It involves working within a local and international community of scientists.

Why study Biology?
As we live in an increasingly complex world, we need a thorough understanding of biology and technology. As an individual we need it to understand our health and our lifestyles. As a member of a family and a community we need it to understand the impact on living systems in the world around us. As a member of society, we need it to understand the global problems and ethical issues which will impact on our futures and be managed by our governments.

Course Outline
The course is organised around 4 units. Students investigate the importance of DNA and genes in controlling the characteristics in organisms and explore the ethics of genetic manipulation. Through their knowledge of genetics and inheritance, they develop an understanding of the theory of evolution by natural selection. Students will explore how multicellular organisms are functioning sets of interrelated systems interdependent on the environment. They will also investigate how energy and matter move within systems and impact upon populations and communities. Throughout the course students will discuss and evaluate these topics in relation to contemporary issues in science and society.

Learning Experiences
Through a great variety of learning experiences you will develop:
- Scientific understanding through observation, experimentation and investigation.
- Understanding of the nature, scope and limitations of Biology together with its incalculable effect on our lifestyle today.
- Competence in basic laboratory skills.
- The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
- Life roles through life role performances.

Preferred Pre-Requisites
There are no pre-requisites. The study of Biology in Year 10 follows from the Science taught in Year 9.

Assessment
The assessment program is designed to measure your knowledge and understanding of Biology and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a written test (WT), an extended research task (ERT) and an extended experimental investigation (EEI).

Years 11 and 12 Options
Year 10 Biology leads to the Senior secondary subjects of Biology, and IB Biology. These may lead to Degree courses at Universities. Biology also prepares you for further education at TAFE colleges in level I to IV certificate courses and allows direct entry to the workforce through the apprenticeship or traineeship systems.

Biology offers many exciting careers working in the Biological Sciences (biochemist, forensic scientists etc,) Health Sciences (doctor, nurse, optometrist etc), food and marine science, and conservation and eco-system.
Overview

What is Chemistry?
Chemistry is challenging and fun. It investigates substances and matter that comprise the chemical world. It is important to our present and future lifestyles, medicine and the environment we live in. It helps us to understand and interact with the world around us. As a career, it offers many current and future problem solving situations in engineering, medicine, pharmacy and sports science. This involves working within a local and international community of scientists.

Why study Chemistry?
As we live in an increasingly complex world, we need a thorough understanding of chemistry and technology. As an individual we need it to understand our health and our lifestyles. As a member of a family and a community we need it to understand the impact of technology on our lives. As a member of society, we need it to understand the global problems and ethical issues which will impact on our futures and be managed by our governments.

Course Outline
The course is organised around 4 units. Students will identify patterns in atomic structure and allow predictions of products of chemical reactions. They will represent chemical reactions using word and balanced symbolic equations. They will examine chemical reactions and ways in which rates of reactions can be changed. They will research the development of useful materials and products.

Learning Experiences
Through a great variety of learning experiences you will develop:

- Scientific understanding through observation, experimentation and investigation.
- Understanding of the nature, scope and limitations of Chemistry together with its incalculable effect on our lifestyle today.
- Competence in basic laboratory skills.
- The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.
- Life roles through life role performances.

Preferred Pre-Requisites
There are no pre-requisites. The study of Chemistry in Year 10 follows from the Science taught in Year 9.

Assessment
The assessment program is designed to measure your knowledge and understanding of Chemistry and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a written test (WT), an extended research task (ERT) and an extended experimental investigation (EEI).

Years 11 and 12 Options
Year 10 Chemistry leads to the Senior secondary subjects of Chemistry, and IB Chemistry. These may lead to Degree courses at Universities. Chemistry also prepares you for further education at TAFE colleges in level I to IV certificate courses and allows direct entry to the workforce through the apprenticeship or traineeship systems.

Chemistry offers many exciting careers working in engineering, medicine, pharmacy, food technology and environmental science.
Overview
What is Chinese?
Modern Standard Chinese is the most widely spoken language in the world. It is an exciting language that will challenge all of your skills of learning.

Why study Chinese?
Learning Chinese will enable you to communicate to at least one out of a billion people who do speak the language! It will widen your horizons and give you a better understanding of the Chinese culture.

Course Outline
The content is organised around the six fields of human knowledge and endeavour. The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real or lifelike tasks for purpose of enjoyment, socialising and learning.

Learning Experiences
- Communication skills – using process skills and strategies to deploy linguistic features in culturally appropriate ways;
- Appreciation of cultures – critically appreciating different ways of perceiving and expressing reality to give students a wider perspective from which they might view the world and their place in it.

Preferred Pre-Requisites
Years 8 and 9 Chinese with at least a C level achievement.

Assessment
Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing. In addition to these skills, you will be using the language to create a language book.

Future Options
Language study gives you the opportunity to enhance your global career prospects in many areas: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research.
Overview
What is Dance?
People around the world dance to express their joys, sorrows, culture, identity, community, traditions and ideas. They dance to explore and celebrate their physical, emotional and mental selves through the language of movement. Dance can help us to express our life experiences in ways that words cannot. Students develop their knowledge of the body alignment, core strength and technique in a variety of styles. Students who study dance develop strong analytical, problem solving and high order thinking skills to become creative and innovative thinkers.

Why study Dance?
Dance explores many different styles and genres of dance. Students will learn diverse movement techniques, how to choreograph movement to make meaning and to express social, personal or political issues, interpret, analyse and evaluate historical and important dance works.

Course Outline
- **Dancing for a Living** – exploring life as a professional dancer, dance writer and choreographer. This unit studies and develops knowledge of Hip Hop and Ballet.
- **Australian Contemporary Dance** – exploring the ‘Australian’ approach to contemporary dance through analysis and repertoire study of iconic Australian choreographers.
- **Dance Installation** – exploring the relationship between movement and digital projections or film installations to produce dance films.

Learning Experiences
Dance explores many different styles and genres of dance. Students will learn to perform movements in a variety of dance techniques, how to choreograph movement in order to make meaning and to express social, personal or political issues. Students will also evaluate, interpret and analyse important historical and current dance works.

Preferred Pre-Requisites
A solid C achievement in Year 9 English is strongly required and participation in Theatrical Movement Studies is recommended. Dance is the pre-requisite for Senior Dance in Years 11 and 12.

Assessment
The dimensions for Dance are: Appreciation, Performance and Choreography.
- **Appreciation** – requires sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of an extended written or spoken response.
  - **Tasks may include**: Analytical essay, Multimodal presentation.
- **Performance** – requires students to develop and demonstrate knowledge and understanding of the dance components and skills to interpret and communicate a choreographic intent
  - **Tasks may include**: Guest artist choreography, repertoire, teacher-choreographed sequences.
- **Choreography** – requires the student to create a dance piece or segment using dance components and skills in a particular context, genre or style.
  - **Tasks may include**: Student devised choreography in groups, student directed and performed dance films. Students are marked individually within group tasks.

Years 11 and 12 Options
Dance is a foundation for the Years 11 and 12 subject Senior Dance.
The Arts

Career Pathways
Dance offers many viable employment opportunities including professional dance company performer, choreographer, arts critic, arts administrator, and dance therapist. The skills students learn through dance reach beyond The Arts world and will support any career that values people who are creative, complex thinkers, effective communicators, reflective and independent learners and participants in a global society.
Overview
What is Digital Technology?
In this subject you will learn to program computer systems, connect networks, develop databases, and integrate these skills while working in groups and individually.

Why study Digital Technology?
Digital Technology can start you on one of the most fascinating life pathways imaginable – the “Internet of Things” (IoT) is almost here and programmers, designers and innovators are in demand!

This subject directly links to the senior QCAA Information Processing and Technology course.

Course Outline
- Learn to program using an easy to learn computer language. Develop algorithms using the DDE (Design Develop and Evaluate) cycle to create your own Apps and Games and learn how these skills can be applied to produce quality software.
- Learn how to design a user interface to be friendly, easy to navigate and fun to use. Work in groups to create and publish your designs
- Learn how networks work and how to create and connect a Local Area Network (LAN) – practice your skills with network simulation software.
- Design a relational database system to manage a school faculty and create a website to host and interact with your database.

Learning Experiences
Students will:
- Learn to program in both visual and server side scripted languages.
- Develop information systems to support a school faculty
- Learn basic networking skills and construct and connect a LAN
- Work in groups to manage tasks and projects

Preferred Pre-Requisites
C standard of achievement in Year 9 Information Processing; C in English and Mathematics.
A genuine interest in computer software development and good results in English and Mathematics are generally indicators of success.

Assessment
You will be assessed by project work and examination.
The Arts

DRAMA Elective Subject Year 10

Overview
What is Drama?
Drama encourages students to develop their own ideas about art, history, people and relationships, and express these through the medium of theatre. Incorporating group performance, scriptwriting and improvisation, Drama invites students to be communicative, thoughtful and creative young artists who can devise, rehearse and perform their own work.

Why study Drama?
As well as being physical, fun and creative, Drama is also academically rigorous, and asks students to respond thoughtfully and critically to theatre and the world around them. Students engage within the Drama course as higher order thinkers, creative problem solvers and they develop strong communication skills. Through authentic assessment, workshops with professional artists and analysis of live theatre events, Drama students develop evaluative and complex thinking skills.

Course Outline
This course is designed to cover the 3 criteria areas of **Forming**, **Presenting** and **Responding** through the following possible units of work;

- Commedia dell’Arte
- Greek Tragedy
- Designing Theatre
- Scripted Drama
- Absurdism
- Comedy of Manners

Learning Experiences
Collaboration and group work are the key modes of learning in the Drama classroom. The program has been written to promote the development of successful, self-directed learners who work well with others. Students will learn how to discuss, develop, create and present drama for themselves and others.

Preferred Pre-Requisites
At least a C in Year 9 English is strongly recommended, as is participation in the Year 9 course, Theatrical Movement Studies. Year 10 Drama is strongly recommended as a preferred pre-requisite for Senior Drama in Years 11 and 12.

Assessment
Drama is assessed as individual work within a group task. Assessment within drama covers the three dimensions of **Forming**, **Presenting** and **Responding**. Tasks can include the following;

<table>
<thead>
<tr>
<th>Forming</th>
<th>Presenting</th>
<th>Responding</th>
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<tr>
<td>scriptwriting</td>
<td>group performance</td>
<td>review</td>
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<td>developed</td>
<td>devised performance</td>
<td>analytical essay</td>
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<tr>
<td>improvisation</td>
<td>scripted Drama</td>
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<td>workshops</td>
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<td>directing tasks</td>
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Future Options
Students can follow their interest in Drama through Year 10 and Senior subject offerings and from there into related University and Vocational Courses.

Studies in The Arts also benefit students who intend to work in the areas of Tourism, Business, Education and Law. Career opportunities include Primary and Secondary Drama teaching, working as a Creative Artist, Arts Administrator, Actor, Set Designer, Sound Technician, Stage Manager, Creative Writer.
Overview
What is Economics?
Economics is the science of decision making within the context of a global and inter-connected world of finite resources and infinite wants. It is about understanding how countries resolve this problem from a social, environmental, financial and political perspective while ensuring a sustainable future for stakeholders.

Why study Economics?
Students will have the opportunity to understand decision making in Australia by government, business and individuals in a global society.

Course Outline
- Key economic indicators
- Relationship between economic performance and the way we live
- Managing the Australian economy to improve economic performance and options for the future
- Factors influencing consumer decisions
- Working smarter in today’s world

Learning Experiences
Students will learn to critically analyse and evaluate information, data media reports and economic viewpoints. They will do this by interacting with various forms of media, discussion in the context of case studies and current events. Students will be taught to

Preferred Pre-Requisite
C in Year 9 History

Assessment
Four assessment items, drawn from the following assessment instrument types:
- short response test
- essay in response to stimulus
- research assignment
- media folio

Years 11 and 12 Options
Year 10 Economics is a foundation subject for the Years 11 and 12 subject Economics
Overview
What is Geography?
Geography teaches deep knowledge and understanding about the earth’s places, people, environments and societies. It helps students to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography). Geography puts this understanding of social and physical processes within the essential context of places and regions.

Why study Geography?
Geography inspires curiosity and wonder about the diversity of the world’s places, people, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Year 10 Geography will provide students with geographic literacy while fostering their desire to expand their knowledge of contemporary issues within the global community. In so doing students will be inspired to expand geographic learning in their local and global community and will help students to develop an ability to solve problems and to think critically and creatively.

Course Outline
- Environmental Change and Management – Marine Ecosystems
- Environmental Change and Management – Numinbah Valley catchment field trip
- Global Geographies of Human Wellbeing – Cambodia case study
- Global Geographies of Human Wellbeing – Students research a developing country of their choice

Learning Experiences
Geography provides a meaningful framework in which you can better understand the world of which you are part. To meet the challenges of the future, Geography will teach students to be geographically informed citizens who are able to:
- know and understand facts, concepts and communication skills related to topics covered
- apply geographic skills to observe, gather, organise, present and analyse data
- use geographic perspectives to evaluate, make decisions about, and justify those decisions as active and ethical participants.

Preferred Pre-Requisites
C in Year 9 History

Assessment
Students will complete four assessment items, drawn from the following instrument types:
- Short response content exam
- Essay exam in response to stimulus
- Practical tasks
- Multi-modal research assignment

Years 11 and 12 Options
Year 10 Geography is a foundation for the Years 11 and 12 subject Geography.
Overview
What is Graphics?
Graphics is a course that develops skills in interpreting, generating and creating graphical communication. Students produce graphical representations in two dimensional and three dimensional formats. With three dimensional modelling now a major tool in graphical design and communication, the focus of student learning in graphics has changed. Students now require a high level of spatial awareness and skill to be able to create complex drawings.

Why study Graphics?
The course will provide you with the opportunity to learn the language of Graphics and the capability of producing ideas in a graphical presentation format. In addition you will expand on drafting skills and problem solving techniques.

Course Outline
Graphics will enable you to draw the shape of objects that are encountered in everyday situations whether at home, in the workplace, newspapers or in recreation. Your response to these shapes will be through the various forms of graphical language. Topics covered will be:

- Foundation Studies
- Industrial Design
- Built Environment
- Graphic Design

Learning Experiences
Using graphics in its various formats can be both challenging and enjoyable. Manual and (CAD) Computer Aided Drawing, will be done each term.

Preferred Pre-Requisites
Year 9 Graphics

Assessment
There will be several assessment tasks in each semester. Assessment tasks will require you to apply your problem solving skills and communication skills using graphical language and providing written and/or drawing responses to problems.
Assessment types: Design Folios, Extended Response Examinations

Future Options
Assist with easy integration into Years 11 and 12 Graphics.

Special Note – Graphics Software for Apple MAC

In Graphics students will be required to use the following programs: AutoCAD, Inventor, Revit, Photoshop and Illustrator. The school has free student versions of all these products available for WINDOWS, however, only Autocad, Photoshop and Illustrator are available for MAC.

If your BYOx (Bring Your Own) computer is a MAC, you will need to arrange for a version of WINDOWS (64 bit WIN 10) to be available on your MAC for the programs Inventor and Revit. This can be done with Bootcamp: http://www.apple.com/support/bootcamp/

Bootcamp allows a student to boot into Windows or MAC OSx.

For more information on BYOx please contact Andrew Waddell HOD ICT Systems Integration awadd4@eq.edu.au / 33268364
Overview
What is History?
Year 10 History is the foundation course for Years 11 and 12 Ancient and/or Modern History. We live in times of enormous social, economic and political change. History will not just inform you about the past, it will also help you to understand and navigate the world in which we live.

Why study History?
The skills that you learn through the study of History will set you up for life! You will learn how to analyse, interpret, evaluate, research, communicate and present historical information into support well supported arguments. You will be fascinated by stories of ancient civilisations and how the modern world reformed itself after the fall of the Roman Empire. Not only will you get into the world of the Spartan secret police stealthily tracking down the helot slaves but you will also know what it was like for a soldier to find themselves coming to terms with the strategy of guerrilla warfare in the jungles of Vietnam. The actions and ideologies of blood-thirsty ancient tyrants like Nero will be examined along with the international diplomacy and statesmanship of the modern world such as Barack Obama. We welcome you to the passion and excitement of the History classroom!

Course Outline
By integrating both Ancient and Modern History topics into a combined Year 10 History subject, students will be best placed to make a decision about studying a Years 11 and 12 History course, while still developing the requisite skills and knowledge to achieve success in the senior years. A range of topics from the Ancient and Modern world will be studied, including:

- Personalities and celebrities of the Ancient world
- The Cold War and the Vietnam War
- Athens and Spartan society
- Heroes and Villains of the Modern world

Learning Experiences
There is a strong focus upon the process of historical inquiry, critical use of sources and the skills of academic writing and communication – all vital for success at the tertiary level and in work.

Preferred Pre-Requisites
A C in Year 9 History is recommended.

Assessment
Students will complete four assessment items drawn from the following instrument types:

- essay exam in response to stimulus
- short answer exam in response to stimulus
- research-based assignments.

Years 11 and 12 Options
Year 10 History is a foundation subject for the Years 11 and 12 subjects Ancient History and Modern History.
Overview
What is Home Economics?
Home Economics as a field of study offers students opportunities to discover and further develop their 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. Home Economists educate, inform and advise government, industry and the community, to assist individuals to make better lifestyle choices. Career opportunities are available in community and education agencies such as health, families, housing, and community services as well as in industries related to design, fashion, food and textiles.

Why study Home Economics?
The key aim of Home Economics education is the well-being of people within the context of their family, community and work roles. Choosing Home Economics will support you to participate effectively in changing times using contemporary educational research as a guide to planning and developing practices to ensure a preferred future.

Course Outline
Areas of study within Home Economics are separated per semester into two strands of focus:

Semester A: Food & Nutrition
Semester B: Textiles & Fashion

Throughout the course, a variety of perspectives will be studied, including: social, cultural, economic and environmental.

Learning Experiences
A Home Economics education will include regular practical work, either cooking or textile project-related, with written research projects that support a design situation. Students are encouraged to develop their own individualised approach as well as follow teacher-directed learning.

Preferred Pre-Requisites
Year 9 Home Economics.

Assessment
Assessment techniques in Home Economics include practical assessment and written responses composed under a variety of conditions:

- Supervised written (exams)
- Research (assignments)
- Performance and product (practical)

Responses typically will include analytical essays, multiple choice and short answer response exams.

Years 11 and 12 Options
Year 10 Home Economics is a foundation for the Years 11 and 12 subject Home Economics.
Overview

What is Legal Studies?

Legal Studies provides you with an understanding of your legal rights and responsibilities. You will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens, and how it affects your rights and responsibilities. As a member of the Australian community, it is important you know and understand the impacts that legal decisions can have on society and how diverse groups influence and are influenced by the legal system. Importantly, you will learn about your legal obligations to the society in which you live and the individual rights and freedoms of those living in a democracy.

Why study Legal Studies?

Legal Studies enables students to have confidence in approaching and accessing the legal system and provides them with a better appreciation of the relationship between social and legal structures. Through inquiry, analysis, examination and problem solving, students can make decisions which may benefit themselves and the community now and in the future. The immediate relevance of Legal Studies to students’ lives should promote and motivate students to make constructive judgments and informed commentaries on the law, its system and processes, from practical and critical social perspectives. Students examine and justify their own opinions and attitudes to legal and social issues needing resolution, preparing them to participate in society as active and informed citizens.

A course of study in Legal Studies can establish a basis for further education and employment in many fields including law, government, international relations, law enforcement, criminology, justice studies, social work, corrective services, business, education, economics and politics.

Course Outline

- Law and Society – Systems of government, Purpose of laws, Sources of law, Role of the courts
- Criminal Law – Basic elements of criminal law, Types of offences, Prosecution, Defences and Sentencing
- The Criminal Trial – Practical project
- Civil Law – Civil Wrongs and Agreements

Learning Experiences

In Legal Studies, students develop an understanding of the ways in which the legal system can affect the lives of Australian citizens. By examining historical and social factors that have led society to create a legal system, students develop knowledge and understanding of the frameworks which regulate and shape our society. By analysing Australian and international legal systems, students consider the impacts that legal decisions can have on Australian society and how diverse groups influence and are influenced by the legal system.

Preferred Pre-Requisites

Minimum of C in Year 9 Business Studies OR Minimum of C in English

Assessment

Short Response/Response to Stimulus - Examination
Extended Response - Report/Essay
Extended Response - Multimodal
Project-based research task

Years 11 and 12 Options

Legal Studies is a foundation for the Years 11 and 12 subject Legal Studies.
The Arts

MEDIA ARTS Elective Subject Year 10

Overview
What is Media Arts?
The media, particularly film, television and new media are our primary sources of information and entertainment. They are important channels for communication and cultural exchange. Powerful media imagery enables us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings. The media also provides a means to connect with and learn about our own and other cultures and practices.

Why study Media Arts?
Are you creative and experimental?
Do you like applying information communication technologies in interesting and entertaining ways?
Do you want to be an active participant in, rather than a passive consumer of, the mass media?
Study Media Arts and be immersed in the creative and critical worlds of the Media. Learn how to make video products as you unpack the ways that media industries work.

Course Outline
Media production and use has always been an evolving field with continual changes in practices and processes. The course in Media Arts adapts to reflect changes in industrial practice.

Students will study Media through the dimensions of design, production and critique. Exploration of these dimensions will occur in units of work based around World Cinema, Music Video, and Documentary.

Students will produce the following videos:
• A short narrative piece inspired by a National cinema
• A short documentary piece

Learning Experiences
Students will work collaboratively and as individuals in producing short videos and completing video analysis. Theoretical understandings of key media concepts are built upon throughout the course in lectures and small group activities.

Students will view a variety of films in class and are encouraged to visit cinemas as a group outside of class time. Throughout the course, students will view a variety of European, Asian and Hollywood films, along with television shows and advertisements.

Classes often consist of collaborative work, individual design tasks, lecture presentations and class discussions.

Preferred Pre-Requisites
A solid achievement of a C in Year 9 English is required, while participation in Visual Media Technology is strongly recommended. Media Arts is the preferred pre-requisite for Film, Television and New Media in Years 11 and 12.

Assessment
Student achievement will be assessed according to the three dimensions of Design, Production and Critique.

Future Options
If you are interested in writing, journalism, directing, photography, production, acting, editing, or the media field in general, Media Arts will open the door!

You will have the opportunity to produce audio visual texts for portfolio entry into film courses such as the AFTRS in Sydney. Past students have enjoyed success in nation-wide short film competitions and have been financially remunerated whilst working with outside groups.
## Overview

### What is Music?
Music has influenced peoples' lives since the beginning of time and is a language understood throughout the world. It has the ability to lift your spirits when you are feeling down or move you to tears.

### Why study Music?
Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying music, turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Join Music and learn how to write and play your own songs, explore different music styles and make music with your friends. While extending your practical skills, this subject will introduce you to the way that music has been used and enjoyed by people from different cultures.

## Course Outline
Students will develop their understanding of Music through the study of the following units of work:

- Going Global: Music Around the World
- Australian Music: The music of Aboriginal and Torres Strait Islander Peoples, Classical, Rock, Pop, Jazz and Folk

Students will also learn about traditional forms of music. In each unit students will engage in composition, performance and analysis activities.

## Learning Experiences
Students will be engaged in both theoretical and practical learning experiences. In order to develop well rounded musicians, students will participate in aural and composition activities. Students will also work in small ensembles and individually to rehearse and perform self-devised work and the compositions of others.

## Preferred Pre-Requisites
Students should have demonstrated an interest in music. While not essential, it is beneficial for students to be able to read music and to play at least one musical instrument. It is strongly recommended that students have participated in Year 9 Music. Year 10 Music is a strongly recommended choice for students wishing to study Years 11 and 12 Music.

## Assessment
Students will be assessed under 3 criteria:

- **Listening and analysis** of music in various styles.
- **Performing** as a class and within small groups.
- **Composing/Arranging** short musical works.

## Future Options
Future career options include being a musician, a teacher or working in the music industry. For many students however, music is a recreational pursuit which remains with them for the rest of their lives. Music is fun!
Overview
What is Physical Education?
Physical Education reflects the significance of physical activity in enhancing and exploring the health of individuals and groups in contemporary Australian Society. It has a relevance to all age groups from infants, through to teenagers and the elderly. It promotes a foundation for an individual to manage themselves in the social, cultural and physical improvements in the pretext of good health.

Why study Physical Education?
Students are encouraged and challenged to explore the worlds of sport, exercise, health and well-being through engagement in rigorous and rewarding learning experiences. Physical Education provides students with the opportunity to develop knowledge, skills and attitudes necessary for making informed decisions about:
- Complex range of factors that impact on participation and engagement in physical activity.
- Appreciation for the role of physical activity and its importance within contemporary Australian culture.
- Sophisticated analysis of movement and the context that influence physical activity.

Course Outline
- Integrity of Sport – investigating socio-cultural issues such as Drugs in Sport; Violence in Sport
- Enhancing Performance – including exercise physiology concepts.
- Winning Edge – sports psychology and biomechanics.
- High Performance Coaching – motor learning concepts, procedures and strategies to implement a training activity, communication and feedback to improve performance.

Movement and Physical Activity Units
- Tennis/Badminton
- Basketball/Netball
- Touch Football
- Softball/Minor Games

Learning Experiences
Physical Education will promote the development of successful, self-directed learners. Each unit of work is designed to develop acquisition of essential knowledge and understanding, problem solving and literacy relevant to the areas of physical development and performance. Students will also demonstrate basic tactics and strategies to achieve identified goals in games, sports and other physical activities.

Preferred Pre-Requisites
C in Year 9 HPE

Assessment
Students will be assessed on both the practical and theoretical components of the subject. These components are weighted equally. Students will also be required to work individually and as part of a team.

Practical assessment: Demonstration of basic skills, knowledge of game and game play, rules and strategies and participation in lessons.
Theoretical assessment: The theory assessment will encompass a range of techniques including exams, reports, essays, and multimodal presentations.

Years 11 and 12 Options
Physical Education is a foundation for the Years 11 and 12 subject Physical Education and Certificate III in Fitness.
Overview
What is Physics?
Physics can be both challenging and fun. It investigates the nature and properties of matter and energy. It is important to our present and future life-styles, medicine and the environment in which we live in. It helps us to understand and interact with the world around us. As a career, it offers many current and future problem solving situations including engineering, medicine and technology, and often involves working within a local and international community of scientists.

Why study Physics?
As we live in an increasingly complex world, we need a thorough understanding of physics and technology. As an individual we need it to understand our health and our lifestyles. As a member of a family and a community we need it to understand the impact of technology on our lives. As a member of society, we need it to understand the global problems and ethical issues which will impact on our futures and be managed by our governments.

Course Outline
The course is organised around 4 units: Motion and Energy, Space Physics, Electricity and Optics. Students will explore the motion of different objects and apply the laws of physics to describe motion. They will solve problems derived from Newton’s laws of motion and apply understanding to analyse motion in familiar applications. They will explore the conservation of energy and energy force relationships and evaluate energy and force changes in interactions such as car crashes and pendulum motion.

Learning Experiences
Through a great variety of learning experiences you will develop:
- Scientific understanding through observation, experimentation and investigation.
- Understanding of the nature, scope and limitations of Physics together with its incalculable effect on our lifestyle today.
- Competence in basic laboratory skills.
- The ability to communicate and listen more effectively and to work with others towards solving problems of mutual concern.

Preferred Pre-Requisites
There are no pre-requisites. The study of Physics in Year 10 follows from the Science taught in Year 9.

Assessment
The assessment program is designed to measure your knowledge and understanding of Physics and the skills required to work scientifically – investigating and communicating. As well, it is designed to give you some experience in the types of assessment and standards you will experience in Senior sciences. It will include a written test (WT) and an extended experimental investigation (EEI).

Years 11 and 12 Options
Year 10 Physics leads to the Senior secondary subjects of Physics, and IB Physics. These may lead to Degree courses at Universities. Physics also prepares you for further education at TAFE colleges in level I to IV certificate courses and allows direct entry to the workforce through the apprenticeship or traineeship systems.

Physics offers many exciting careers working in the Physical Sciences (astronomer, engineer, sound technician etc), Health Sciences (doctor, nurse, optometrist, radiographer etc), engineering and technology.
Overview
What is Spanish?
Spanish is one of the most widely spoken languages in the world and is increasingly becoming a popular second language. With over 500 million speakers, it is the fourth most commonly spoken language in the world, and according to some counts it has more native speakers than English. It is an official language on four continents and is of historical importance elsewhere.

Why study Spanish?
To be a citizen of the world in the 21st century, we need to communicate with people from all over the world. To do that, we should have the willingness and ability to study languages. We should also be willing to accept and respect other cultures in order to communicate with foreigners effectively. Spanish is increasingly becoming one of the world’s most significant languages.

Learning Experiences
Better understanding of English: Much of the vocabulary of English has Latin origins. As Spanish is also a Latin language, you will find as you study Spanish that you have a better understanding of your native vocabulary. There is perhaps no more effective way to learn English grammar than by studying the grammar of another language.

Learning other languages: Learning Spanish can be beneficial for those studying other non-Indo-European languages, as intensive learning of one language structure can be transferred to another. Spanish is one of the easiest foreign languages to learn. Much of the vocabulary is similar to that of English.

Preferred Pre-Requisites
At least two years of previous experience with the language with preferably a B or higher overall mark in Year 9 Spanish. If a student is really interested in studying Spanish in Year 10 but has no previous experience, they need to contact the Head of Department, International Studies for an interview.

Assessment
Assessment is based on the learning outcomes framework. You are assessed within the four Macro Skills of communication: listening, speaking, reading and writing. By the end of Year 10, you will have been prepared for entry into Senior Spanish.

Future Options
Success in Year 10 Spanish means an excellent basis for Years 11/12 QCAA Spanish or the International Baccalaureate Diploma Spanish. This in turn has implications for your Career prospects. The global expansion of travel, communication and commerce has bought Australians into closer relationships with Spain and South America. The skills you learn in studying Spanish will prepare you for a variety of careers. You may want to head for a career in Advertising, Law, Teaching, Medicine, Travel, Translations and Sales, Marketing and Insurance and many more.
Overview
What is Technology Studies?
Technology Studies empowers students to explore the relationships between technology and society in order to be informed, responsible and responsive users and creators of technology. Technology encompasses the purposeful application of knowledge, resources, materials and processes to develop solutions. Solutions are the ideas and products developed in response to design problems.

Why study Technology Studies?
Technology Studies engages students in responding to real-world problems. The subject teaches students how to develop an understanding of real-world product design and production processes. Technology Studies provides opportunities for students to develop skills in strategic and creative thinking, practical problem solving, information analysis, and project management, and challenges them to understand and appreciate technological innovation and its impact on society.

Course Outline
The course is structured to give students opportunity to build on Design Factor knowledge and understanding. This foundation assists greatly when conceptualising and designing. Throughout the second half of the course, students will start to explore design realisation and have to opportunity to build and evaluate their designs.

Learning Experiences
By the end of Year 10 Technology Studies, students will be able to respond to specific design problems. They will be able to generate a variety of feasible design solutions as well as understand other important elements in order to create successful solutions. In this course, there is also an opportunity to build CAD (Computer Aided Design) skills.

Preferred Pre-Requisites
Year 9 Industrial Technology and Manufacturing
Year 9 Graphics

Assessment
There will be several assessment tasks in each semester to introduce and build senior concepts as outlined in the senior Technology Studies. These assessment pieces will predominantly strengthen the understanding of the design process to prepare students for Years 11 and 12 Technology Studies. Assessment formats will include but not be limited to design booklets, design folios and reports.

Years 11 and 12 Options
Technology Studies is a foundation for the Years 11 and 12 subject Technology Studies.
Overview

Why study Visual Art?
In Year 10 Art students investigate historical and contemporary artworks from a variety of cultures and societies to enhance their ability to critically analyse and evaluate Art.

Visual Art is also about communicating ideas and emotions through using different mediums. Visual Art in Year 10 exposes students to the many forms that visual communication can use.

Course Outline

This program links from the Visual Media Technology course in Year 9 and prepares students for the QCAA Senior Visual Art course. A skilled base approach to the two units of work reinforces the elements and principles of design through the application of various concepts.

With the foundation skills of the previous year at their disposal, students begin to develop greater freedom in the expression of their own ideas in Visual Art, building on their personal aesthetics.

Units include:
Reality – studies in realism and modern art through drawing, photography, abstraction and sculpture
Surrealism – studies in surrealism through drawing, painting and sculpture

Learning Experiences

Students will learn to draw and paint and work individually to complete skills-based units. In combination with these practical experiences, students will learn about Art History and Theory and be assessed through extended pieces of writing which include a research component. Students will also discuss their ideas about Visual Art with others.

Preferred Pre-Requisites

While not essential, it is highly desirable that students have participated in the Year 9 Visual Media Technology course. It is also recommended that students have demonstrated an interest in Visual Art.

Assessment

All units have a balance of practical, theoretical and historical aspects in the subject matter in order to prepare students for their work in Years 11 and 12. A wide variety of assessment items is used to monitor students’ progress. These include:

- Practical Work
- Visual Diary
- Critical Analysis Essay
- Research Assignment
- Oral Presentation

To achieve high results in Art, students need to participate successfully in both practical and theoretical aspects of the subject.

Future Options

The Year 10 course prepares students for the Visual Art courses in Years 11 and 12.

If students are interested in Visual Art or design in a commercial or creative industries field, these subsequent courses provide the opportunity to put together a folio of work for presentation to employers or for University entrance requirements.
INDOOROOPILLY
STATE HIGH SCHOOL

Year 10 COURSE OF STUDY

SPECIAL PROGRAMS
### Overview

**What is Chinese Acceleration?**
Learning Chinese through acceleration will enhance your proficiency and understanding of Chinese history, culture and current developments. It will widen your horizons and enable you to communicate with at least one in five persons who speak the language around the world.

### Why study Chinese Acceleration?**
Modern Standard Chinese, also known as Mandarin, is the most widely spoken language in the world. It is an official language of the People’s Republic of China, Taiwan, Hong Kong and used extensively in overseas Chinese communities in Southeast Asia and around the world.

### Course Outline
The purpose of learning Chinese is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Chinese, you engage in all these skills in real-life or life-like situations for purpose of enjoyment, socialising and learning. The acceleration program provides students with ample opportunities to use Chinese during three periods a week.

### Learning Experiences
Mandarin is an exciting language that will challenge all of your skills of learning. It is different from English which makes it unique. Learning a new language is very much an adventure. It is an adventure in learning about other people and other cultures. The objectives of our Acceleration Program are to introduce the Chinese language to you in a fun and non-threatening classroom environment and to provide you with a solid foundation for learning Chinese in future years.

### Preferred Pre-Requisites
Chinese Acceleration in Years 8 and 9.

### Assessment
Assessment is based on the four macro-skills of communication: listening, speaking, reading and writing. In addition to these skills, in Year 10 you will be using Chinese to conduct a recorded interview with a native speaker. You will also be using your IT skills to create a short video clip about your daily routine.

### Future Options
Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, film and television, multinational corporations, international research services, tourism marketing and services.
Mathematics

<table>
<thead>
<tr>
<th>MATHS &amp; ENGINEERING ACCELERATION</th>
<th>Elective Subject</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Program continued from Year 9)</td>
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</tbody>
</table>

**Overview**

**What is Maths & Engineering Acceleration?**

Mathematics & Engineering is a specialist study program the goal of which is to complete the Maths component of senior study (which incorporates Maths B) in 4 years. During Year 12 students will then study one unit of Maths from either the University of Queensland or Queensland University of Technology.

**Why study Maths & Engineering Acceleration?**

Mathematically talented students require a challenging environment in which to perform to the best of their ability. The Maths & Engineering Acceleration program offers those students the challenge and rigour required.

**Course Outline**

Generally the program for Year 10 students incorporates Years 10 and 11 content and is implemented in a spiral curriculum. The four strands of topics are: Space; Numbers; Measurement; Chance and Data; Patterns and Algebra. You will study the Year 10 curriculum and Senior curriculum while in Years 10 and 11. As well as a reasonably fast-paced course, continuous revision and problem solving will be incorporated throughout. ICT will be used wherever possible to enhance learning. It is the intention that students will be completely familiar with the use of a hand-held graphics calculator as well as a range of maths software by the end of Year 10.

**Learning Experience**

In addition to the regular 3 lessons per week, students will be encouraged to participate in a range of Maths co-curricular activities. Maths Teams Challenge, the Australian Maths Trust Enrichment programs, Year 10 Quiz, and the Queensland Association of Maths Teachers problem solving competition are some of these activities. Students may join the after-school Robotics Club. Some excursions are also incorporated in the program.

**Preferred Pre-Requisites**

Admission to the Maths & Engineering Program is at the Year 7 level by means of a High Ability Selection Test. Students from interstate or overseas may qualify for entry at a different level at the discretion of the Head of Department.

**Assessment**

There will be six items of assessment which include formal tests and alternative assessment in the form of reports or investigations.

**Future Options**

Students have the opportunity to participate in the elective subject Mechatronics in Year 10 and Engineering Technology in Years 11 and 12. They will have an excellent grounding for Maths C in Senior study. All of this will provide a solid platform to work towards their future career in any Maths, Science and Technological field.
<table>
<thead>
<tr>
<th>Overview</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is Spanish Immersion?</strong></td>
<td>Learning a language takes time and the more time students are exposed to comprehensible input in the language they are learning the better they will do. Modern immersion approaches to teaching second languages maximize the time students get to practice the language they are learning without being slowed down by having to translate what they hear and speak. <strong>The central characteristic of immersion is the teaching of language, content, and culture in combination without the use of the students' first language.</strong></td>
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<table>
<thead>
<tr>
<th>Why study Spanish Immersion?</th>
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<tbody>
<tr>
<td>Spanish immersion is a way of surrounding yourself in Spanish. This includes watching TV, reading, listening to the radio, speaking with others and going to a Spanish-speaking country. The goal of Spanish immersion is to get you understanding and speaking the language in the shortest time possible. By immersing yourself in Spanish, your rate of learning will dramatically increase. Spanish has become the second unofficial language in the United States, and is one of the most widely spoken languages in the world.</td>
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<table>
<thead>
<tr>
<th>Course Outline</th>
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<tbody>
<tr>
<td>The content is organised around the six fields of human knowledge and endeavour. The purpose of learning Spanish is communication. You communicate in a variety of ways, by speaking, listening, reading and writing. In learning Spanish, you engage in all these skills in real or lifelike tasks for purposes of enjoyment, socialising and learning. The Immersion program provides students with ample opportunities to use Spanish in key learning areas such as Science and History.</td>
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<table>
<thead>
<tr>
<th>Learning Experiences</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Since students must talk about something when they are learning a language, why not talk about the things that are commonly taught in school so that the students are not held back academically as they learn their new language. Students are taught a second language they initially don't understand through the use of a variety of context clues provided by the teacher, including gestures, visual aides, and objects. Learning a second language by any method takes long term commitment. Research indicates that it takes six to seven years of good instruction for students to know a new language well enough to take classes in that language without the special support of second language teaching methods. Three hundred thousand students are in immersion classrooms today in the United States. Test scores show that immersion students learn the same academic content as students in English-only classrooms along with a second language. Immersion students as they proceed together through the grades also develop a strong sense of camaraderie and often form a &quot;values community&quot; that reflects the positive aspects of the language and culture that they are learning.</td>
<td></td>
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<tr>
<th>Preferred Pre-Requisites</th>
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<tbody>
<tr>
<td>At least two years of previous experience in a Spanish immersion program. Native speakers will be able to select this course of study.</td>
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<table>
<thead>
<tr>
<th>Assessment</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Assessment is based on the four macroskills of communication: listening, speaking, reading and writing.</td>
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</table>

<table>
<thead>
<tr>
<th>Future Options</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Language study gives you the opportunity to enhance your global career prospects in many areas, for example: communication and trade consultants, translation, teaching, media correspondents, multinational corporations, international research services, tourism marketing and services, diplomacy and so on. The Immersion Program would also give students the chance to study Spanish A2 in the IB Diploma Programme which results in the highly respected Bi-lingual Diploma.</td>
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</tbody>
</table>
INDOOROOPILLY  
STATE HIGH SCHOOL 

YEARS 11 AND 12 COURSE OF STUDY
Years 11 and 12 Subject Offerings

Years 11 and 12 Subject Offerings (non-IBDP)

All students study subjects within the core learning areas of English and Mathematics. Students are able to choose from:

<table>
<thead>
<tr>
<th>English Learning Area</th>
<th>Mathematics Learning Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics A</td>
</tr>
<tr>
<td>English for ESL Learners</td>
<td>Mathematics B</td>
</tr>
<tr>
<td>English Communication**</td>
<td>Prevocational Mathematics**</td>
</tr>
</tbody>
</table>

Plus 4 Subjects from the following

- Accounting
- Aerospace Studies
- Ancient History
- Aviation Studies#
- Biology
- Business Communication and Technologies
- Certificate I in Construction/Certificate I in Manufacturing (Pathways)
- Certificate III in Early Childhood Education and Care
- Certificate III in Fitness
- Certificate II in Furniture Making/Certificate I in Manufacturing (Pathways)
- Certificate II in Visual Arts
- Chemistry
- Chinese
- CISCO Networking Academy Program#
- Drama
- Economics
- Engineering Technology
- Film, Television and New Media
- Geography
- Graphics
- Home Economics
- Information Processing and Technology
- Legal Studies
- Mathematics C
- Modern History
- Music
- Physical Education
- Physics
- Spanish
- Technology Studies
- Visual Art
- Diploma of Business

NOTE:

1. Subjects marked (**) are QCAA Registered Subjects. Subjects marked with a dot (●) are Vocational Education and Training subjects. School-based subjects are marked (#). These subjects will NOT contribute towards a student's Tertiary Entrance (OP) Score at the end of Year 12.

2. Students who choose two or more of these subjects will not be eligible for an OP Score. These students will be awarded a “student selection rank” which can be used for tertiary applications, particularly at the TAFE level of courses.

3. Students who wish to study the International Baccalaureate Programme must refer to the IB section of this handbook.

4. When Year 10 students (2015 cohort) have submitted their initial subject surveys for Year 11, groupings or lines of subjects will be made to ensure that as many students as possible are able to study their six chosen subjects. These combinations will then become the actual choices available to students who continue their studies at Indooroopilly State High. Year 11 lines will continue into Year 12.

5. The Principal reserves the right to delete an elective subject if there are insufficient numbers to form a class of viable size.

6. The nature of some subjects may require that a ceiling be placed on numbers in order to guarantee access to facilities that are basic to that subject.

7. Towards the end of each Semester, students will have the opportunity to request a change of subject/s. A change will only be made after a series of permissions are obtained from Parents, the Guidance Officer and relevant Heads of Department and Teachers. The Deputy Principals will finalise the decision to change subjects.

8. Students who are fluent in a language other than English may wish to discuss continuing study in that language and/or getting credit for prior study in that language with the Guidance Officer.
Overview
What is Accounting?
The study of Accounting involves knowing how money works and is accounted for in a business. You will learn where ‘the money’ comes from and where ‘the money’ goes to. This will enable you to determine the performance of a business and to report the financial details to various stakeholders.

Why study Accounting?
Accounting is the language of business! There is a huge shortage of Accountants in Australia and Internationally, with 4 jobs available for every existing Accountant! Any student who wants to work in business, run their own business, or just participate in the world around them to be financially successful needs to be informed.

Course Outline
You will learn:
- Business structures;
- GST implications and processes for business;
- Procedures used to keep control over cash and inventories;
- Methods of communicating business information to stakeholders;
- MYOB (industry standard accounting software) to keep records for businesses;
- Cash budgets completed electronically;
- Analysis and interpretation of financial reports.

The Accounting course will be offered as a blended delivery model that engages students and meets their learning needs as part of the Accounting Pathways Project. This project will enable students to develop independent learning skills necessary for university or vocational success. The Accounting Pathways Project provides all Accounting students with the opportunity to gain extra qualifications whilst still at school, regardless of whether they are planning to follow a university, TAFE, or workforce pathway.

Students who study Accounting have the opportunity to gain up to 16 points towards their QCE.

This will be made up of:
- 4 points – by passing Accounting (QSA Authority subject);
- 2 points – by completing the QUT subject BSB110 Accounting in Semester I Year 12;
- 8 points – by gaining credit transfer for Certificate III Financial Services (Accounts Clerical);
- 2 points – by completing a second QUT unit in Semester 2, Year 12. (This would then give students automatic entry into QUT as per the ‘Start QUT’ program)

Learning Experiences
You will have the opportunity to participate in the annual BEAQ Accounting Challenge competition as well as attend various industry events as part of the Accounting Pathways Project. Year 12 students will be able to attend the QUT Accounting Forum which provides the opportunity to attend presentations by industry professionals.

Preferred Pre-Requisites
It is strongly suggested to study Accounting that you have achieved at least a C in Maths and English in Year 10.

Assessment
- 2 to 3 assessment pieces per semester;
- Assessed as in-class tests for practical and theory elements;
- Research Assignment and Non-Written Presentation;
- Year 11 Assessment is Formative
- Year 12 Assessment is Summative
- On-line assessment for the Accounting Pathways Project.
Future Options
If you want to pursue a career in some of the following: Accountancy, Management, Human Resources, Retail, Hospitality, Travel, Legal, Tourism, Teaching, Financial Planning, Marketing, International Marketer, Communications consultant or even Biotechnical Analyst, then studying Accounting will be an advantage for you.
Overview
What is Aerospace Studies?
Students seeking a career in aviation have the opportunity to step out of the classroom and onto the tarmac.

Why study Aerospace Studies?
Aerospace Studies will provide the knowledge, concepts and basic skills that our aerospace industries believe are essential for people entering into their workforce.

Course Outline
The subject covers a range of aviation careers including engineering, administration, maintenance, flight crew, air traffic control, cabin crew, security and emergency services.

Topics of study include:
Aeronautics and Astronautics
- Basic Aeronautical Knowledge
- Aircraft Systems
- Meteorology
- History of Aviation and Flight

Safety Management Systems
- Safety Awareness
- Quality Concepts
- Risk Management
- Regulations
- Legislation
- Policies and associated procedures

Business of Aviation
- Management principles of aviation and aerospace industries
- Human Resources management
- Structures of aviation and aerospace industries.

This subject will count towards a student’s OP and the Queensland Certificate of Education.

Learning Experiences
A substantial period of this time will be spent using laptop computers conducting research. In addition, visits are conducted to Archerfield Airport, Brisbane Airport and Amberley RAAF Base. Students will be offered a Trial Introductory Flight at one of the flying schools during the first semester.

Preferred Pre-Requisites
None

Assessment
Students will be required to complete two or three assessment pieces per semester. Items will include an assignment or project, an oral or seminar and an exam.

Future Options
This subject prepares students to enter careers in the Aerospace industries. The school has direct links with Aviation Australia at Brisbane Airport for students interested in becoming flight attendants or aircraft maintenance engineers. We also have links with many of the flying schools at Archerfield Airport for students interested in becoming pilots.
Overview
What is Ancient History?
The point of studying Ancient History is to learn about our foundations as a culture. The innovations of the ancient societies include so many things that we use and practise today. Democracy, architecture, philosophy, building and construction innovations, art, literature, city planning, language, medicine, military configurations, and astronomy are but a few of the areas where we see a direct influence from the ancient worlds. Ancient History is a vital topic to be learned and explored, and a fascinating area of study.

Why study Ancient History?
Through a study of Ancient History, students gain access to very important processes and skills. The course emphasises the need for critical thinking, for initiative and application, for sophisticated research skills and aims to assist students to reach a high level in communication skills.

Course Outline
Year 11
Studies of the everyday lives of people in ancient societies
- Religion and Spirituality in Ancient Australia, Ancient Egypt and Ancient Greece

Studies of Conflict
- Homer
- Greek and Roman Visual Art
- Causes and Results of Ancient and Medieval Conflicts

Year 12
Studies of Conflict
- Comparison of the causes of two ancient and/or medieval conflicts

Studies of the Arts
- Greek Sculpture
- Greek Drama

Personalities in History
- Roman republic
- Comparison of Ancient, Medieval, Modern Personalities

Learning Experiences
There is another reason to study ancient cultures: it's fun. Ancient History combines the excitement of exploration and discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.

Preferred Pre-Requisites
C in Year 10 English and C+ in Year 10 History

Assessment
Students will complete four pieces of assessment in Year 11 and five in Year 12
Types of Assessment
- Category 1 - Essay in Response to stimuli
- Category 2 - Written Research Assignment
- Category 3 – Multi modal presentation
- Category 4 - Objective and short response test with stimuli material supplied

In Year 11, all assessment is formative. Thus, formal but formative assessment of processes and skills conducted during Year 11 becomes a learning experience for the student, whose performance should benefit when similar techniques are applied for summative purposes in Year 12.

Future Options
Success in Senior Ancient History can open the way to tertiary studies in the subject. Ancient History is especially compatible with Art and Drama, and is an important basis for the understanding of English Literature. It provides an excellent cultural base for students to develop life-long interests and skills. It is extremely useful for those considering the following careers: Teacher, Archaeologist, Archivist, Librarian, Lawyer, Sociologist, Anthropologist, Architect, Travel Consultant, Journalist, Research Officer/Assistant, thinking citizen and all round fascinating person.
Overview
What is Aviation Studies?
In Years 11 and 12, students are able to undertake Aviation Studies (at the Indooroopilly State High School campus and at Archerfield Airport). The subject does not contribute towards an OP and is therefore offered as a sixth subject. Aviation Studies covers Basic Aeronautical Knowledge (BAK) and Private Pilot Licence (PPL) Theory. Students will engage in flying training at their choice of flying school during Period 4 each Wednesday afternoon and outside school hours. Flying training proceeds through first solo, RPL (Recreational Pilot Licence) and culminates with a Private Pilot Licence (PPL).

Why study Aviation Studies?
How would you like to have your Private Pilot Licence when you graduate from Year 12? Better still, how would you like to perform your first solo in a light aircraft six months before you can legally drive a car? If so, then this is the subject for you . . . especially so if you are looking forward to a career in aviation.

Course Outline
Topics covered in the BAK and PPL courses include aircraft familiarisation, aviation terminology, communications, aircraft general knowledge and control, rules and procedures of flight, theory of flight, meteorology and navigation.

Costs Involved
It is expected that fees up to the granting of a Private Pilot Licence will be over $20,000 and will vary from flying school to flying school and from student to student. Fees are paid upon the completion of each flying lesson and or briefing.

Preferred Pre-Requisites
Students must:
• be a minimum of 15 years of age to undertake the first solo flight

It is recommended that, in addition to Aviation Studies, you select English, Maths B, Physics and 2 other subjects possibly including Aerospace Studies. Students need to know that a pass in Senior Maths B is a requirement for employment by the major airlines.

Assessment
Theory Tests are provided by the flying schools. Practical flying tests are conducted at Archerfield Airport.
Science

Overview

What is Biology?
Biology is the study of the natural systems of the living world. You will have opportunities to investigate and creatively solve scientific problems and develop a deeper appreciation and understanding of the living world. The study of Biology will help you foresee the consequences of your own and society’s actions and will enable you to participate as an informed and responsible citizen in decision making that will affect the living world.

Why study Biology?
The study of Biology provides students with opportunities to:
- gain insight into the scientific manner of investigating problems in the living world
- experience the processes of science that leads to the discovery of new knowledge
- develop a deeper understanding and aesthetic appreciation of the living world.
Participation in Biology allows students to engage in creative scientific thinking and to apply their knowledge in practical situations.

Course Outline
This is a student-centred, activity based course. The origin, development, function and evolution of living systems and the consequences of intervention in those systems is studied.

The course is structured as follows:

Semester 1
- Classification
- Ecology

Semester 3
- Disease
- Cell energetics
- Independent research project

Semester 2
- Being alive (cell biology)
- Living machines (body systems)

Semester 4
- Genetics and inheritance
- Gene manipulation and Biotechnology
- Evolution

Learning Experiences
You will participate in a wide range of activities to develop your knowledge of Biology and your ability to solve problems and evaluate issues in your everyday experience. There is a lot of emphasis on practical work conducted in the laboratory and in the field. A compulsory part of the course is a two day camp to Hastings Point to study natural ecosystems. During practical activities students learn to collect and examine data, suggest hypotheses that explain observations and design and conduct experiments.

Preferred Pre-Requisites
Students should have completed the Biology units in the Year 10 course. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students achieving a C level or less and who are endeavouring to study Biology should undertake transitional activities to upgrade knowledge and skills leading into and during Semester 1 Year 11.

Assessment
There are three types of assessment tasks used in Biology.
- Extended Experimental Investigation (EEI) – a written scientific report in response to a valid research question – up to 1500-2000 words in length by Year 12
Science

BIOLOGY  Continued  Queensland Curriculum & Assessment Authority Subject  Year 11 & 12

- Extended Response Task (ERT) – a written assignment or essay requiring students to research, interpret, analyse and evaluate biological material – up to 1500-2000 words in length by Year 12
- Supervised Assessment (WT) – exam completed under supervised conditions – 2 hours in length

Your exit level of achievement will be based on the fullest and latest information on your performance in three dimensions: Understanding Biology, Investigating Biology and Evaluating Biological Issues with each given equal weighting.

Future Options
The study of Biology prepares you for a wide range of careers in the Biological/ Environmental sciences and the Health sciences including the roles of, Agricultural Scientist, Biotechnologist, Chiropractor, Pharmacy assistant, Forester, Nurse, Doctor, Physiotherapist, Massage therapist, Laboratory technician.

It also assists in your development as an active, responsible citizen by developing your abilities to evaluate topical biological issues.
Overview

What is Business Communication and Technologies? (BCT)

BCT offers opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations. You will 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. It encompasses theoretical and practice aspects of business issues in contexts students will encounter throughout their lives.

Why study Business Communication and Technologies?

Throughout the world people engage in business activities to design, produce, market, deliver and support goods and services. To enable you to contribute to the dynamic and constantly changing business environment in the future, and to make informed and reasoned decisions about your role in it, you need business knowledge, skills and strategies. BCT engages students in learning activities that require higher-order thinking to analyse, evaluate and propose recommendations from multiple perspectives across a range of business contexts. These activities build skills to enhance your confidences and ability to participate effectively as members of the business world and as citizens dealing with issues emanating from business activity.

Course Outline

You will study Business Communication and Technologies through a contextual approach, for example – Media, Sport and Recreation, Entertainment, Tourism and Hospitality, Mining and Retail. You will learn about Events administration, Managing People, Organisation and Work Teams, International Business, Social Media, Business Environments, Workplace Health, Safety and Sustainability. Your computer skills will also be developed so that you become a competent user of applications.

Learning Experiences

The subject will provide you with the opportunity to develop skills in information communication and technology throughout the course. You will be able to apply your knowledge to real-life and life-like settings. Activities require your ability to analyse, evaluate and provide recommendations from the perspective of an employer, employee or self-employed individual across a range of business-related situations. You will have the opportunity to experience a variety of computer software applications to complete tasks. It also fosters intellectual, social and moral development by encouraging you to think critically about the role and ethical responsibilities of business to society.

Preferred Pre-Requisites

It is strongly suggested that to study BCT you have achieved at least a B in English in Year 10.

Assessment

You will be required to complete:

- 2 or 3 assessment pieces each semester (in-class tests, research assignments, multi-model presentations)
- Year 11 Assessment is Formative;
- Year 12 Assessment is Summative.

Future Options

BCT is relevant to future pathways, providing useful knowledge and competencies for life. Through the analysis of business issues, the course of study provides rigour and depth and lays an excellent foundation for students in tertiary study and for their future employment. The subject may lead to employment in such areas as business administration, events administration, workplace health and safety, or tertiary study in the fields of business, business management, accounting, events management and human resources.
Overview

What is Certificate I in Construction?
A practical based subject that aims to prepare students for entry into the construction industry.

Why study Certificate I in Construction?
Certificate I in Construction and Certificate I in Manufacturing (Pathways) will give you the opportunity to develop practical skills and knowledge required to gain employment in one of the many trades within the building/construction industry.

Course Outline
You will often do work as an individual or as part of a team. You will study the following topics:

- site preparation
- concreting
- framing and renovations
- complete projects which may include the building of outdoor structures and in the workshop

Throughout the duration of the course, students are enrolled in Certificate I in Construction and Certificate I in Manufacturing (Pathways).

Certificate I in Construction
CPCCCM1012A - Work effectively and sustainably in the construction industry (Release 1)
CPCCCM1013A - Plan and organise work (Release 1)
CPCCCM1014A - Conduct workplace communication (Release 1)
CPCCCM2001A Read and interpret plans and specifications
CPCCCM2005B Use construction tools and equipment
CPCCVE1011A Undertake a basic construction project
CPCCOHS1001A Work safely in the construction industry
CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
CPCCCM1015A Carry out measurements and calculations
CPCCCM2004A Handle Construction materials
CPCCCM2006B Apply basic levelling procedures

Certificate I in Manufacturing (Pathways)
MSAPCI101A Adapt to work requirements in industry
MSAPCI102A Apply effective work practices
MSAPCI103A Demonstrate care and apply safe practices at work
MSAPCI298A Make an object from metal
LMFFM1002B Operate basic woodworking machines
LMFFM2001B Use furniture making sector hand and power tools
LMFFM2005B Join solid timber
MEM05012C Perform routine manual metal arc welding
MEM18001C Use hand tools

Learning Experiences
Students will gain practical skills and knowledge in the following areas:

- workshop and site safety
- hand and power tools
- static machinery
- setting out tasks
- construction techniques

Preferred Pre-Requisites
Year 10 Wood Technology
Enterprise and Technology

<table>
<thead>
<tr>
<th>CERTIFICATE I in CONSTRUCTION</th>
<th>Vocational Education and Training</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Subject</td>
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</table>

<table>
<thead>
<tr>
<th>CERTIFICATE I in MANUFACTURING</th>
<th>Vocational Education and Training</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pathways) MSA10107</td>
<td>Subject</td>
<td></td>
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</tbody>
</table>

(National Training Package Code: CPC08)

Assessment
You will be required to actively work at all times throughout the course, at times without direct supervision. Project, daily work aptitude, attitude and theory components will be assessed.
Upon successful completion you may be awarded a total of 6 credit points towards your QCE. Certificate I in Construction (3 points), Certificate I in Manufacturing (3 points).

A Statement of Attainment or Certificate I in Construction, and/or Certificate I in Manufacturing (Pathways) will be issued for completed competencies.

Note: Students who enter a VET course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment. For further information please refer to the VET Student handbook.

Results gained are not included in the calculation of your Overall Position (OP) but Certificate I in Construction and a Certificate I in Manufacturing (Pathways) may be used to gain credit in a related Industry Apprenticeship, TAFE and other Training courses.

Future Options
This subject will assist you in gaining employment in any of the many trades related to the building/construction industries e.g. Carpenter, Concreter, Tiler, Painter, Plumber, Plasterer. This subject will also be of value to students interested in pursuing professional roles within the construction industry such as Architecture, Project Managing, Surveying and Engineering.
Health and Physical Education

<table>
<thead>
<tr>
<th>CERTIFICATE III in FITNESS</th>
<th>VOCATIONAL EDUCATION AND TRAINING SUBJECT</th>
<th>Year 11 &amp; 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</strong></td>
<td>This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle’s PDS, visit: <a href="http://www.binnacletraining.com.au/rto.php">http://www.binnacletraining.com.au/rto.php</a> and select 'RTO Files'.</td>
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</table>

Overview

What is the Certificate III Fitness and why study it?

The Certificate III in Fitness is an accredited program undertaken by a staff member of Indooroopilly SHS, but delivers coursework provided by a registered training organisation, Binnacle Training (RTO Code: 31319) as part of a co-provider agreement.

The Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings. Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits:

- Nationally recognised qualification – Certificate III in Fitness (8 Credits - Core)

This program also includes the following:

- First Aid qualification and CPR certificate.
- A range of career pathway options including an alternative entry into university.
- Direct pathway into Certificate IV in Fitness (Personal Trainer) with Fitlink Australia

Pre-requisites

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Due to the certification requirements of the program, this course does not feature a practical sporting component like Physical Education; however, students will be engaged in physical elements focused around fitness training and programming. Participation in all practical activities is essential. These are vital components of the course, and results will be affected by non-participation in practical components.

Course Outline

<table>
<thead>
<tr>
<th>YEAR 11</th>
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<tbody>
<tr>
<td><strong>TERM 1</strong></td>
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<tr>
<td>• Sport, fitness and recreation industry</td>
</tr>
<tr>
<td>• Health and safety in fitness</td>
</tr>
<tr>
<td>• Fitness equipment use and maintenance</td>
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<tr>
<td>• Anatomy and physiology</td>
</tr>
</tbody>
</table>

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Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving clients
- Group work
- Practical experience within the school fitness facility

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies. This program involves a mandatory ‘outside subject’ weekly component of 90 minutes per week across a minimum of one term of study (usually in Year 12) – delivering fitness programs and services to a variety of clients, including adults.

Note: Students who enrol in the course mid-term may not receive the qualification.

Future Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

Students completing their Certificate III may be able to upgrade their QTAC selection rank.*

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

Students may also choose to continue their study by completing the Certificate IV in Fitness with Fitlink Australia for just $650 (save over $2,000)!

Costs for the course

- $400. This will cover two-year course, including the Binnacle Training Fees and the First Aid Certificate costs.
- Payment may also be required to cover excursions to other outside venues to participate in and to conduct fitness activities across Year 11 and 12 – for example, gym access. Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.

All texts and reprographics are provided by the school.
Overview

What is Certificate III in Early Childhood Education and Care?
This is a nationally recognised course which is run over two years and on completion; the student will have gained 8 points that count toward their QCE and a stand-alone OP equivalent of 16.

Why study Certificate III in Early Childhood Education and Care?
There are three main benefits this course offers students:
1. **Direct career path:** The Certificate offers students an immediate career path into the field of childcare, either at a centre, as a school teacher aide school or as a nanny at home or abroad.
2. **A first stage in education or caring professions:** Early Childhood is a vital stage in a child's life. Knowledge of childhood development, experience in childcare and engagement with parents and communities provide advanced skills for students considering education, health care or similar professions.
3. **Part-time work while studying:** Tertiary students with the Certificate III will be able to fund their studies by working in a field that favours part-time work and for which rates of pay are increasing.

The demand for skilled early childhood practitioners is increasingly. Qualified students will gain ready employment and foundation capabilities for their profession and personal development.

What does the course cover?

We provide this course through Cairns Training Academy (CTA), our Registered Training Organisation. CTA provides the curriculum, and with in-class teaching support, guides students through a variety of competencies related to the childcare industry and early childhood education, by requiring students to consider all aspects of the childcare environment - child development, family implications and working with other staff. The curriculum builds competencies through 18 units of work covering:

- Work within a relevant legal and ethical framework
- Participate in work health and safety
- Participate effectively in the work environment
- Culture cluster
- Identify and respond to children and young people at risk
- Support behaviour of children and young people
- Provide experiences to support children's play and learning
- Support children to connect with their world
- Develop positive and respectful relationships with children
- Ensure the health and safety of children
- Promote and provide healthy food and drinks
- Provide care for children
- Provide care for babies and toddlers
- Support the holistic development of children in early childhood
- Use information about children to inform practice
- Use an approved learning framework to guide practice

Students acquire the level of knowledge, skills and attitudes needed to be competent in providing childcare services or prepare them for further study in education, health care or community work.

How does the program work at Indooroopilly?
The program includes two components:

- **course work**
- **practicum**

The course work can be undertaken on-line, with full teaching support. Students are also obliged to spend 240 volunteer hours in a childcare as part of the course. Students are expected to find a childcare centre to complete their work experience by the end of Term 1.

Cost

$750 for the complete 2 year course (including First Aid and CPR). Payment can be made up-front or through a payment plan. Contact Eleana Kerr on 3327 8314 for further information.
Certificate II in Furniture Making MSF20313  
Certificate I in Manufacturing (Pathways) MSA10107  
Vocational Education and Training Subject Year 11 & 12  
(National Training Package Code: MSF)

Overview
What is Certificate II in Furniture Making and Certificate I in Manufacturing (Pathways)?
In this course you can enjoy using your creative and practical skills using mainly wood products. You can gain a great sense of satisfaction by creating objects in the workshop as well as mastering a range of portable and static machines, such as mitre saws routers and planers.

Why study Certificate II in Furniture Making and Certificate I Manufacturing (Pathways)?
You will develop life skills of cabinet making which has direct application to a technical or industrial field. These skills will help you to adjust to the changing demands of society.

Course Outline
When you study this course you will be guided through a variety of projects which will expose you to a wide range of challenges related to woodworking. A range of portable and static machines will be used throughout the course. This course of study is divided into 2 strands:

- **Certificate II in Furniture Making**
  - MSFFM2001 Use furniture making sector hand and power tools
  - MSAENV272B Participate in environmentally sustainable work practices
  - MSAPMOPS101A Make measurements
  - MSAPMSUP102A Communicate in the workplace
  - MSAPMSUP106A Work in a team
  - CPCCOHS1001A Work safely in the construction industry
  - MSFFFM2004 Prepare surfaces for finishing
  - MSFFFM2007 Follow plans to assemble production furniture
  - MSFFFM2002 Assemble furnishing components
  - MSFFFM2005 Join solid timber
  - MSFFFM2006 Hand make timber joints
  - MSFFM2011 Apply manufactured board conversion techniques
  - MSACMT271A Use sustainable environmental practices

- **Certificate I in Manufacturing (Pathways)**
  - MSAPCI101A Adapt to work requirements in industry
  - MSAPCI102A Apply effective work practices
  - MSAPCI103A Demonstrate care and apply safe practices at work
  - MSAPCI298A Make an object from metal
  - LMFFM2001B Use furniture making sector hand and power tools
  - MEM05012C Perform routine manual metal arc welding
  - MEM18001C Use hand tools

Learning Experiences
You will gain an understanding of workplace health and safety procedures and apply this knowledge in workshop activities; learn how to use hand and power tools and machinery to construct a range of complex woodworking projects; learn how to construct woodworking joints and apply a variety of surface finishes. You will communicate woodworking terminology and concepts in a variety of ways.

Preferred Pre-Requisites
Year 10 Certificate I Furnishing

Assessment
You will be required to complete one (1) to two (2) projects each semester, which form the major part of your assessment. You will also be required to complete an assignment and theory test each semester.

Upon successful completion of both strands you may be awarded 7 credit points towards your QCE. Certificate I in Manufacturing – 3 points, Certificate II in Furniture Making – 4 points.

A Statement of Attainment or Certificate I in Manufacturing and Certificate II in Furniture Making will be issued for completed competencies.
Note: Students who enter a VET course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment. For further information please refer to the VET Student handbook.

Results gained cannot be used in the calculation of your Overall Positions (OP) but both certificates may be used to gain credit in a related Industry Apprenticeship, TAFE and other Training courses.

Future Options
Your main career opportunities that will result from this course are in the furniture industry. In addition to this you will gain skills that will enable you to make and restore furniture.
Overview
What is Certificate II in Visual Arts?
This course is an alternative vehicle to the Visual Art course and has a broadly vocational focus providing a hands on approach to learning about Visual Art. It is offered to those students who have had success in Years 8-10 in handling creative ideas in visual and tactile work and who would like to extend their skills in particular Visual Art areas and receive a Certificate II in this field.

Why study Certificate II in Visual Arts?
This course provides opportunities for students to learn about a variety of techniques and skills used in the art world. Students are also able to express themselves through different art making techniques and processes such as drawing and painting as well as the more technical elements of darkroom practices and digital manipulation.

Course Outline
Certificate II in Visual Arts is a flexible program that consists of coursework activities as well as the opportunity to instigate individually designed projects. Students will be provided with the opportunity to produce a folio of practical work within their particular art discipline and interests.

They will be involved in 4 units of work, covering the 9 competencies, over the 2 years:

Competencies
BSBOHS201A Participate in OHS processes
CUVACD101A Use basic drawing techniques
CUVPRP201A Make simple creative work
CUVRES201A Source and use information relevant to own arts practice
CUVDIG201A Develop digital imaging skills
CUVDRA201A Develop drawing skills
CUVPAI201A Develop painting skills
CUVSCU201A Develop sculptural skills
CUVCER201A Develop ceramic skills

Students will be working aesthetically and learning about the design elements and principles. They will use their senses as means of understanding and responding to their own and others’ arts work. In this way, students’ imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills.

Learning Experiences
Students will learn about workplace health and safety, effective work practices and self-promotion. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork and project management skills.

Preferred Pre-Requisites
To participate in Certificate II in Visual Arts, students should have demonstrated an interest in Art in Years 8-10. A commitment to working collaboratively with others on joint projects and meeting deadlines is essential.

Assessment
This subject is competency based and is dependent on the student showing competencies in each of the units. Students will be required to actively work at all times throughout the course, at times without direct supervision. Project, daily work aptitude, attitude and theory components will be assessed.
The Arts

Upon successful completion students may be awarded a total of 4 credit points towards their QCE and will be included as core studies.

A Statement of Attainment or Certificate II in Visual Art will be issued for completed competencies.

Note: Students who enrol in the course mid-term may not receive the qualification.

Note: Students who enter a VET course after the start date have the opportunity to negotiate a package of units that will lead to a statement of attainment. For further information please refer to the VET Student handbook.

Results gained are not included in the calculation of your Overall Position (OP) but Certificate II in Visual Art may be used to gain credit in a related Industry Apprenticeship, TAFE and other Training courses.

Future Options

If you are interested in working in the commercial or creative industries field, Certificate II in Visual Art will allow you to put together a folio of your work to present to your prospective employers.
Overview

What is Chemistry?
Chemistry is an exciting, dynamic and intellectually stimulating study of the matter of which the universe is made. It is based on a broad understanding of physical concepts and models and is embedded in almost all scientific undertakings. A study of Chemistry allows you to make sense of the physical world and harness its resources. The course is directed towards producing individuals who are able to think critically and creatively in a chemical context, understand and act responsibly on chemical issues and communicate effectively in a variety of ways.

Why study Chemistry?
The study of Chemistry provides students with 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.

Course Outline
In this course you will develop your understanding of the two main themes: Structure and Reactions, through investigation of real life contexts. Each theme is developed in context using key concepts and ideas that provide for in depth studies.

Semester 1
- Periodic Table and Bonding
- Mole Concept, Solubility and Materials

Semester 2
- Pharmaceuticals (organic chemistry)
- Extended experimental investigation

Semester 3
- Analytical Chemistry
- A Healthy Life style (biochemistry)

Semester 4
- Extended experimental investigation
- Metals in Society

Learning Experiences
In a variety of contexts that may change from year to year based on teacher and student interest and expertise you will participate in a wide range of activities to develop your knowledge and understanding of chemistry and your ability to solve problems in your everyday experience. There is a strong emphasis on practical work conducted in the laboratory. During practical activities you will learn to examine collected data, suggest hypotheses that explain observations and design and conduct experiments.

Preferred Pre-Requisites
Students should have completed the Chemistry units in the Year 10 Science course. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students achieving a C level or less and who are endeavouring to follow Chemistry as a study path should undertake transitional activities to upgrade knowledge and skills leading into and during Semester 1 Year 11.

Assessment
There are three types of assessment tasks used in Chemistry.
- Extended Experimental Investigation (EEI) – a written scientific report in response to a valid research question – up to 1500-2000 words in length by Year 12
- Extended Response Task (ERT) – a written assignment or essay requiring students to research, interpret, analyse and evaluate healthy lifestyle – up to 1500-2000 words in length by Year 12
- Supervised Assessment (SA) – exam completed under supervised conditions – 2 hours in length

Your exit level of achievement will be based on the fullest and latest information on your performance in three dimensions: Knowledge and Conceptual Understanding, Investigative Processes and Evaluating and Concluding.
Future Options
The study of Chemistry prepares you for a wide range of careers in the Physical Sciences, the Biological/Environmental Sciences and the Health Sciences. For example: Manufacturing and processing industries, the environment, mining, pharmaceuticals and health-related industries, agriculture, food industries, state and federal government agencies (including forensic science, customs and patents) defence, education (secondary schools and universities) and research institutes, and in areas related to biotechnology and nanotechnology. It is required for entry to certain degree courses at universities and diploma courses at TAFE colleges.
Overview

What is Chinese?
Chinese is used by more people in the world than any other language. The official language used throughout China is Putonghua (Modern Standard Chinese; also sometimes referred to as ‘Mandarin’). Putonghua is also one of the working languages of the United Nations. It is not only spoken in the People's Republic of China, Taiwan and Singapore but also used in Southeast Asian countries and other parts of the world where Chinese-speaking communities are present. Chinese is a fascinating language to study. The spoken language has a simple structure, and it uses tones to give different meanings to a word. Chinese character writing is governed by rules which can be easily learned: it is challenging but rewarding.

Why study Chinese?
Taking the course is a great opportunity to learn another language. It is also a great experience to be able to talk to others and it can be helpful if you like to travel. Taking Chinese can actually improve your mental power by learning how to arrange your thoughts into an alternative pattern or organisation. Taking Chinese helps you to understand Chinese culture, literature and history.

Course Outline

Themes
Family and Community
Leisure, Recreation and Human Creativity
School and Post-School Options
Social Issues

Learning Experiences
- Texts in pinyin and Chinese characters
- Step-by-step guide to pronunciation and grammar
- Plenty of practice exercises
- Practical vocabulary
- An exploration of the culture
- Conversation with Native Speakers

Preferred Pre-Requisites
C in Chinese at Year 10

Assessment
All skills have equal importance and by the end of the course there will be an equal balance across the skills and this will be reflected in the assessment tasks. Each semester there will be two tests in each skill area. Exit Assessment at the end of Year 12 will be based on tests which will be recorded on Folio and Student Profiles.

Future Options
The global expansion of travel, communication and commerce has brought Australians into closer relationship with China and our Asian neighbours. The skills you learn in studying Chinese will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business, Diplomacy and many more.
Overview

What is CISCO?
Indooroopilly State High School has linked with the University of Queensland to offer this special networking course. Students will learn the theory and practice of constructing computer networks using data cables and network components. The course is designed by CISCO – one of the world's leading providers of networking equipment.

Why study CISCO?
The course leads to the CCNA (CISCO Certified Networking Associate) qualification – an internationally recognized standard. Students completing the course at Indooroopilly State High School are able to take the final qualifying exam at University of Queensland as soon as they finish school – giving them an immediate qualification and potential employment.

Course Outline
The course is unlike any other offered by the school –
- With web based up to date online curriculum available at home via the internet and at school via our own web servers
- With hands on practical laboratory sessions with real networking equipment to put the theory of the course into practice

Learning Experiences
Lesson Times
The course is timetabled on a Wednesday afternoon from 1:00pm to 4:00pm or 4.30pm depending on practical work and does not conflict with other subject line choices.

Preferred Pre-Requisites
Students do not need any prior knowledge of networks or computing but should have a genuine interest in these as well as good problem solving and communication skills. Good results in Junior Mathematics, Science and English are generally good indicators of ability in these areas.

Assessment
- Online testing and examinations served in real time from the CISCO Networking Academy Servers in the US.
- Practical hands on assessment with real equipment

Future Options
The CISCO Networking Academy Program provides an opportunity to gain a qualification at the end of senior that can provide entry into the networking specialist area of ICT.
Overview
What is Dance?
People around the world dance to express their joys, sorrows, culture, identity, community, traditions and ideas. Dance is a language of movement where the potential of the body as an instrument of communication is realised. Dance encourages the holistic involvement of the individual and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson, 2000).

Why study Dance?
Dance students explore and develop understanding of their physical, emotional and intellectual selves through the language of movement. Dance offers a means of expressing our life experiences in ways that words cannot. Students who study Dance develop strong analytical, problem solving and higher order thinking skills to become creative and innovative thinkers. Learning experiences in Dance are designed to allow students to develop as collaborative, independent and reflective learners.

Course Outline
During the two-year course of study, students are engaged in a number of units of work including:

Year 11 Dance
• Dancing Stories Retold – examining the ways classic stories like Romeo and Juliet have been told, retold and reinvented by choreographers working across the full range of Dance genres (Ballet, Modern Dance, Contemporary Dance, Dance Theatre, Musical Theatre)
• Dancing Culture and Identity – examining our diverse individual and collective cultural heritage through contemporary Dance. Students will explore their personal cultural identities through dance (Contemporary)
• Danced Genders – examining and challenging gender roles within social and popular Dance styles (Music clips, Folk dancing, Disco, Tango etc)

Year 12 Dance
• Dancing on the Edge – pushing the boundaries of ‘what is dance?’ and exploring the connection between dance and other art forms (Dance Theatre, Post Modern Dance)
• Dancing Communities – exploring the function of Dance in the community. Working with specific community groups to develop a community Dance project (Contemporary)
• Dancing Futures – designed to inspire and lead students into the future of Dance beyond their school years through the development of an individual study program (choice of styles)

Learning Experiences
Dance explores many different styles and genres of Dance. Students will learn to perform movements in a variety of dance techniques, how to choreograph movement in order to make meaning and to express social, personal or political issues. Students will also evaluate, interpret and analyse important historical and current Dance works.

Preferred Pre-Requisites
A sound achievement in Year 10 English and Year 10 Dance Studies is strongly recommended. Students who have not completed Dance Studies or not achieved Sound Results may be required to attend an interview with the course coordinator. Dance is an academically rigorous subject that requires time management skills.

Assessment
The dimensions for Dance are: Appreciation, Performance and Choreography.
• Appreciation – requires sustained application of cognitive abilities through analysis, synthesis and evaluation of data and information in the development of an extended written or spoken response.
The Arts

- **Performance** – requires students to develop and demonstrate knowledge and understanding of the dance components and skills to interpret and communicate a choreographic intent.
- **Choreography** – requires the student to create a dance work or segment that achieves a specific choreographic intent using dance components and skills in a particular context, genre or style.

**Future Options**

Dance offers many viable employment opportunities, especially in the area of teaching. Other related employment opportunities include Dance companies, choreography, arts critic, arts administration, and dance therapy.

The skills students learn through dance reach beyond the arts world and will support any career that values people who are creative, complex thinkers, effective communicators, reflective and independent learners and participants in a global society.
Overview

What is DIPOLMA of BUSINESS? BSB50207

DIPOLMA of BUSINESS is issued to students who demonstrate competence in the 8 units of competency over the 2 year course. Cost of course $3,500.00 Payment plans and funding may be available under VET FEE HELP.

It offers opportunities to engage with and understand the practical aspects of a range of business situations in the private and public sectors. Diploma of Business is part of the Australian Qualifications Training Framework (AQTF) and:

- If a student gains entry to TAFE or a traineeship that uses these competencies, they will not have to complete them again, thus saving time and money;
- Valuable employment skills gained, thus providing meaningful pathways in both private and government sectors.

Why study DIPOLMA of BUSINESS?

This course enables students to work towards gaining a nationally recognised certificate by completing relevant competencies. The Diploma provides students with a range of personal and interpersonal skills with general application to personal and work life. Specific knowledge and skills related to employment within the business services area is the focus of the course. Students will develop skills that will enable them to work independently and responsibly.

Course Outline

DIPOLMA of BUSINESS is based on the following units of competency selected from the Business Services Training Package (BSB07):

- BSBBADM502B – Manage meetings
- BSBPMG522A – Undertake project work
- BSBRSK501B – Manage risk
- BSBCUS501C – Manage quality customer service
- BSBMKG501B – Identify and evaluate marketing opportunities
- BSBSUS501A - Develop workplace policy and procedures for sustainability
- BSBHRM506A - Manage recruitment selection and induction processes
- BSBWOR502A - Ensure team effectiveness

Learning Experiences

The subject will provide the opportunity to develop skills in business communication and technology, applying knowledge and skills to real-life situations. Activities require the ability to analyse, evaluate and provide recommendations from the perspective of an employer, employee or self-employed individual.

Preferred Pre-Requisites

Nil

Assessment

A variety of techniques are used to complete the competencies

- Workbooks
- Assignments

Students must successfully complete all competencies to be awarded a Diploma of Business qualification. The diploma contributes up to 8 points (1 point per competency) towards the Queensland Certificate of Education (QCE).

Future Options
Enterprise and Technology

- Ideal for students planning to pursue further tertiary study in the field of Business
- Interested in seeking employment opportunities in Business
- Computer and life skills that will assist with further study
- Study at university to higher levels.
- The Diploma of Business currently equates to a rank of 82. For selected university courses, completed diploma qualifications will be awarded credit for prior learning, which means that the duration and cost of university studies can be reduced. Some universities may not offer credit on entry to courses.
Overview
What is Drama?
Drama at Indooroopilly encourages students to develop their own ideas about art, society, people and relationships, and express these through the medium of theatre. Incorporating group performance, scriptwriting and improvisation, Drama invites students to be communicative, thoughtful and creative young artists who can devise, rehearse and perform their own work.

Why study Drama?
As well as being physical, fun and creative, Drama is also academically rigorous, and asks students to respond thoughtfully and critically to theatre and the world around them. Students engage within the drama course as higher order thinkers, creative problem solvers and they develop strong communication skills. Through authentic assessment, workshops with professional artists and analysis of live theatre events, drama students develop evaluative and complex thinking skills.

Course Outline
During the two-year course of study, students are engaged in a number of units of work including:

Year 11:
- The Artist Prepares – Improvising, Scriptwriting, Realism
- The Artist Moves – Physical Theatre, Contemporary Circus
- The Artist’s Search for Identity – Australian Drama

Year 12:
- The Artist as Instrument of Change – Political Theatre
- The Artist as Collaborator – Post-Dramatic Theatre
- The Artist Reimagines – Public performance of a published script
- The Artist Emerges – Directorial Vision for Performance Project

Learning Experiences
The ultimate goal of Drama is to nurture communicative, informed and thoughtful young artists. Students will work collaboratively and individually to communicate to audiences. Students will often work through practical activities to explore ideas and concepts.

Preferred Pre-Requisites
While there are no required pre-requisites, it is recommended that students have demonstrated an interest in dramatic studies and achieved at least a C in Year 10 English. Participation in Year 10 Drama and Year 9 Theatrical Movement Studies will assist students in achieving success in this course.

Assessment
Students are assessed in the Three Dimensions of Drama:
- Forming – active participation in making and shaping dramatic action. Includes scriptwriting and directing.
- Presenting – using practical knowledge in conveying meaning to a live audience through a polished performance.
- Responding – reflecting upon and using higher order thinking in practical and written tasks. Includes analytical essays and theatre reviews.

Throughout the two-year study, students will be involved in a range of individual and group performances, both scripted and student-devised. Students will engage in scriptwriting, directing and writing tasks that are a response to live theatre productions. The Senior Drama Course is designed to develop and nurture the skills and abilities in Year 11 that students will be assessed on in Year 12 for their overall position (OP) and Queensland Certificate of Education (QCE).
The Arts

Future Options
Career opportunities include Primary and Secondary Drama teaching, working as a creative artist, arts administrator, actor, set designer, sound technician, stage manager, dramaturge and creative writer. Drama also develops confidence to perform a variety of occupations that require the ability to work creatively and collaboratively with groups of people or as a leader such as a law, journalism, advertising and management.
Overview
What is Economics?
Economics is a dynamic real life subject and is an important Social Science. No matter what career you have in mind, the study of Economics will be valuable. Successful students of Economics are much sought after in business, government and financial workplaces, in Australia and overseas. This field of employment remains in high demand into the twenty-first century.

Why Study Economics?
Every day on the news and in newspapers, you meet terms such as share market, taxation, exchange rates, globalisation and government policy. Economics helps students understand these concepts within the context of media articles, political statements and current business developments.

Course Outline
Year 11
1. Markets and Models
2. Population
3. Contemporary Micro-Economic Issues
4. Industry and Market Concentration

Year 12
1. Contemporary Macroeconomic Management
2. Environment
3. International
4. Income and Wealth Distribution

Learning Experiences
Economics develops a critical insight into management and decision making processes in the household, business and government sectors. Due to the constantly evolving nature of global and national economies, students will interact with the latest information in the media and through the internet. Discussion forms an integral part of the learning environment.

Preferred Pre-Requisites
C+ in English and Year 10 History

Assessment
Students complete five pieces of assessment at each year level. The assessment format varies and includes the following:
- Short Response Items
- Extended Written Response to economic stimulus
- Extended Written Response to inquiry
- Media Folio

The assessment is formative in Year 11 and summative in Year 12.

Future Career Pathways
Overview
What is Engineering Technology?
Engineering Technology provides an opportunity for students to gain an understanding of the underlying concepts and principles of engineering in its broadest sense.

Why study Engineering Technology?
The course of study in Engineering Technology provides for a wide range of student interests through real-life problem-solving activities. The knowledge acquired in this course, the intellectual skills, capabilities and attitudes it promotes, should benefit all students living and functioning in a technology-based society through enhancement of their technological literacy.

Course Outline
This subject encompasses the following areas:

- Technology, Industry and Society: examines the interdependence that occurs among technology, industry and society.
- Engineering Materials: provides the student with an understanding of the nature of materials and their property–structure relationships.
- Engineering Mechanics: permits students to investigate the effects of forces on the condition of machines, structures, and their components when at rest or in motion.
- Control Systems: gives students an insight into control systems, their associated software, hardware and the application of automated technologies in industry.

The emphasis of the course is on Materials and Mechanics.

Learning Experiences
Students undertake a variety of tasks and extended projects that may involve designing and constructing a suspension bridge, devising and building devices for assisting the community, analysing drainage problems with the school oval and investigating possible solutions. It is expected that field trips will be a part of the course.

Preferred Pre-Requisites
Well above average results in Mathematics, Science and English are good indicators of success in this subject.

Assessment
Students will be required to complete assessment items involving both practical and theoretical components. The assessment will be in the form of short and extended response tasks, reports, investigations and project work.

Future Options
This subject gives students a head start into the many professions, from the traditional Civil and Mining Engineers to nanotechnologists at the cutting edge. Furthermore, within these many and varied Engineering fields, students can choose research and development, manufacturing or production; and they could work in a laboratory, an office or in the field.
Overview
What is English?
At the Senior level, English focuses on how language works in different social and cultural contexts and across a range of traditional and contemporary texts.

Why study English?
English equips you with the power to make your mark on the world: the power to persuade others of what you want, the power to express yourself creatively, the power to argue your point of view in a structured way, the power to be heard by others, the power to analyse complex messages critically.

English also allows you to ‘let go’: you can discover how poetry will allow you to express your innermost thoughts, enhance your skills to write dramatic and fanciful stories, allow you to get inside the mind of the film maker or the journalist, or even play the Shakespearian actor.

Course Outline
The Senior English course is organised around six (6) key concepts in terms of how language impacts on our world:
- Marginal Voices – Australian Drama
- Personal Perspectives - Poetry
- Constructing Identities – Australian Novels
- Public Perceptions – News Media
- Canonical Texts – The Novel and Shakespeare
- Representing Realities – Non-fiction and news media

In these units, you will study genres such as film (fiction and non-fiction), poetry, the novel, the play, the media (magazine articles), the biography and autobiography.

Learning Experiences
You will learn to:
- research topics, plan and produce written/spoken presentations and develop analytical skills that will assist you when interpreting messages in the media and other sources.
- appreciate how writers construct texts for a purpose and how these texts can influence individuals and groups in the wider community.
- appreciate the power and the beauty of words.

Preferred Pre-Requisites
Students achieving lower than a C- in Year 10 English are strongly advised to choose English Communication.

Assessment
You will undertake five (5) assessment items in Year 11 and six (6) in Year 12. In Year 11 at least two (2) will be spoken and at least three (3) will be written. In Year 12 at least two (2) will be spoken and at least four (4) will be written. Year 11 is essentially a developmental year and builds on language skills developed in the junior years to prepare students for success in Year 12. Therefore, we cover similar assessment items in each year, giving you the best chance of success in Year 12.

Your final result is a combination of all of your results during Year 12. Your assignments will take account of your ability to:
- analyse a topic while demonstrating how language constructs meaning and positions readers to see the world in a certain way.
- use language and a range of genres creatively while demonstrating your understanding of how the texts have been constructed for a particular purpose.
Future Options
Demonstrated ability in English will help you in all Senior courses. A Sound Level of Achievement in English (or English Communication) in at least one (1) Semester of study is also a requirement of the Queensland Certificate of Education (QCE). A pass in English is also a requirement of most post-secondary educational institutions, in particular, universities.

If you particularly enjoy English, you may like to consider a career in one of the following: Advertising, Editing, Journalism, Law, Libraries, Media Production Research, Political Science, Public Services, Publishing, Sociology, Teaching, Translation or Creative Writing.
### Overview

**What is English Communication?**

*Main purposes of the course are:*

- To improve students’ communication skills, especially those related to the workplace.
- To enhance students’ understanding of communications within the community, particularly those related to the media.
- To encourage students’ understanding and enjoyment of a wide range of literary and screen experiences, such as plays, novels, films and television programmes.

### Why study English Communication?

English Communication is offered as an alternative to Senior English. It has been developed for students who plan to enter TAFE or paid employment on completion of Year 12.

### Learning Experiences

To be awarded the QCE a student must meet the literacy standard in either an Authority subject (English) or an Authority-registered subject (English Communication). For a student to achieve the Level 3 literacy standard he/she must achieve a Sound Level of Achievement across four (4) assessment pieces in at least one (1) semester of the course.

### Course Outline

English Communication is organised into the following units:

#### Year Eleven

1. Let’s Get Motivated
   - Students write letters in response to current issues.
2. Hybrid Lives
   - Students prepare and deliver a speech that addresses the representation of gender in a selected text.
3. Day Trippers
   - Students prepare a travel itinerary for a client’s one month world trip.
4. Work It Out
   - Students report on a workplace issue that concerns young people.
5. Don’t Believe the Hype
   - Students participate in a panel discussion on a contentious issue in the music video industry.
6. My Space
   - Students present a pitch to a potential client promoting a webpage that would be considered suitable for public viewing.
7. What’s the Drama?
   - Students critically analyse a dramatic performance (live performance of a play or film).

#### Year Twelve

1. The Package
   - Students create a portfolio of documentation relating to employment contracts and report on vocational opportunities.
2. Blockbuster
   - Students collate a written portfolio of movie reviews, illustrations, reflections, analyses and persuasive texts.
3. Minding Our Own Business
   - Students create a business plan for a real life venture and present these ideas to members of the local business community.
4. Rogue Elements
   - Students utilise conflict resolution strategies to respond to a difficult situation in the workplace.
5. Survival 101/ Read the Small Print
   - Students will respond to a series of real-life scenarios relating to acquiring both long-term and short-term accommodation.
Assessment
Students will be assessed on a variety of spoken, written and multi-modal in-class assignment tasks. Workplace, Leisure and Community are key themes in the English Communication course.

Future Options
English Communication is designed to prepare students for entry into the workforce or for further study at a college of TAFE. It is not a Queensland Curriculum & Assessment Authority Subject and does not meet the entry requirements of most university courses and some TAFE courses. It will not contribute to an OP score. Students must consult with the English Department and/or Guidance Officer before enrolling in this subject.
Overview
What is English for ESL Learners?
This syllabus has a different focus from the English syllabus in that it concentrates on learning about the English language. Students from a Non-English speaking background will gain the knowledge and skills needed to become competent users of English for academic as well as community and personal contexts.

Why study English for ESL Learners?
This new syllabus is specifically designed for senior students who are learning English as a second language and who are preparing themselves for further academic study in Australia.

Course Outline
The course has three mandatory areas of study: language for academic learning, language of literature and language of the media. It incorporates an introduction to Western critical literacy concepts and analysis. The course is organised into the following units:

Year 11
*My Languages, My Identity* (Language for Academic Learning) - Students develop their academic writing and formal speaking and listening skills.

*Identity and Challenge* (Language of Literature) - Students engage with a range of literary texts including poetry and dramatic texts.

*Identity construction by media* (Language of the Media) - Students analyse how documentaries construct particular versions of reality/truth.

Year 12
*Media construction of social issues* (Language for Academic Learning and Language of the Media) - Students explore how media uses language to present a particular reading of a current issue.

*Identity construction in literature* (Language of Literature and Language for Academic Learning) - Students explore how literature represents issues relating to personal identity and society

*Individual identity, learning and language* (Language for Academic Learning) - Students critically reflect upon their own learning experiences during the course of the year.

It is not compatible with Senior English syllabus. Students could not assume it would be possible to change between these syllabuses during their course of study.

Preferred Pre-Requisites
Students achieving lower than a C- in Year 10 English are strongly advised to choose English Communication.

Students are eligible to take this subject if they identify as any of the following:
- Aboriginal students and Torres Strait Islander students for whom Standard Australian English is not the first or home language
- Students who have been born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as a second language
- Students are eligible to take this subject if English is not their home language and they enter Year 11 with any of the following:
  - Not more than a total of five years of full-time schooling where the medium of instruction is English
  - More than a total of five years of full-time schooling where the medium of instruction is English but the student has a restricted knowledge of English
ENGLISH FOR ESL LEARNERS  Con’t  Queensland Curriculum & Assessment Authority Subject  Year 11 & 12

- Minimal or no exposure to English, and little or no previous formal schooling in any country or with severely interrupted education
- Varying exposure to English, but who have had disrupted education in one or more countries, including Australia
- Some formal language exposure to English, and significant formal education in another language or languages, before arrival in Australia

**Assessment**
You will do at least five assessment items each year, including at least three written tasks and at least two spoken tasks. Year 11 is formative (developmental) and Year 12 is summative (assessed). Therefore, you will do similar assessment types in each year, learning the skills you need in Year 11 and building on them for the best chance of success in Year 12.

**Future Options**
For the purposes of tertiary entrance, the English for ESL Learners syllabus is regarded as the equivalent of the Senior English syllabus by QTAC. Other state tertiary admission centres, apart from Victoria, will also accept English for ESL Learners at this time.
Overview
What is English Extension?
Extension English is a challenging and advanced course, designed to complement the standard English curriculum. It offers the opportunity to specialise in the theorised study of literature which builds on the literary study you have already undertaken. Extension English uses the lenses of a variety of theoretical approaches for the analysis and evaluation of literary texts to allow you understand your own implicit values and to reflect on the cultural and ideological assumptions you bring to the study of literature.

Why study English Extension?
English Extension provides you with ways you can better understand yourself and expand the scope of your experiences. It enhances your critical thinking skills and provides a theoretical understanding of the literary criticism approaches that you already use. Extension English allows you to synthesise different interpretations and theoretical approaches in a creative and cogent way.

The course offers you freedom to select texts and reading positions to demonstrate these skills. You will be expected to engage deeply in the study of literary theory and to apply this new knowledge creatively and precisely in your assessment tasks. You will also be expected to work with increasing independence and collaborate with your teacher and your peers in the meaning making process. The nature of Extension English demands that you are able to work independently on intellectually demanding tasks and to manage your workload effectively.

Course Outline
The English Extension course is organised around three (3) units of work.

- Readings and Defences
- Complex Transformation and Defence
- Exploration and Evaluation

In these units you will study different theoretical approaches and apply these to complex texts. You will create your own readings and transformations of texts and defend the choices you have made in an academically rigorous manner.

Learning Experiences
You will learn to:

- Research theories of literary criticism, develop your analytical and evaluation skills, plan and produce written/spoken/multimodal presentations.
- Understand and be able to apply relevant theoretical approaches to the literary criticism of texts and transform texts to subvert the dominant reading.
- Evaluate the divergent and complex theoretical approaches to the study of literature and appreciate the influence of ideology, values and discourse on the study of literature.

Preferred Pre-Requisites
Two semesters of Year 11 English with a strong B or better.

Assessment
You will undertake three (3) assessment items in Year 12; one from each unit of work. Two assessment tasks are written and one is multimodal.

Your assignments will take account of your ability to:

- Understand relevant theoretical approaches and apply these to literary texts, using strategies associated with these approaches.
English

- Analyse the reading you have produced and ‘defend’ this position by explaining how the theoretical approach taken has allowed you to make meaning for a particular purpose.
- Use language and a range of genres creatively while demonstrating your understanding of how the texts have been constructed.

Future Options
English Extension leads to a range of careers where understanding social, cultural and textual influences on ways of viewing the world is a key element. This subject may lead to careers in such areas as law, journalism, media, arts, curating, education, policy, and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.
Overview

What is Film, Television and New Media?
For most of us, Film, Television and New Media texts are our primary sources of information and entertainment. They are important channels for education and cultural exchange. Moving-image media enable us to understand and express ourselves as Australian and global citizens, consumers, workers and imaginative beings.

The "information" and "creative" industries are already among the largest employers and drivers of the economy in many countries. Their significance in our lives seems set only to increase, given that moving-image media will play an increasingly prominent part in our work and leisure.

Why study Film, Television and New Media?
The Film, Television and New Media industries are a growing employer in Queensland and Australia.

Film, Television and New Media encourages students to explore diverse aspects of our intensely mediated society. It encourages critical understanding of the history, political significance, style and formal qualities of sound, text, technology and moving-image. FTVNM at Indooroopilly offers a stimulating and rigorous environment for young people to explore complex ideas around culture, identity and meaning while applying cutting edge technology in preparation for the creative industries and associated fields.

Course Outline

Students will be immersed in the world of the mass media and popular culture! Students will be given the opportunity to produce and explore a broad variety of visual texts, including art house, Australian and mainstream cinema, as well as documentaries, advertising, television, music videos, news and much more!

Learning Experiences

Students will work collaboratively and individually to write, produce and discuss moving images. Students will also develop research and academic writing skills as they explore media. Classes consist of a diverse range of learning experiences including group work, class discussions, lectures, screenings and research sessions. FTVNM is an academic subject that requires students to complete theoretical and practical assignments outside of class time.

Preferred Pre-Requisites

An achievement of "C" in Year 10 English and Year 10 Media Studies is strongly recommended. Students who have not completed Media Studies or not achieved Sound Results may be required to attend an interview with the course coordinator or HOD. Film, Television and New Media is an academically rigorous subject that requires time management skills.

Assessment

Learning outcomes are measured according to the three dimensions of Design, Production and Critique. Students will be assessed in individual and group tasks and students will need to work effectively with others. Students will also need to complete extended writing tasks and research assignments.

Future Options

If you are interested in writing, journalism, directing, photography, production, acting, editing, or the media field in general, Film, Television and New Media is for you! As well as qualifying you for an OP, you will have the opportunity to produce audio visual texts for portfolio entry into film courses. Past students have enjoyed success in nation-wide short film competitions and have been financially remunerated whilst working with outside groups.

Students who have an interest in the affiliated fields of advertising, business and publicity will also build transferable skills.
Overview
What is Geography?
Geography teaches about the earth’s places, peoples, environments and societies. It helps students to understand the relationships between people and the environment. It is unique in bridging the social sciences (Human Geography) and the earth sciences (Physical Geography). Geography puts this understanding of social and physical processes within the essential context of places and regions.

Why study Geography?
Our world is becoming more technically oriented every year. Students who leave high school with a sound knowledge of computers are in an advantaged state when it comes to applying for jobs or entering university. Geography today is immersed in technology. Even in human geography, knowledge is gained through maps, satellite images and GIS (Geographic Information Systems). Learning how to effectively use these imparts general technical knowledge that can be transferred into other areas. Geography specifically allows students to acquire a variety of skills through the use of varied media, including; Collecting, analysing and synthesizing information; Research, thinking and organisational skills; Communicating ideas and information orally and through writing; Problem solving and decision making skills; Effectively using maps, satellite imagery and databases.

Course Outline
The themes outlined below merely comprise an outline of how we intend to approach the course and do not necessarily indicate the order of coverage. It is entirely possible that the sequence of themes shown will change from year to year and over time, as school circumstances change.
- Managing the Natural Environment
- Social Environments
- People and Development
- Resources and the Environment

Electives may include
- Responding to natural hazards
- Managing catchments
- Sustaining communities environments
- Settlements
- Living with climate change
- Sustainability: The key to the Future
- Feeding the world’s people

Learning Experiences
Employers want people with the following attributes:
- Good communication skills
- Ability to work as a team
- Ability to manage themselves
- Numeracy and literacy
- Ability to solve problems
- Computer literacy
- Spatial awareness
- Environmental and social awareness

Preferred Pre-Requisites
C in Year 10 English and a C+ in Year 10 Geography are preferred pre-requisites for this subject.

Assessment
Each semester unit will be progressively assessed by using:
- Content tests for knowledge
- Essay tests
- Practical and field study activities
- Reports/investigations

Future Options
Based on success in Senior Geography students have the option of pursuing tertiary study in this field. Graduates in Geography have been employed by a wide range of private and public sector agencies in various countries around the world. Private sector employers include environmental and planning consultancies, market research firms, development consultants, commercial, retail and manufacturing firms. In the public sector, graduates have established careers in most of the government departments and agencies throughout Australia. Graduates have also found employment with international aid, development and conservation agencies.
Overview
What is Graphics?
Graphics is a course that develops skills interpreting, generating and creating graphical communication. Students produce graphical representations in two dimensional and three dimensional formats. With three dimensional modelling now a major tool in graphical design and communication, the focus of student learning in graphics has changed. Students now require a high level of spatial awareness and design skills to be able to create complex drawings and ideas.

Why study Graphics?
Graphics will give you the opportunity to learn the language of graphical communication; the capability to present your ideas in a graphical presentation format; the power to problem solve and to develop drafting skills.

Course Outline
The course of study in Graphics is based on three design areas:
- Built Environment
- Industrial Design
- Graphic Design

You will also learn about two-dimensional and three-dimensional viewing. You will complete work that requires you to design the shape of objects that you encounter at home, in the workforce, in newspapers and in recreation. Your response to these shapes is in the various form of graphic language. Using graphics in its various formats can be challenging and enjoyable. You will also learn how to use computer-assisted drawing using AutoCAD, Inventor, Revit and Photoshop.

Learning Experiences
Students will develop skills in producing graphical responses and design. Students will also learn how to use computer-assisted drawing using AutoCAD, Inventor, Revit and Photoshop.

Preferred Pre-Requisites
Year 10 Graphics

Assessment
You will be required to complete three (5) assessment pieces per year. You will be assessed by in-class formal tests and context based folios.

Future Options
If you enjoy Graphics, you may want to pursue a career in some of the following: Engineering, Design, Architecture, Drafting, Graphic Artist/Designer or Industrial Design.
Overview
What is Home Economics?
Home Economics is the study of food, textiles and living environments, focusing on critical thinking, informed decision making and wellbeing.

Why study Home Economics?
Through a variety of learning experiences you will develop skills that will equip you for the challenges that will confront you in your personal and professional lives through:
- well-reasoned thinking and informed decision making
- effective research and communication skills
- food and textile production techniques
- independence, social responsibility and effective interpersonal skills.

Course Outline
The Senior Home Economics course consists of three areas of study.
- Textiles and Fashion
- Nutrition and Food Studies
- Individuals, Families and Communities

Units developed from the Core areas include:
Textiles and Fashion
Fabric, Form and Functions: An Asia Pacific Focus
The unit will focus on fabric classification and the construction method, use, characteristics and properties of textiles. The cultural and historical development of fibres and fabrics throughout the Pacific Rim will be included. This unit engages students in solving a problem to produce an innovative textile product suited for a purpose. The overall aim is to produce a viable textiles based project that meets the constraints given.

Individuals, Families and Communities: Nutrition and Food including Indigenous perspectives
Families in the 21st century
The unit Families in the 21st Century focuses on technology and change. The key concepts are family responsibility, interdependence, processes for managing change, agencies that have an impact on the well-being of individuals and families (including socio-political and cultural factors). The factors that affect well-being will be interrelated and discussed in relation to how these factors impact on families.

Food and Nutrition
Contemporary issues in Food and Nutrition
Individual nutritional needs in families and communities is a key theme in this unit. Concepts include nutrition, marketing strategies, resource management, socio-economic factors, work, lifestyle choices, food manufacturing and the effect on nutritional status.

Learning Experiences
- practical cookery and experiments
- creative design folios
- report writing
- analytical exposition

Preferred Pre-Requisites
Participation in Year 10 Design and Technologies (Food & Textiles) would be an advantage for this subject.
Enterprise and Technology

Assessment
Year 11 is essentially developmental – providing the theoretical and practical foundation for Year 12 studies. Assessment tasks in each semester will include theory tests, research and practical assignments and folio work.

Your student profile compiled over the two-year course will describe your ability to:
• recall knowledge and demonstrate understanding
• use critical thinking skills to research issues
• collect, interpret and evaluate data to communicate a supportive argument
• demonstrate practical skills to produce quality products

Future Options
Home Economics, although not a pre-requisite for tertiary studies, provides a valuable foundation and develops your confidence for study or work in the food and textile industries, as well as positions in Education, Public Relations and Social Services (eg Nursing, Psychology, and Social Work).
Overview
What is Information Processing and Technology?
You will learn to program computer systems, connect networks, develop databases, and integrate these skills to prepare innovative business management information systems. You will discuss the social and ethical issues surrounding information technology and look into the world of Artificial Intelligence.

Why study Information Processing and Technology?
Information Processing and Technology (IPT) can start you on one of the most fascinating life pathways imaginable. Something new every day, technology revolutions throughout your career – You will never be bored!

Course Outline
When you study IPT you will learn computer programming both in procedural and visual programming languages. You will learn how to construct database systems using an industry standard design method. You will learn the SQL language that is a worldwide standard for developing and creating databases including those that drive the World Wide Web. You will learn how computer systems work, what networks are and how to build them, the ethics of IT and the futuristic study of Artificial Intelligence.

Learning Experiences
Students will:
- Learn to program in both visual and server side scripted languages.
- Develop information systems to support a small business of their choice
- Investigate the social and ethical issues of ICT and the world of artificial intelligence.

Preferred Pre-Requisites
A genuine interest in computer software development and good results in English and Mathematics are generally indicators of success.

Assessment
You will present your assessment in project form and examination as well as genre based writing tasks giving your creative abilities a chance to show. You will develop your skills in IPT in Year 11 with Year 12 being a year where your skills culminate in a number of project style assessments.

Future Options
You can do just about anything with IPT! Almost every facet of our lives is enmeshed with IT. You can pursue a pure IT career like programming, web development, database design, network engineer, AI research, visual arts programming OR you can combine IT with other interests to become an IT Law specialist, IT Business Consultant, Management of IT Business – the possibilities are endless.
Overview
What is Legal Studies?
Legal Studies will give you an understanding of your legal rights and responsibilities. You will develop an understanding of the ways in which the legal system can affect the lives of Australian citizens, including yourself. As a member of the Australian community, it is important you know and understand the impacts that legal decisions can have on society and how diverse groups influence and are influenced by the legal system.

Why study Legal Studies?
Ignorance of the law is no excuse! It is, therefore, important for you to know how the law operates so that you can be an effective member of the community. This course will provide you with a better appreciation of the relationship between social and legal structures that exist in daily life.

Course Outline
When you study Legal Studies you will learn about:
- the law making process;
- specific areas of the law including criminal law, family law, technology and the law, international law, making contracts and civil law e.g. negligence, trespassing, defamation, neighbourhood disputes. You will also have the opportunity to study a legal area of your interest as a major Independent Legal Study.

Students who study Legal Studies have the opportunity to gain a possible 4 points towards their QCE. This will be made up of:
- 4 points – by passing Legal Studies (QSA Authority subject);

Learning Experiences
In Years 11 and 12, you will learn how to examine a wide range of laws and cases. You will learn how to justify your own opinions and attitudes to legal and social issues needing resolution, thus preparing you to participate in society as active and informed citizens. You will have the opportunity to attend a Legal Studies Conference and Youth Parliament. Legal Studies students will also be encouraged to participate in the annual Bond University Mooting competition. Year 11 students visit the Brisbane Law Courts and Parliament House as an introduction to the Queensland legal and parliamentary systems.

Preferred Pre-Requisites
It is strongly suggested to study Legal Studies that you have achieved at least a B in English in Year 10.

Assessment
You will be required to complete:
- two to three assessment pieces per semester;
- this assessment will comprise of in-class tests, research assignments and oral presentations;
- the work completed in Year 11 is developmental (formative) and you will learn how to apply these skills, through critical evaluation of the law, over the two years of study.
- a major Independent Research Study is completed in Year 12;
- Year 11 Assessment is Formative
- Year 12 Assessment is Summative.

Future Options
If you enjoy Legal Studies, you may want to pursue a career as a Legal Practitioner, Legal Officer, Politician, Social Worker, Teacher, Police Officer, Accountant, Youth Worker or Counsellor. A course of study in Legal Studies can establish a solid basis for further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics.
1. For Years 11 and 12, four two-year courses of study are offered.

   The student may choose either:

   (i)  **Mathematics B** (approximately three and a half hours of class time per week)

   OR

   (ii) **Mathematics B plus Mathematics C** (approximately seven hours of class time per week)

   OR

   (iii) **Mathematics A** (approximately three and a half hours of class time per week)

   OR

   (iv) **Pre-vocational Mathematics** (approximately three and a half hours of class time per week)

   **NB** – Please read the separate handbook page for each individual subject to find out information such as subject description, course content, assessment and career pathways.

2. Students are advised that Mathematics B and Mathematics C involve very formal and abstract mathematics. **Successful** completion of these subjects is usually dependent upon a **good rating in Year 10 Extension Mathematics**. The school will need to approve entry of students into Maths B and Maths C based on their Year 10 results.

3. Mathematics A is a less formal and more practical course designed **for any student not** considering a mathematics-centred tertiary course of study but who, nevertheless, has mathematical abilities and interests. This subject is a suitable maths prerequisite for many tertiary courses.

4. Pre-Vocational Mathematics is a Queensland Curriculum & Assessment Authority-Registered subject that offers the basic mathematics required for successful performance in vocational as well as leisure pursuits. It is not an OP subject.
Overview
What is Maths A?
This subject is intended for students who desire a practical but more formal mathematics course than the Queensland Curriculum and Assessment Authority-Registered Pre-Vocational Mathematics. Mathematics A is a suitable maths preparation for many tertiary courses.

Why study Maths A?
How do you estimate the cost of excavating and laying turf in your back yard? What is a logical way of designing a personal budget to manage your finances? Can you tell if the statistics quoted in the newspaper are honest? How do you manage product sales to maximise company profits or plan a cross-country walk with maps and compass? Mathematics A students could help you with these problems.

Course Outline
- Financial Mathematics Strand
  - Earnings, taxation, budgeting, spending, interest, inflation, appreciation, depreciation, present values, consumer credit, investment
- Applied Geometry Strand
  - Trigonometrical ratios, areas, volumes, latitude, longitude, time measurement, scale drawings, plans, geometry of bracing, checking squareness, plumb and levels, estimation of quantities and costs in construction, bearings, perimeters, areas, site plans, position fixing, land gradient, map interpretation
- Statistics and Probability Strand
  - Interpretation of data graphs, box and whisker plots, relative frequency, measures of central tendency, dispersion, summary statistics, regression, probability, tree diagrams, probability distributions, random sampling and bias, simulation

Learning Experiences
As well as formal lessons, students will have many opportunities to apply their Maths knowledge to practical situations. Calculating water level using geometry, determining why a survey result is biased, designing a payment schedule for mortgage payments are all examples of real-life situations for students of Maths A.

Preferred Pre-Requisites
Students should have at least a C level in Year 10 Core Maths in order to be successful in Maths A. Students achieving below this standard will find Maths A difficult and often have to change subjects during their Senior years. To avoid such a negative impact on outcomes, the school will need to approve entry of students into Maths A based on their Year 10 results.

Assessment
Assessment instruments will include written tests, reports (projects, investigations, assignments, etc.) and practical tasks using measuring instruments (such as basic surveying). The Exit Level of Achievement will be based on the results for Semesters 3 and 4, for those students continuing with this subject beyond Year 11.

Future Options
Mathematics A provides students with suitable grounding in the areas of mathematics required by many tertiary courses and vocations as well as for the practicalities of everyday life.
Overview
What is Maths B?
This subject is designed for students who require a more in-depth course than Mathematics A. It is intended to prepare students for most maths-based tertiary courses (see Future Options).

Why study Maths B?
Can you calculate how much money you can safely afford to repay each month for a home loan? Can you use differential equations to estimate how long it takes for two paracetamol tablets to be absorbed by the human body? What is an accurate prediction of the number of faulty circuit boards in a shipment, using statistics? Can you design the most economical CD carrying case, using geometry, algebra and calculus? Ask a Mathematics B student for the answers to questions like these.

Course Outline
- Functions and their applications (polynomial, trigonometric, periodic, exponential and logarithmic)
- Introduction to Calculus and its application (instantaneous and average rates of change, differentiation, integration and optimisation)
- Financial Mathematics (simple and compound interest, effective and nominal interest rates, arithmetic and geometric progressions, annuities, budgeting)
- Applied Statistical Analysis (stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions)

Learning Experiences
As well as formal lessons, students will have opportunities to apply their Maths knowledge to real-life situations, ranging from Study of Tidal fluctuations in Moreton Bay to comparing various amortisation schedules for house loans.

Preferred Pre-Requisites
Students should have at least a B in Year 10 Maths in order to be successful. Students achieving below this standard will find Maths B difficult and almost always have to change subjects during their Senior years. To avoid such a negative impact on OP outcomes, the school will need to approve entry of students into Maths B based on their Year 10 results.

Assessment
Assessment instruments will include written tests and reports (projects, investigations, assignments, etc.). The Exit Level of Achievement will be based on the results for Semesters 3 and 4, for those students continuing with this subject beyond Year 11.

Future Options
Mathematics B provides students with the mathematical background required for many maths-based tertiary courses. It is recommended for a number of tertiary courses including Applied Science, Biology, Chemistry, Physics, Physiotherapy, Accounting, Business Studies, Economics, Architecture, Engineering, Information Technology, etc.
Overview
What is Maths C?
Mathematics C is highly recommended for students who are good at mathematics. This subject overlaps and complements both Mathematics B and Physics. It is an excellent preparation for many maths-based tertiary courses.

Why study Maths C?
Why do satellites stay in orbit? How does a forensic scientist determine when a murder victim was killed? Can you predict how fast a disease will spread? How can you solve ten or more simultaneous equations in seconds using a spreadsheet? Can you model the flight of a Greg Norman golf drive, taking air resistance into account? Students who have studied Mathematics C can answer these and many other questions.

Course Outline
The Core Topics
- Introduction to Groups
- Real and Complex Numbers
- Matrices and their applications
- Vectors and their applications
- Further Calculus
- Structures and Patterns

The Extension Topics
- Dynamics
- Plane Geometry

Learning Experiences
As well as investigations involving abstract Mathematical concepts, Maths C students will have the opportunity to explore real life applications such as The Golden Ratio in Art, Matrices in Tournament Ranking and Dimples in golf balls, to name a few.

Preferred Pre-Requisites
Students must take Senior Maths B as a companion subject and should have at least a B in Year 10 Maths in order to be successful. Students achieving below this standard will find Maths C difficult and almost always have to change subjects during their Senior years. To avoid such a negative impact on OP outcomes, the school will need to approve entry of students into Maths B based on their Year 10 results.

Assessment
Assessment instruments will include written tests and reports (projects, investigations, assignments, etc.). The Exit Level of Achievement will be based on the results for semesters 3 and 4, for those students continuing with this subject beyond Year 11.

Future Options
Mathematics C is strongly recommended for a variety of maths-based courses including Engineering, Applied Science, Science (Physics, Chemistry), Surveying, Business and Information Technology. It also has applications in Human Movements, Physiotherapy, Life and Medical Sciences and Psychology.
Overview

What is Pre-Vocational Maths?
This subject provides a suitable challenge for those students who prefer and enjoy learning activities with a real-life application. We aim to build success for students who may have previously experienced difficulty with Mathematics.

The course of study addresses important mathematical areas that students need to understand in their own lives. Students have the opportunity to attain vital workplace knowledge and skills that will enhance their employability.

Why study Pre-Vocational Maths?
Do you want some really hands-on maths? In this subject you will learn many practical skills, such as how to accurately mix medicine, two-stroke fuel or weed killer. You will learn how to construct a kite that flies like a dream and how to manage your personal budget.

Course Outline
A course of study is based on five topics that are grouped into three categories according to the purposes and functions of using mathematics in various contexts.

These categories are:
- Interpreting society: this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or the community
- Personal organisation: this relates to the numeracy requirements for personal matters involving money, time and travel
- Practical purposes: this relates to the physical world in terms of designing, making and measuring

Elective units will be offered as appropriate.

Learning Experiences
All learning experiences will be practical using real-life situations.

Preferred Pre-Requisites
None

Assessment
Assessment is timed to suit the rate of progress of the student.

Future Options
Pre-Vocational Maths provides students with the basic requirements for many Trade courses at TAFE institutions. PVM also enables students to satisfy the minimum requirements for the Queensland Certificate of Education.
Overview
What is Modern History?
We live in times of enormous social, economic and political change. History will teach you not only about the past, it will also help you to understand the world in which you live.

Why study Modern History?
You will learn how to evaluate and analyse historical information and to form well supported opinions. These skills are useful in the workplace as well as in future study. In a society that expects education to serve useful purposes, the functions of history can seem more difficult to define than those of engineering or medicine, and less immediate than those that stem from other disciplines. Modern History should be studied because it is essential to individuals and to society, and because it harbours beauty.

Course Outline
Year 11 - The history of ideas and beliefs
- Imperialism and Neo-Imperialism
- Racism as a global and historical issue
- Racism in Australia
Studies of Hope
- Modern China – the Communist Experiment
- Modern Japan- the Capitalist Experiment

Year 12 - Studies of Cooperation
- The formation of The League of Nations and The United Nations
- Global efforts to create a just World

The History of Ideas and Beliefs
- A Decade of Protest: 1960s
- Contemporary Issues - The Role of the Individual

Learning Experiences
History helps provide identity; is essential for good citizenship; improves basic writing and speaking skills and is directly relevant to many of the analytical requirements in the public and private sectors, where the capacity to identify, assess, and explain trends is essential. Students of History acquire, by studying different phases of the past and present, a broad perspective that gives them the range and flexibility required in many work situations.

Preferred Pre-Requisites
C in Year 10 English and a C+ in Year 10 History

Assessment
There are five pieces of assessment in each year from the types listed below:
- Category 1 - Essay Response to stimuli material
- Category 2 - Written Research Assignment
- Category 3 - A multi-modal presentation
- Category 4 - Objective and short response test with stimuli material supplied.

In Year 11, all assessment is formative. Thus, assessment of processes and skills conducted during Year 11 becomes a learning experience for the student, whose performance should benefit when similar techniques are applied for summative purposes in Year 12.

Future Options
Success at the senior level opens the way to study at the tertiary level in such courses as Arts, Law, Political Sciences, Psychology and International Relations. The rigorous research and writing requirements asked of history students also offer excellent preparation for careers in law, journalism, public relations, technical writing, fund-raising, administration, domestic and foreign government service, to name only the more obvious options.
Overview
What is Music?
Music has influenced peoples’ lives since the beginning of time and is a language understood throughout the world. The music course aims to develop the whole person – intellectually, emotionally, socially and creatively.

Why study Music?
Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, buying CDs and DVDs, turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), or incidentally encountering music (riding in lifts, watching TV, using a mobile phone), students have an individual experience of music.

Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of Music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

A musician is one who:
- Works collaboratively to achieve magical musical moments
- Uses music to solve problems within the context of music as a social, political entity
- Is enriched through a greater understanding of the impact music has on the expression of culture
- Is able to confidently express their emotions

Course Outline
Students are exposed to a broad range of music styles from classical to contemporary. Students will study the following units of work:

- Musical Building Blocks
- Innovators and Rebels: Composers who changed the musical world
- Music for the Screen
- Music for the Stage
- Making it Personal: Music that makes a statement
- Independent Topic.

Learning Experiences
To develop complete musicians at Indooroopilly State High School, an understanding of the dimensions of performing, composing and musicology are explored.

Preferred Pre-Requisites
It is recommended that students have displayed an interest and ability in Music in Years 8, 9 and 10. Students should be able to play a musical instrument. While it is not essential that students can read music, this is an advantage.

Assessment
Students are assessed using a range of tasks across the two year course. Types of assessment include:

- the performance of music
- the composition of music
- research assignments
- examinations
- Oral presentations.

Future Options
Music will enhance every career pathway by developing the whole person. The breadth of music allows for a wide variety of specific careers including music therapists, sound technician, film makers, composers, conductors, performers and teachers. In a burgeoning Arts industry, new careers are being created every day.
Overview

What is Music Extension?
Music extension is studied over the two Year 12 semesters, concurrently with the parent syllabus. The music extension syllabus caters for students with specific abilities in Music. It is designed for students interested in exploring in greater depth one of the three areas of study that lie behind the general objectives of the Music Senior syllabus.

The objectives have been developed into three specialisations:

- Composition
- Musicology
- Performance.

Students will undertake detailed studies in one of these specialisations.

Why study Music Extension?
Music Extension is for Senior Music students who wish to further their musical abilities. Join Music Extension and learn how to extend your compositional and performance abilities!

Course Outline
The challenge of the subject includes expectations of accelerated independence; increased cognitive, expressive and musical demands; and increased assessment task requirements. Music Extension students develop their own course of study and performance schedule in consultation with their teacher.

Learning Experiences
Students work collaboratively and as individuals in a rehearsal program with teacher mentoring. Group seminars and discussions centre on composition, rehearsal and performance skills and processes. Music Extension is a practical application of musicianship and students work as self-directed learners in a supportive environment.

Preferred Pre-Requisites
Students must study Senior Music and have demonstrated a level of competence in at least one instrument. It is expected that students achieve at least a Sound Achievement level in Music in Year 11. Each student will be interviewed prior to acceptance into the course.

Assessment
Students are assessed on their ability to compose, choose and perform repertoire for audiences. As well as musicianship, students are expected to use performance techniques appropriate to their repertoire, audience and context.

Future Options
Music Extension students often seek acceptance into Music and Music Production courses at universities. Future employment opportunities are available in the music performance, music production, music therapy, arts and cultural studies, and, music education fields.
Overview

What is Physical Education?
The senior Physical Education course is based on the understanding that physical activity forms a fundamental part of everyday life. Through a focus on the role of physical activity in Australian society, Senior Physical Education provides learning experiences that enable you to develop knowledge and understanding in, about, and through physical activity.

Why study Physical Education?
Physical activity and fitness forms an important part of the daily routine for an increasing number of Australians. The study of Physical Education leads to an understanding of the place of physical activity in an individual’s health and well-being. It does this through the development of knowledge, skills and attitudes arising from the involvement of the student in four areas of physical activity during the four semesters of study.

The development of industries around personal fitness e.g. Lifestyle centres and gymnasiums, together with the popularity of sports in the Australian Culture, leads to many occupations and careers for which some physical education provides an important foundation.

Course Outline
The senior Physical Education course devotes equal time to theoretical and practical learning experiences. Subject matter is taught across three focus areas.
1. Learning Physical Skills
2. Process and Effects of Training and Exercise
3. Equity and access to Exercise, Sport and Physical Activity in the context of Australian Society

There are four physical activities that the above content will be taught in:
Athletics, Volleyball, Tennis, Touch

Students will repeat these physical activities across the two year course.

Learning Experiences
1. Motor learning, psychology of learning skills, biomechanical bases of learning skills.
2. Understanding the relationship between training and performance, exercise physiology principles, training program design
3. Body, culture and physical activity, lifestyle, leisure, recreation and physical activity, money, media, power and physical activity – investigated through the study of Figueroa’s Framework

Preferred Pre-Requisites
In order to successfully participate in Senior Physical Education, you should:
1. Be interested in and regularly participate in sports and physical activity.
2. Have achieved at least a sound achievement in English in Year 10. Be physically capable of participating in all practical activities.

Assessment
50% Theory, 50% Practical
The Theory assessment will encompass a range of techniques such as reports, written assignments, essays under exam conditions and journal entries.

Your exit level of achievement will be based on the fullest and latest information of your performance in both components of the course.
Future Options
Physical Education offers a pathway to many occupations in the leisure, recreation and sporting industries, as well as the broader fields of Health, Medicine, Education and the Environment. Eg. Fitness instructor, Recreation Officer, Sports Trainer or Coach, Massage Therapist, Sports Medicine, Teacher. It leads to post-secondary studies in certificate and diploma courses at TAFE and Degree courses at University.
Overview

What is Physics?
Physics is the study of the universe and how it works together with its applications which have produced, and continue to produce, benefits to our society. Physics is one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories mathematically expressed.

Why study Physics?
The study of Physics gives students 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. Working scientifically and enacting scientific inquiries, investigations and experiments will immerse students in both the practical and conceptual aspects of the discipline.

Course Outline
In this exciting course you will develop your understanding of the three main themes of the course, Forces, Energy and Motion, in contexts using key concepts and ideas that provide for in depth studies. Approximately twelve contexts will be explored over the two year course.

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<thead>
<tr>
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Learning Experiences
You will participate in a wide range of activities to develop your knowledge of Physics and your ability to solve problems in your everyday experience. There are opportunities for practical work using dataloggers during which you will learn to work collaboratively to design and conduct experiments to collect and examine precise, reproducible data and develop mathematical relationships.

Preferred Pre-Requisites
Students should have completed both the Physics units in the Year 10 Elective Science course. Junior Science students who consistently achieve an A or B level in both Science and Mathematics are well placed to be successful. Students achieving a C level or less and who are endeavouring to follow Physics as a study path should undertake transitional activities (especially in Maths – quadratic and simultaneous equations) to upgrade knowledge and skills leading into and during Semester 1 Year 11.

Assessment
There are three types of assessment tasks used in Physics.
• Extended Experimental Investigation (EEI) – a written scientific report in response to a valid research question – up to 1500-2000 words in length by Year 12
• Supervised Assessment (SA) – exam completed under supervised conditions – 2 hours in length
• Stimulus Response Task(SRT) – a written response to given stimuli

Your exit level of achievement will be based on the fullest and latest information on your performance in three dimensions: knowledge and conceptual understanding, Investigative Processes and Evaluating and Concluding.
Science

Future Options
The study of Physics prepares you for a wide range of careers in the Physical Science, Health Sciences and some Biological/Environmental Sciences, for example Engineering, Dentistry, Surveying, Medical Laboratory Science, Optometry, Podiatry, Radiography, Veterinary Science, Hydrography and Astronomy. It is a requirement for certain Degree courses at Universities and Diploma courses at TAFE colleges.
Overview
What is Spanish?
Spanish is spoken by at least an estimated 500 million people around the world and is currently the 4th most commonly spoken language worldwide. Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Puerto Rico, Panama, Colombia, Bolivia, Paraguay, and Uruguay. Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide!

Why study Spanish?
Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills AND you speak a foreign language such as Spanish, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

Spanish is from the Romance language family of languages, its roots coming primarily from Latin, the language spoken by the Romans. As you might know, English too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary in their native language. Often times, these same Latin roots are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Course Outline
Themes
Family and Community
Leisure, Recreation and Human Creativity
School and Post-School Options
Social Issues

Learning Experiences:
- Study of Spanish Texts
- Step-by-step guide to pronunciation and grammar
- Plenty of practice exercises
- Practical vocabulary
- An exploration of the culture
- Conversation with Native Speakers

Preferred Pre-Requisites:
It is compulsory to have at least a C in Spanish at Year 10 or to have studied the language for three years – this is not a course for beginners.

Assessment
All skills have equal importance and by the end of the course there will be an equal balance across the skills and this will be reflected in the assessment tasks. Each semester there will be two tests in each skill area. Exit Assessment at the end of Year 12 will be based on tests which will be recorded on Folio and Student Profile.

Future Options
The global expansion of travel, communication and commerce has bought Australians into closer relationship with the rest of the world. The skills you learn in studying Spanish will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business. Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language, and did you know that bilingual employees often receive a larger salary than their non-Spanish speaking counterparts?
Overview
What is Technology Studies?
Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design and problem-solving. It requires students to identify and understand a problem or need, select appropriate resources and strategies that may solve that problem, implement a plan and evaluate the outcomes.

Why study Technology Studies?
You will be encouraged to be active participants in invention and innovation. You will be exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

Course Outline
When you study Technology Studies you will solve practical problems by creating items in the workshop. The design of these objects will be determined by you.

Technology studies focuses on the following areas of study:
- design
- safety
- materials
- tools
- processes and systems

Learning Experiences
Many learning experiences may be planned to help you acquire knowledge about technology and its impact on society, and to develop your inquiry and practical skills. These include learning by:
- researching available resources
- undertaking practical exercises
- decision-making experiences
- comparing and contrasting properties of materials, tools, processes and systems
- undertaking and endeavouring to solve technological problems
- analysing and clarifying the nature of technological problems
- identifying, consulting and using reference sources
- discriminating between relevant and irrelevant information
- organising and recording data
- applying relevant knowledge to the resolution of technological problems
- initiating, developing and communicating design solutions to others by a variety of techniques

Preferred Pre-Requisites
Graphics,
Industrial Technology (Manufacturing)
Certificate I in Furnishing.

Assessment
Your assessment will be based around design tasks. A number of folios of ideas including detailed plans will be produced, followed by the manufacture of the solution. Students will also be required to evaluate their own work.

Future Options
Technology studies skills are transferable to all aspects of life as the underlying principle of all tasks is developing practical problem solving skills. The subject will be of particular value (but not limited) to students wishing to pursue careers in a technical or trade environment. It is also an excellent subject for those wishing to develop skills in design, project management and product construction.
Overview
What is Visual Art?
*The aim of art is to represent not the outward appearance of things, but their inward significance.* Aristotle

The Visual Arts are a powerful and pervasive set of tools that people 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 artworks.

This course aims to enhance the student’s understanding about art as well as allow them the opportunity to develop their own personal aesthetic. It balances learning about art history and contemporary art, deconstructing and constructing meanings in artworks, refining skills in techniques and processes as well as presenting bodies of work for viewing audiences.

Why study Visual Art?
Visual Art is an OP subject that offers many opportunities for involvement in wider cultural and creative sectors as arts practitioners fulfil many roles within our community. This Visual Art course provides opportunities for students to explore these roles through active engagement with one or more of the arts practices.

Visual Art is an ideal continuation for students who have experienced success in Year 10 Visual Art and who are keen to engage in the arts professionally and expand on their practical skills in art making for future career prospects.

Course Outline
During the two-year course, students undertake a rigorous and fulfilling exploration into the visual art world. Classes feature teacher directed learning as well as independent study. Some of the investigations include:

- What is a portrait and how does portraiture represent the subject’s, or an artist’s, identity?
- Why do artists feel the need to express messages through their work? Why can’t art be just aesthetic?
- How does the aesthetic value of a culture shape [its] art?

Learning Experiences
Students work under the Visual Art Inquiry Learning Model which fosters their researching, developing, resolving and reflecting skills. Students use visual language and expression, concepts and focuses, contexts and media areas to create meaning within artworks. Learning is also experienced through excursions to art galleries, small group activities, experimentation with media and technique as well as independently resolved works.

Preferred Pre-Requisites
To participate in Visual Art, students should have demonstrated an interest in Art or Design in Years 1-9. It is highly recommended that students have studied and achieved success in Visual Art in Year 10. A commitment to working industriously and independently, while meeting deadlines, is essential to meet the rigor of the course.

Assessment
There are three exit criteria which contribute to the student’s exit level of achievement, Application, Visual Literacy and Appraising. Assessment is centred on experimental folios of artworks in Year 11 and bodies of work in Year 12, supported by a visual diary, and short oral and written presentations of tasks.

Future Options
If students are interested in Visual Art or design in either a commercial or creative industries field, this course provides them with substantial knowledge and skills suitable to these areas. It also allows students the opportunity to build a folio of work for presentation to employers or for university entrance requirements.
INDOOROOPILLY
STATE HIGH SCHOOL

INTERNATIONAL BACCALAUREATE
The International Baccalaureate (IB) is a curriculum offered at Indooroopilly State High School as an alternative to the Queensland Curriculum and Assessment Authority curriculum. Students who complete the IB Diploma will also receive an equivalent Australian Tertiary Admission Rank.

What is the International Baccalaureate (IB)?
The International Baccalaureate is a rigorous, international two years curriculum. There are more than 3747 schools in 147 countries authorized to offer IB programmes. The IB incorporates the best elements of several national educational systems with a focus on academic rigour, an international perspective and the interrelationship of all knowledge.

What is the IB Organization's mission statement? - The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

How do students benefit from earning an IB Diploma? - The advantages afforded to a student earning an IB Diploma are many. Since the Diploma is internationally recognised, universities throughout the world are eager to admit Diploma-holders into their institutions because the IB Diploma demonstrates a broad general education and indicates that a student has knowledge and ability in many academic areas.

Assessment
At the end of the two-year programme, candidates are assessed both internally and externally in ways that measure individual performance against stated curriculum and assessment objectives for each subject. The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are the watchwords of the Diploma Programme’s assessment strategy.

In nearly all subjects at least some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

Some assessment tasks are conducted and overseen by teachers, but are then marked externally by examiners. Examples include written assignments for language subjects in groups 1 and 2, the essay for Theory of Knowledge and the Extended Essay.

Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the larger share of the assessment for most subjects.

What IB classes are offered at ISHS?

**Group 1 – English A Literature**

**Group 2 - Second language**
- Spanish *ab initio* (beginners in the language)
- Spanish B – (non-native and native speakers who have studied Spanish for at least three years)
- Mandarin *ab initio* (beginners in the Language)
- Mandarin B HL (for native and non-native speakers who have studied Chinese for at least three years)

**Group 3 – Individuals and Societies**
- History
- Business and Management

**Group 4 – Experimental Sciences**
- Biology, Chemistry, Physics (students may choose to undertake two Science subjects in the following combinations – Biology and Chemistry, or Physics and Chemistry)
International Baccalaureate

Group 5 – Mathematics and Computer Science
Mathematical Studies SL or Mathematics SL or Mathematics HL

Group 6 – Art and Electives
Visual Arts or Music – (Students who choose Chemistry do not do a Group 6 subject)

IB Other Requirements
There are three essential components in the IB curriculum: Extended Essay, Theory of Knowledge and CAS.
- The Extended Essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
- The interdisciplinary Theory of Knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
- Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students’ awareness and appreciation of life beyond the academic arena.

For a full outline of the International Baccalaureate Diploma Programme please see the International Baccalaureate Handbook
### Overview

#### What is IB Biology?

Biology is the study of life. It is concerned with the study of all living things, aiming to provide understanding of the structure and function of organisms and how they interact with one another. Biology is an intellectually challenging topic that forms the basis of, and is embedded in, other scientific topics. IB Biology students are critical and creative thinkers that develop an ability to analyse, evaluate and synthesise scientific information and communicate in a variety of ways. IB Biology students are critically aware as global citizens especially of the ethical implications of biotechnology.

### Why study IB Biology?

An understanding of Biology is essential for further science and health based tertiary courses and many vocations and IB Biology is internationally recognised. Science in the form of Biology is also an essential part of general literacy in modern society, for example; when we read that a toddler has mum's eyes, dad's ears and the milk man's teeth, choose food and drink from the supermarket and collect a prescription from the chemist, when we support a Greenpeace campaign, or argue about defence and nuclear weapons, read about developments in biotechnologies new and old, when we discuss the ethics of transplant surgery or embryo experimentation and when we communicate concern about increasing atmospheric levels of carbon dioxide, about the destruction of the ozone layer, and the issues of world hunger and human lifestyles, the diagnosis of diseases; and many others.

### Course Outline

There are 11 topics of study that are chosen at either Standard Level (SL) or High level (HL). Nature of Science and Theory of knowledge is integrated into the course. The IB Biology course contributes to the development of all attributes of the IB learner profile. Students become aware of how scientists work and communicate with each other. There is an emphasis on scientific method via a practical approach through experimental work.

#### Semester 1

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<td>Topic 2: Molecular biology (2.1 – 2.5, 2.8 &amp; 2.9)</td>
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<tr>
<td>Topic 8: Metabolism, cell respiration and photosynthesis</td>
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#### Semester 2

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<td>Topic 4: Ecology (4.3 &amp; 4.4)</td>
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<td>Practicals /IAs</td>
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#### Semester 3

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<td>Topic 3: Genetics</td>
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International Baccalaureate

Topic 7: Nucleic acids
Topic 11: Animal physiology (11.4)
Topic 10: Genetics and evolution (10.1 & 10.2)
Practicals /IAs

Semester 4
Option topics (A – D) (consisting of both core and extensions).
Review & examination preparation.

Learning Experiences
Core theory topics are enhanced by practical discovery both by “hands-on” experimental and by demonstrations. There is an emphasis on experimental design, data analysis and communication of experimental work via hypothesis testing. Students are given time to explore experimental techniques and redesign experiments.

Preferred Pre-Requisites
Students should have successfully completed the Biology units in the Year 10 Science course. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students need to be independent learners who are good at time-management.

Assessment
The course involves both internal & external assessment; external assessment contributes 80% of the course marks in the form of examinations at the end of year 12. Internal assessment in the form of an experimental project contributes 20% of the course marks.
There is ongoing formative school assessment consistently throughout the course.
There are three papers in external assessment (80% of grade);
paper 1 20% weight multiple choice questions
paper 2 36% weight short responses
paper 3 24% weight data analysis, nature of science and optional course (school offers Biochemistry unit).
The practical component is minimum 40 hours for SL and minimum 60 hours for HL.

Future Options
The study of Biology prepares you for a wide range of careers in the Biological/Environmental Sciences and the Health Sciences. For example: Medicine, dentistry, the environment, pharmaceuticals and health-related industries, agriculture, food industries, state and federal government agencies (including forensic science, customs and patents) defence, education (secondary schools and universities) and research institutes, information sciences (museum curator, publishing, journalism, statistical and data processing), and in areas related to biotechnology and nanotechnology. It is required for entry to certain degree courses at universities and diploma courses at TAFE colleges.
Overview
What is Business Management?
Business Management studies business functions, management processes and decision-making in an interconnected global market. It examines how decisions are influenced by factors internal and external to an organization, and how they impact its stakeholders. It also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimize the use of resources in a world with increasing scarcity and concern for sustainability.

Why study Business Management?
You will learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations, in a variety of socio-cultural and economic contexts. It encourages the appreciation of ethical concerns and corporate social responsibility (CSR). Through the study of topics such as human resource management, organisational growth and business strategy, you will develop relevant and transferrable skills. These include the ability to: think critically; make ethically sound and well-informed decisions; appreciate the pace, nature and significance of change; think strategically; and undertake long term planning, analysis and evaluation. It also develops subject-specific skills, such as financial analysis.

Course Outline
The course covers strategic decision-making and the operational business functions of human resource management, finance and accounts, marketing and operations management. Through the exploration of six concepts underpinning the subject (change, culture, ethics, globalisation, innovation and strategy), the business management course will allow you to develop an understanding of interdisciplinary concepts from a business management perspective.

Learning Experiences
Learning is approached through examining case studies, examples and articles. You will be encouraged to work in a team and develop research and analysis skills. You may also have the opportunity to participate in the Ecoman program which allows you to “work” in a simulated business.

Preferred Pre-Requisites
No particular background in terms of specific subjects is required, however a familiarity with business concepts would be an advantage. If you have an interest in business and are prepared to work hard to research a range of businesses as well as investigate tools and techniques and apply them, you can do well in this subject.

Assessment
IB subjects all include a range of assessment items including a report (at Standard or Higher level) as well as 2 or 3 exams at the end of the 2 year course covering all aspects and units of the course. To scaffold towards this assessment there will be a range of course and assessment tasks for each unit as well as cumulative assessment covering all units to date. Assessment is case study based.

Future Options
Business Management provides a very useful foundation if you wish to pursue a business or economics course at university, or operate within a business at any level. It also provides the opportunity to develop research, evaluation and analysis skills that could be applied to many courses and career paths.
Overview
What is Chemistry?
Chemistry seeks to understand the structure of materials and the interactions between materials. It allows us to understand the world on a microscopic level and how that manifests in a macroscopic view. To study chemistry is to understand how matter interacts; from the creation of elements inside the stars to the chemical interactions in our body that are the basis of life. Chemistry is an intellectually challenging topic that forms the basis of, and is embedded in, other scientific topics. IB chemistry students are critical and creative thinkers that develop an ability to analyse, evaluate and synthesise scientific information and communicate in a variety of ways. IB chemistry students are critically aware as global citizens especially of the ethical implications of chemical technology.

Why study Chemistry?
An understanding of Chemistry is essential for further science and health based tertiary courses and many vocations. Science in the form of chemistry is also an essential part of general literacy in modern society, for example; the medicines we take; how we remove stains from our clothing and the informed use of stronger cheaper environmentally sustainable building materials.

Course Outline
There are 12 topics of study that are chosen at either Standard (SL) or Higher level (HL). Nature of Science and Theory of knowledge is integrated into the course. The IB Chemistry course contributes to the development of all attributes of the IB learner profile. Students become aware of how scientists work and communicate with each other. There is an emphasis on scientific method via a practical approach through experimental work.

Semester 1
Unit 2: Atomic structure
Unit 3: Periodicity
Unit 4: Bonding
Unit 11: Measurement
Unit 1: Stoichiometry
Unit 6: Kinetics
Semester 2
Unit 5: Energetics
Unit 7: Equilibrium
Unit 8: Acids and Bases
Unit 9: Redox
Unit 10: Organic Chemistry part 1
Semester 3
Unit 10: Organic Chemistry part 2
Extended Experimental investigation for Internal assessment
Unit 12: Option: Biochemistry
HL topics (units 13-16) are extensions of units 2-12.
Semester 4
HL topics (units 17-20) are extensions of units 2-12.
Review & examination preparation.

Learning Experiences
Core theory topics are enhanced by practical discovery both by “hands-on” experimental work and by demonstration. There is an emphasis on experimental design, data analysis and communication of experimental work via hypothesis testing. Students are given time to explore experimental techniques and redesign experiments.
Preferred Pre-Requisites
Students should have successfully completed the Chemistry units in the Year 10 Science course. Junior Science students who consistently achieve an A or B level are well placed to be successful. Students need to be independent learners who are good at time-management.

Assessment
The course involves both internal & external assessment; external assessment contributes 80% of the course marks in the form of examinations at the end of yr 12. Internal assessment in the form of an experimental project contributes 20% of the course marks.

There is ongoing formative school assessment consistently throughout the course.
There are three papers in external assessment term 4 yr 12 (semester 4). These account for 80% of the Chemistry grade;
paper 1  20% weight  multiple choice questions
paper 2  36% weight  short responses
paper 3  24% weight  data analysis, nature of science and optional course (school offers Biochemistry unit).

The practical component is minimum 40 hours for SL and minimum 60 hours for HL

Future Options
The study of Chemistry prepares you for a wide range of careers in the Physical Sciences, the Biological/Environmental Sciences and the Health Sciences. For example: Manufacturing and processing industries, the environment, mining, pharmaceuticals and health-related industries, agriculture, food industries, state and federal government agencies (including forensic science, customs and patents) defence, education (secondary schools and universities) and research institutes, and in areas related to biotechnology and nanotechnology. It is required for entry to certain degree courses at universities and diploma courses at TAFE colleges.

IB HL chemistry students are often given credit for this course of study at some tertiary institutions.
Overview

What is English A: Literature?

English A: Literature encourages you to appreciate the artistry of literature and to develop an ability to reflect critically on your reading. Focus is directed towards developing an understanding of the techniques involved in literary criticism and promoting the ability to form independent literary judgments.

Why study English A: Literature?

Studying Literature encourages independent, original, critical and clear thinking. It also promotes respect for the imagination and perceptive approach to the understanding and interpretation of literary works.

The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living.

Studying Literature supports future academic study be developing a high social, aesthetic and cultural literacy, as well as effective verbal and written communication skills.

Course Outline

The English A: Literature course is divided into four (4) parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options

In these parts, you will study genres such as prose (novels and short stories); drama; poetry and non-fiction texts (memoirs, essays etc.).

Learning Experiences

You will:

- study a range of texts from different periods, styles and genres
- develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop your powers of expression, both in oral and written communication
- recognize the importance of the contexts in which texts are written and received
- develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- develop an appreciation the formal, stylistic and aesthetic qualities of texts
- develop an enjoyment of, and lifelong interest in, language and literature.

Preferred Pre-Requisites

Students achieving lower than a B in Year 10 English are strongly advised to choose English Communication.

Assessment

Distinction between Standard Level and Higher Level:

The model for language A: literature is the same at SL and HL but there are significant quantitative and qualitative differences between the levels. SL students are required to study 10 works, whereas HL students are required to study 13. Two of the assessment tasks for SL are less demanding than the comparable HL tasks.

Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.
International Baccalaureate

External Assessment (70%)

- Paper 1: Commentary / Guided literary analysis (20%)
  The paper consists of two passages: one prose and one poetry.
  Students choose one passage and write a commentary in response

- Paper 2: Essay (25%)
  The paper consists of three questions for each literary genre.
  In response to one question students write an essay based on at least two works studied in part 3.

- Written assignment (25%)
  Students submit a reflective statement and literary essay on one work studied in part 1.
  The reflective statement must be 300–400 words in length.
  The essay must be 1,200–1,500 words in length.

Internal assessment (30%)

- Individual oral commentary (15% 10 minutes at SL; 20 minutes at HL)
  Students present a formal oral commentary

- Individual oral presentation (15% 10–15 minutes)
  The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task.

Future Options
Demonstrated ability in English will help you in all Senior courses. A Sound Level of Achievement in English (or English Communication) in at least one (1) Semester of study is also a requirement of the Queensland Certificate of Education (QCE). A pass in English is also a requirement of most post-secondary educational institutions, in particular, universities. If you particularly enjoy English, you may like to consider a career in one of the following: Advertising, Editing, Journalism, Law, Libraries, Media Production Research, Political Science, Public Services, Publishing, Sociology, Teaching, Translation or Creative Writing.
Overview
What is History?
History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

Why study Modern History?
History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course Outline
Prescribed subjects
- The move to global war

World history topics
- Authoritarian states (20th century)
- Causes and effects of 20th-century wars

HL options: Depth studies
- History of Europe

Historical Investigation
- Topic of student’s choosing

Learning Experiences
The aims of the history course are to:
- develop an understanding of, and continuing interest in, the past
- encourage students to engage with multiple perspectives and to appreciate the complex nature of historical concepts, issues, events and developments
- promote international-mindedness through the study of history from more than one region of the world
- develop an understanding of history as a discipline and to develop historical consciousness including a sense of chronology and context, and an understanding of different historical perspectives
- develop key historical skills, including engaging effectively with sources
- increase students’ understanding of themselves and of contemporary society by encouraging reflection on the past.

Preferred Pre-Requisites
C in Year 10 English and a C+ in Year 10 History
Assessment

Students at standard level (SL) and higher level (HL) are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. In addition, students at HL are also required to undertake an in-depth study of three sections from one of the HL regional options. While many of the skills of studying history are common to both SL and HL, the difference in recommended teaching hours at SL and HL signals a clear distinction between the demands made on students, with the greater depth of study required for HL.

Both external and internal assessment are used in the Diploma Programme. IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB.

External Assessment
- Paper 1 (1 hour)
  Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.
- Paper 2 (1 hour 30 minutes)
  Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.
- Paper 3 (Higher Level only 2 hours 30 minutes)
  For the selected region, answer three essay questions.

Internal Assessment
- Historical investigation (2200 words)
  Students are required to complete a historical investigation into a topic of their choice.

Future Options
Success at the senior level opens the way to study at the tertiary level in such courses as Arts, Law, Political Sciences, Psychology and International Relations. The rigorous research and writing requirements asked of history students also offer excellent preparation for careers in law, journalism, public relations, technical writing, fund-raising, administration, domestic and foreign government service, to name only the more obvious options.
Overview
What is IB Mathematics?
The IB Diploma Programme at Indooroopilly provides a choice of three Maths subjects. Students must select one Maths subject, and can select only one. The three subjects are:

1. **Mathematical Studies** – This is the easiest Maths subject. It is only available at Standard Level. In terms of Queensland university prerequisites, this subject is the equivalent of Mathematics A.
2. **Mathematics SL** – in terms of university prerequisites, this subject is the equivalent of Mathematics B
3. **Mathematics HL** – in terms of university prerequisites, this is equivalent to studying both Mathematics B and Mathematics C subjects.

Students are advised that both Mathematics SL and HL involve very formal and abstract mathematics. Successful completion of these subjects is usually dependent upon a good rating in Year 10 Extension Mathematics. Mathematical Studies is a less formal and more practical course designed for any student not considering a mathematics-centred tertiary course of study. This course is a suitable maths prerequisite for many tertiary courses.

Why study Mathematics?
Mathematical knowledge provides an important key to understanding the world in which we live. Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length. Mathematics, for most of us, also extends into our chosen profession: visual artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognize trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy. This prevalence of mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for students studying the full diploma.

Course Outline

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<th>Number and Algebra</th>
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<td>Functions and equations</td>
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<td>Circular functions and trigonometry</td>
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<td>Vectors</td>
<td>Mathematics SL/HL only</td>
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<td>Statistics and probability</td>
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<td>Calculus</td>
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<tr>
<td>Logic</td>
<td>Mathematical Studies only</td>
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Learning Experiences
As well as formal lessons, students will have opportunities to apply their Maths knowledge to real-life situations develop the ability to engage in close, detailed analysis of individual texts and make relevant connections. Use of technology is an integral part of all three subjects.

Preferred Pre-Requisites
Students achieving lower than a B in Year 10 Mathematics are strongly advised to choose Mathematical Studies.

Assessment
External Assessment (80%
- Paper 1
- Paper 2
International Baccalaureate

- Paper 3 (Mathematics HL only)

Internal Assessment (20%) moderated the IBO
- One exploration/project on a mathematical topic of the student’s choice

Future Options
Each Mathematics subject provides students with the mathematical background required for tertiary courses.
Overview
What is Music?
Music functions as a means of personal and communal identity and expression, and embodies the social and cultural values of individuals and communities. It has influenced people’s lives since the beginning of time and is a language understood throughout the world. The IB music course aims to develop the whole person – intellectually, emotionally, socially and creatively.

Why Study Music?
Students live in a world in which music has an important and pervasive presence. Whether actively engaged in music by listening, performing, composing or incidentally encountering music, students have an individual experience of music. Music is an integral part of everyday life serving self-expression, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual.
The subject will allow students to:
- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, places and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills
- Develop their knowledge and potential as musicians, both personally and collaboratively

Course Outline
Students are exposed to a broad range of musical styles including art music, jazz, popular and global music styles. Students will study the following units of work:
- Building Blocks: Early Art Music and the Folk Music of Europe
- New Music, Old Influences: Music Post 1945 and the impact of Global sounds
- A syncopated Rhythm: The History of Jazz and Gershwin’s *An American in Paris*
- Formal Forms: Music of the Classical Period and Celtic Sounds
- The Romantic Ideal: Music of the Romantic Period
- Around the Pacific Rim: Global Sounds from Around the Pacific
- Ritual and Grandeur: A focused study of Rossini’s Petite Mass
- The Rise of Rock: From the 1950’s until today
- 20th Century Moves: Music in the early 20th Century

Learning Experiences
Within the IB music course students will explore these topics through performance, analysis and composition activities.

Preferred Pre-Requisites.
It is recommended that students have displayed an interest and ability in Music in Years 8, 9 and 10. Students should be able to play a musical instrument and read at least basic notation.
Assessment
Students are assessed in many ways including the following tasks:
- Research assignments including a final Musical Links Investigation
- Exams
- Performance of music in a group or solo setting
- Composition of music

NB. At Standard Level Students can select either performance or composition while at Higher Level students complete both

Future Options
Music will enhance every career pathway by developing the whole person. The breadth of music allows for a wide variety of specific careers including music therapists, sound designers, sound technicians, film makers, composers, conductors, performers and teachers. In the burgeoning Arts industry, new careers are being created every day.
Overview
What is Physics?
Physics is the study of the universe and how it works together with its applications which have produced, and continue to produce, benefits to our society. Physics is one of the most deeply conceptualised of the sciences, founded on physical concepts that have been developed into predictive theories that are then subsequently mathematically derived and expressed.

Why study Physics?
The study of Physics gives students 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. Many aspects of today’s modern world are fundamentally base on Physics applications. Working scientifically, and enacting scientific inquiries, investigations and experiments will allow students practice in both the theoretical and experimental aspects of the discipline.

Course Outline
In this highly interesting and demanding course you will develop your knowledge understanding of the eight main topics for Standard Level (SL), or 12 topics for Higher Level (HL). Forces, Energy, Motion, Climate Change and Nuclear Physics form the basis, followed by the OPTION topic of Astrophysics which studies the phenomena of space such as Black holes, Galaxies and Star evolution and life cycle.

Semester 1
- Speed, Velocity, Acceleration
- Newton’s Laws, Gravitation and energy
- Projectile, Circular and Harmonic Motion
- Heat and temperature

Semester 2
- Wave Motion
- Nuclear Physics
- Start Internal Assessment Investigation

Semester 3
- Energy Sources, Power Generation and Climate change
- OPTION : Astrophysics
- Finish Internal Assessment (SL and HL)

HIGHER LEVEL
- Wave Applications
- Quantum Physics

Semester 4
- Electromagnetism
- Revision of Course

Learning Experiences
You will participate in a wide range of activities to develop your knowledge of Physics and your ability to solve problems in your everyday experience. There are opportunities for practical work using dataloggers during which you will learn to work collaboratively to design and conduct experiments to collect and examine precise, reproducible data and develop mathematical relationships.
Preferred Pre-Requisites
Students should have completed both the Physics units in the Year 10 Elective Science course. Junior Science students who consistently achieve an A or B level in both Science and Mathematics are well placed to be successful. Students achieving a C level or less and who are endeavouring to follow Physics as a study path should undertake transitional activities (especially in Maths – quadratic and simultaneous equations) to upgrade knowledge and skills leading into and during Semester 1 Year 11.

Assessment
There are three types of assessment tasks used in Physics.

- Extended Experimental Investigation (EEI) – a written scientific report in response to a valid research question – up to 1500-2000 words in length by Year 12
- Supervised Assessment (SA) – exam completed under supervised conditions – 2 hours in length
- Stimulus Response Task (SRT) – a written response to given stimuli

Your exit level of achievement will be based on the fullest and latest information on your performance in three dimensions: knowledge and conceptual understanding, Investigative Processes and Evaluating and Concluding.

Future Options
The study of Physics prepares you for a wide range of careers in the Physical Science, Health Sciences and some Biological/Environmental Sciences, for example Engineering, Dentistry, Surveying, Medical Laboratory Science, Optometry, Podiatry, Radiography, Veterinary Science, Hydrography and Astronomy. It is a requirement for certain Degree courses at Universities and Diploma courses at TAFE colleges.
Overview
What is Spanish?
Spanish is spoken by at least an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide. Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Puerto Rico, Panama, Colombia, Bolivia, Paraguay, and Uruguay. Knowing Spanish opens the door for you to communicate with 1/3 of a billion speakers worldwide!

Why study Spanish?
Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills AND you speak a foreign language such as Spanish, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

Spanish is from the Romance language family of languages, its roots coming primarily from Latin, the language spoken by the Romans. As you might know, English too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary in their native language. Often times, these same Latin roots are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Course Outline
Themes
The individual and Society
Work and Leisure
Urban and Rural Environment
Learning Experiences: Study of Spanish Texts
• Step-by-step guide to pronunciation and grammar including Latin American Spanish
• Plenty of practice exercises
• Practical vocabulary
• An exploration of the culture
• Conversation with Native Speakers
Preferred Pre-Requisites:
Spanish Ab Initio is a course for zero beginner students; however, if you have studied some Spanish previous (up to approximately two years) then you will also be able to take this course. This course is NOT for fluent native speakers.

Assessment
In year 12 of the course, students will:
• sit the two external exams (Paper 1 – Reading 30%, Paper 2 - Written Production 25%, set and assessed externally) in November in the IB examination session.
• write a Written Assignment in Spanish (20%, assessed externally) on an aspect of culture they select;
• participate in a 10 minute individual oral exam (25%) conducted and assessed by the teacher, and externally moderated.

These three components are summative and represent the final grade for the two year Spanish Ab Initio course.

In both Years 11 and 12 students will have regular skills tests (Reading, writing and speaking) each term. These grades are formative and do not impact directly on the above IB assessment scores.
Future Options
The global expansion of travel, communication and commerce has bought Australians into closer relationship with the rest of the world. The skills you learn in studying Spanish will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business. Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language, and did you know that bilingual employees often receive a larger salary than their non-Spanish speaking counterparts?
Overview

What is Spanish?
Language B is a language acquisition course developed at two levels—standard level (SL) and higher level (HL)—for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding.
The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills.

SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Why study Spanish?
Know a second language? Great, you're hired! If you have proven yourself to be a capable employee with just the right job skills AND you speak a foreign language such as Spanish, you are much more likely to land that job of your dreams than if you are monolingual. In fact, many jobs today require a minimum of basic proficiency in another language. With the world becoming ever more global, contact with people of other countries has increased tremendously in recent decades. Just having a basic knowledge may be all it takes to separate yourself from the crowd of applicants for the job you are pursuing.

Spanish is from the Romance language family of languages, its roots coming primarily from Latin, the language spoken by the Romans. As you might know, English too has many words of Latin origin. Because of this, knowing Spanish helps speakers of English (as well as some other European languages) broaden their vocabulary in their native language. Often times, these same Latin roots are at the base of many sophisticated words in English, so Spanish learners can also become more proficient in English.

Course Outline

Themes
The core—with topics common to both levels—is divided into three areas and is a required area of study.
- Communication and media
- Global issues
- Social relationships

In addition, at both SL and HL, teachers select two from the following five options.
- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Also, at HL, students read two works of literature.

It is essential that teachers are allowed the prescribed minimum number of teaching hours necessary to meet the requirements of the language B course. At SL the minimum prescribed number of hours is 150 and at HL it is 240 hours.

Learning Experiences:
- Study of Spanish Texts
- Step-by-step guide to pronunciation and grammar
- Plenty of practice exercises
- Practical vocabulary
- An exploration of the culture
- Conversation with Native Speakers
International Baccalaureate

Preferred Pre-Requisites:
It is compulsory to have at least have studied the language for three years in the Spanish immersion program. Background speakers are accepted – **this is not a course for beginners**.

Assessment
External assessment
Paper 1 (1 hour 30 minutes): Receptive skills
Text-handling exercises on five written texts, based on the core.

Paper 2 (1 hour 30 minutes): Written productive skills
Two compulsory writing exercises.
Section A: One task of 250–400 words, based on the options, to be selected from a choice of five.
Section B: Response of 150–250 words to a stimulus text, based on the core.

Written assignment: Receptive and written productive skills
Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read.

Internal assessment
Internally assessed by the teacher and externally moderated by the IB.

Individual oral (8–10 minutes)
Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.

Interactive oral activity
Based on the core: Three classroom activities assessed by the teacher.

Future Options
The global expansion of travel, communication and commerce has bought Australians into closer relationship with the rest of the world. The skills you learn in studying Spanish will prepare you for a variety of exciting careers. You may want to head for a career in foreign news correspondence, Advertising, Film production and Entertainment Media, Simultaneous interpretation and translation, Law, Education, Medicine, Travel and Business.

Internationally, people who speak Spanish often have opportunities to work in trade or business fields. Other options include diplomacy, interpretation, and security applications, which all require a sensitivity and proficiency of another language, and did you know that bilingual employees often receive a larger salary than their non-Spanish speaking counterpart.
Overview

What is Visual Art?

The aim of art is to represent not the outward appearance of things, but their inward significance. - Aristotle

The Visual Arts are a powerful and pervasive set of tools that enable people to make images and objects with the ability to communicate aesthetic meaning. 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 artworks.

This course aims to not only enhance students' understandings of art's function, but also to allow them the opportunity to develop a personal aesthetic. It balances learning about both traditional and contemporary forms of art, and emphasises the cultural importance of the aesthetic and philosophical diversity which exists today in a global context.

Why study Visual Art?

Visual Art is a valuable subject which offers many opportunities for involvement in wider cultural and creative sectors, as arts practitioners fulfil many roles within our community. This course provides opportunities for students to explore these roles through active engagement with one or more of the arts practices. It is an ideal subject for students who have experienced success in Year 10 Visual Art and who are keen to engage in the arts professionally and expand on their practical skills in art making for future career prospects.

Course Outline

During this two-year course, students undertake a rigorous exploration into the function of contemporary art and the techniques and disciplines necessary for its creation. It is, in its initial stages, heavily teacher directed, but evolves into a student-led exploration of concepts which are of personal relevance to the individual. Some of the investigations include:

- What is a portrait and how does portraiture represent the subject's, or an artist's, identity?
- Why do artists feel the need to express messages through their work? Why can't art be just aesthetic?
- How does the aesthetic value of a culture shape [its] art?

Learning Experiences

Students create a series of portraits which investigate the notion of identity. These works utilise a number of different disciplines ranging from darkroom and digital photography through to charcoal drawing, printmaking and traditional painting. Students use visual language and expression, concepts and focuses, contexts and media areas to create meaning within artworks. Learning is also experienced through excursions to art galleries, small group activities, experimentation with media and technique as well as independently resolved bodies of work.

Preferred Pre-Requisites

In order to participate in IB Art, students should have demonstrated an interest in Art or Design in Years 1-9. It is highly recommended that students have studied and achieved success in Visual Art in Year 10. A commitment to working industriously and independently, while meeting deadlines, is essential to meet the rigor of the course.
Assessment

Assessment is comprised of both studio work and documentation, research, annotations of process and reflection in an Investigation Workbook. Students explore different themes and develop research practices to develop independently. In so doing, they embark upon the utilisation of a multi discipline approach to learning which incorporates other areas of the IB.

Future Options

If students are interested in Visual Art or design in either a commercial or creative industries field, this course provides them with substantial knowledge and skills suitable to these areas. It also allows students the opportunity to build a folio of work for presentation to employers or for university entrance requirements.
Indooroopilly State High School offers a varied and exciting Rich Curriculum. We recognise that much valuable learning happens in places other than the classroom. In addition to the respected academic curriculum, we offer a great number of very engaging and challenging opportunities for students to further develop their talents and special skills.

All students are encouraged to participate in one or more of the following activities. We know that these will contribute significantly to the students’ personal satisfaction and enjoyment of school.

The following co-curricula activities are offered to all students as a service that will enrich their education. Identify those below in which you will participate and contribute.

Aerospace & Aviation
- Rocketry Challenge
- Visits to Aviation Australia Open Days
- UAV Challenge (with Engineering Technology)

English
- Debating: teams compete at each year level in the Queensland Debating Union competition; teams mostly advance well into the Finals Series with opportunities to reach the top level of debating in Queensland, including nomination for the State Team and a range of training opportunities
- Public Speaking, including Lions Youth of the Year, Plain English Speaking Competition
- A wide range of poetry, short story, and newswriting competitions throughout the year
- Poetry performances at Performance Space (UN Day)
- Channel 9 Junior Newsreader Competition
- Writing competitions based around course work

Enterprise and Technology
- Bond University Mooting Competition
- Bond University Legal Studies Competition
- ASX Sharemarket Game
- Queensland University of Technology/Business Educators’ Association Queensland Accounting Forum
- Business Educators’ Association Queensland Accounting competition
- INTAD Graphics Competition
- Queensland University of Technology Schools in Accounting program
- Queensland University of Technology Girls in ICT
- BUY SMART Competition with Office of Fair Trading
- Financial Literacy Competition
- Accounting and Legal Studies Pathways Program
- University of Southern Queensland Legal Studies Conference

Health and Physical Education
- Involvement in a range of recreational based activities, such as Lawn Bowls, Beach Volleyball and Archery
- Visits to Fitness First as part of a unit in Recreation Studies
- Visits to performance laboratories at the University of Queensland’s Human Movement Department as part of the course work in Senior Physical Education
- Excursions to St Lucia Golf Course and working with professional golfers
- Accessing the coaching expertise of development officers from AFL QLD to improve learning outcomes in Year 8 AFL units
Invitations to Women in Sport breakfasts hosted by the Brisbane City Council

**Instrumental Music**
Our Instrumental Music Program is a key feature of our school with five large ensembles and instrument lessons in brass, woodwind, strings and percussion instruments.

**Library Resource Centre**
- Chess coaching
- Chess Championships – Individual and teams
- Children's Book Council of Australia (Queensland) Regional Readers’ Cup
- Brisbane West Secondary Teacher Librarian Network Readers' Cups Year 8 - Open
- Opti-MINDS Regional Team participation

**Languages**
- Years 8 and 10 Days of Excellence for Chinese
- Griffith University Chinese Speech Contest
- Confucius Institute Chinese Speaking Contest
- Biannual Chinese and Spanish immersion study tours
- Biannual Education Queensland sponsored Shanghai Cup Chinese Speaking Competition
- University of Queensland Chinese Writing Competition
- National Language Competition in Chinese (Hongqio)
- Modern Languages Teachers' Association of Queensland Posters and Stories Competitions
- Chinese Language Teachers' Association of Queensland Poetry Competition
- Modern Languages Teachers' Association of Queensland Gold Coast Griffith University Spanish Speech Contest
- Visit to University of Queensland Spanish Days
- Spanish Language FIESTAS at Indooroopilly State High School (food, cinema, pinatas)

**Mathematics**
- Australian Mathematics Olympiad Committee – Enrichment Activities including the Mathematics Challenge (March) and the Enrichment Stage (April to August)
- Successful AMOC students participate in higher level enrichment programs and Mathematical Olympiad Exams
- Year 8 Maths Quiz Team - interschool competition in Term 3
- Indooroopilly High hosts the annual district Mathematics Teams Challenge for Years 7 to 12 in Term 2
- QAMT Mathematics Problem-Solving Competition in July – our school is a competition centre
- Gifted Year 11 Mathematics C students are encouraged to join the Queensland University of Technology MathX Program, at the Gardens Point Campus
- Maths In Industry - presentations by professional mathematicians solving real problems
- Mathematics Futures – an annual seminar at Queensland University of Technology Gardens Point Campus that provides interested Year 12 students with a series of presentations by young professional mathematicians who demonstrate vocational opportunities in mathematics
- Australian Mathematics Competition
- International Competition and Assessment in Schools (ICAS) participation
- Free Maths tutoring for all students from 3:00 pm to 4:00 pm, every Monday
- Robotics Group
- Robocup Competition

**Multicultural Celebration**
All students are encouraged to participate in United Nations Day, a key annual school celebration. Students can perform, dress in costume, carry flags, eat a wide variety of ethnic and Australian food, engage in workshops and celebrate the wide range of cultures within our Indooroopilly State High School community.
Science

- STEM (Science, Technology, Engineering and Mathematics) – an enrichment project for Year 9 students at University of Queensland
- SPARQ_ed – for gifted Year 11 and 12 students to work with research scientists at the Princess Alexandra Hospital
- Peter Doherty Lecture Series at ISHS – open to all students and staff
- Biology Study – 2 day field study at Hastings Point for Year 11 students
- Physics Dreamworld Study – for Year 11 students
- Science Club – open to all students
- RACI Titration Competition – open to senior chemistry students and held at University of Queensland and Queensland University of Technology
- RACI National Chemistry Quiz
- ICAS Australian Science Competition
- University of Queensland Chemistry – first Year studies for gifted Year 12 students
- Siemen’s Science Experience – 3 days hands on science at the Australian National University, open to Year 10 students
- National Science Youth Forum – 2 week vacation camp at the Australian National University, open to Year 11 students
- E-biol Competition – On-line Biology Olympics, open to senior students
- QIMR laboratory science visits for Year 12 students
- National Science Week Activities at ISHS
- Earthwatch Studies Challenge for Students in Years 10-12 – live and work in the Australian bush helping a research scientist
- BEE Challenge Competition

Social Science

- Queensland History Teachers' Association Essay Competition
- Brisbane Combined Schools ANZAC Day Ceremony
- National Geography Competition
- Asia-Wise Competition
- Classics Department - University of Queensland Seminars for Senior Ancient History Students
- Youth Forum - Global Education
- Model United Nations Debating Seminars
- Queensland Geography Association Senior Seminar - Environmental Issues
- University of Queensland Economics Conference
- AMP/The Australian Economics Competition
- CHOGM
- Discovering Democracy Activities
- Waterwise Home Challenge
- All competitions pertaining to Social Sciences are advertised and students are encouraged to participate.

Sporting Competitions and Activities

- Bert McAlpine Intraschool Tennis Tournament
- Badminton Tournament
- Pierre de Coubertin Awards
- Teacher versus Student matches in various sports
The Arts

- Creative Generation Awards for Excellence in Visual Art
- Write About Art competition and Brisbane Writers' Festival workshops
- Fashion That Doesn’t Cost the Earth wearable art competition
- Creative Generation State Schools OnStage
- Queensland New Filmmaker Awards
- Australian Teachers of Media Awards
- Creative Generation Excellence Awards in Film, Television and New Media
- Brisbane International Film Festival
- Bright Sparks Competition
- Brisbane Bands music competition
- MusicFest – part of our Instrumental Music Program
- Fanfare
- School Musical
- Arts Critics’ Tour Interstate (biannual)
- Senior Drama performance evenings
- Drama and Dance performance excursions each term
- Dance Ed in the Spotlight Festival, an event that showcases dance from all schools within the district in a non-competitive environment
- Regional Showcase Awards
- Music Extension Performance Nights each Semester
- Rock the Schools Tour and Music Industry Panel Forums
- Classroom Music Lunchtime Performance Series
- Senior Arts Journey – A showcase of student work in Years 10 - 12
- Junior Arts Journey – Presentation of work from Year 8 MADD and Year 9 Theatrical Movement Studies and Visual Media Technology
- Open Day performances by Music, Media, Drama, Dance and Visual Art students

In addition, we offer the following general opportunities:

- Educational Excursions
- Competitive and Recreational Sport at various levels
- Inter-School Christian Fellowship Group
- Interact Club
- Special Camps
- OptiMinds
Years 11 and 12 are non-compulsory years of schooling, and the time that I spend at school is very valuable in shaping my future.

Before I decide on my choice of subjects I need to think seriously about my reasons for being at school. My strengths, abilities, past achievements and my future goals need to be fully articulated so that a wise decision can be made. The best way to this is to write

**Career Interest**

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<thead>
<tr>
<th>I am interested in the following careers:</th>
<th>What are the requirements of these careers?</th>
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**My Academic Achievements**

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<tr>
<th>Present Subjects</th>
<th>Recent Result</th>
<th>Do I like this subject?</th>
<th>Does this subject help me reach my Career Goal, give me the opportunity to develop important skills, or gain desired knowledge?</th>
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**My Subject Decision**

I think that the following six senior subjects will be interesting and important for me, could help me reach my career goals and/or give me the opportunity to show commitment and enjoy success in my studies.

1. **English**

2. 

3. 

4. 

5. 

6.