

Brisbane
Boys'
College.
Senior
Curriculum
Handbook
2022.



Introduction

Senior Assessment and Tertiary Entrance (SATE)

The SATE system, introduced in 2019, is a senior assessment model that combines school-based assessments developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA). Year 12 students complete four assessments in each Authority subject with external assessments contributing 25 or 50% of their final result, depending on the subject. These processes have been designed to strengthen the quality and comparability of school-based assessment through the development of new syllabus documents and assessment procedures requiring endorsement, confirmation and ratification. This system includes the Senior Education Profile (SEP) comprising of the Queensland Certificate of Education (QCE) and the Australian Tertiary Admissions Register (ATAR).

SEP (facilitated by the Queensland Curriculum Assessment Authority – QCAA)

The statement of results is a transcript of a student's learning account. The statement of results shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

Every student at BBC is registered with the QCAA during Year 10. When a student is registered, the QCAA opens a learning account for them. The learning account records details of learning and results of any completed studies. Students are able to access their learning account through the My QCE website

<https://myqce.qcaa.qld.edu.au>

QCE (facilitated by the Queensland Curriculum Assessment Authority – QCAA)

In Queensland the QCAA has responsibility for the development of curriculum in Years 11 to 12 and this curriculum is collectively called the Queensland Certificate of Education (QCE). The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. It is expected that all senior students will work towards completion of their QCE.

To achieve a QCE, students must complete the set amount of learning, at the set standard, in the set pattern, and meet literacy and numeracy requirements. More information is available from www.qcaa.qld.edu.au

ATAR (facilitated by the Queensland Tertiary Admissions Centre - QTAC)

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

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

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

- Satisfactorily completed an English subject
- Completed five General subjects, or four General subjects plus one Applied subject or VET course at AQF Certificate III or above

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

More information is available from <https://www.qtac.edu.au/atar-my-path/atar>

QTAC will generate student ATARs through a statistical process known as 'inter-subject scaling'. Under this process, patterns of student results across different subjects are mathematically compared and adjusted to enable students with different combinations of results to be compared in a single rank order. A similar process is used to support ATAR calculations in other Australian jurisdictions.

University Admissions centres for prerequisites information :

- QTAC (for University and TAFE study within Queensland): <https://www.qtac.edu.au/atar-my-path>
- UAC (for University Study in NSW and ACT): <https://www.uac.edu.au/future-applicants>
- VTAC (for University Study in Victoria): <http://www.vtac.edu.au/>
- SATAC (for University Study in South Australia and NT): <http://www.satac.edu.au/>
- TISC (for University Study in Western Australia): <http://www.tisc.edu.au/static/home.tisc>
- Tasmania: Direct application to the University: <http://www.utas.edu.au/admissions>

Check out each subject fully

Take steps to ensure you understand the content and requirements of each subject you choose:

- Read subject descriptions and course outlines provided by the College
- Talk to Heads of Departments and teachers of that subject
- Look at resources used
- Listen carefully
- Talk to students who are already studying the subject
- Check Prerequisites, as they change regularly. This information is available from the Careers Library and on various websites
- Fully understand the requirements for assignments, exams, field trips, camps, etc.

Choosing Subjects

The College has developed an extensive process to support boys and their families through the decision making process, including parent evenings, student experiences, career guidance tests and SET Plans.

When you move into the final two years of formal schooling you should choose subjects:

- In which you have achieved good results
- That are your choice and not the choice of others
- Which you enjoy studying
- Which challenge you
- That reflect your abilities and you find manageable
- Which help you reach your career goals and develop your skills and knowledge

Guidelines

- See the Careers Counsellors if you need advice about particular careers you have in mind.
Find out about Pathways available and make sure your choices match the path you would like to take when you leave school
- Find out about subjects required for entry to University (Prerequisites)
- Find out about subjects for any relevant post-secondary courses at TAFE or private providers

This document outlines the courses of study that are offered on campus to the young gentlemen of Brisbane Boys' College. Our team looks forward to working with you to help determine the most effective pathways to assist in preparing for a fulfilling future.

Dr Leigh Hobart

Deputy Headmaster – Academic Performance and Innovation

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Curriculum Overview 2022

SENIOR COURES	
<p>Christian Education Life and Belief Issues</p> <p>The Arts Visual Art Drama Film, Television and New Media Music Music Extension (only Units 3 & 4)</p> <p>English English Literature English Literature (Units 1 & 2) and Extension (Units 3 & 4) Essential English*</p> <p>Health and Physical Education Physical Education Sport and Recreation* Certificate III in Fitness**</p> <p>Humanities Ancient History Modern History Geography Philosophy and Reason</p> <p>Commerce Accounting Economics Legal Studies</p>	<p>Languages Chinese French Japanese</p> <p>Mathematics Specialist Mathematics Mathematics Methods General Mathematics Essential Mathematics*</p> <p>Science Earth and Environmental Science Biology Chemistry Physics Psychology</p> <p>Technology Digital Solutions Design Engineering Furnishing Skills* Engineering Skills* Industrial Technology Skills* Industrial Graphics Skills* Information & Communication Technology</p>
<p>+ Christian Education is a compulsory subject **VET Subject *Applied Subject</p>	

Senior subjects

The QCAA develops senior subject syllabuses - General, Applied, Senior External Examinations. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

General syllabuses

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

Applied syllabuses

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

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

For more information about the ACSF visit www.education.gov.au/australian-core-skills-framework

Underpinning factors

All senior syllabuses are underpinned by:

- **Literacy** - the set of knowledge and skills about language and texts essential for understanding and conveying content
- **Numeracy** - the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses

In addition to literacy and numeracy, General syllabuses are underpinned by:

- **21st century skills** - the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a 'C' in one of five subjects - English, Essential English, Literature or English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study.

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments reflect the local context. Teachers determine the assessment program in alignment with QCAA quality assurance processes, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Units 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Units 3 and 4 are paired. Students complete a total of *four* summative assessments - three internal and one external - that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

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YEAR 11 and 12 CURRICULUM



Christian Education

Life and Belief Issues (Year 11)

Subject Overview

In Year 11 and 12 the Christian Education program is called Life and Belief Issues due its approach of exploring life themes. The course enables students to carefully explore their own beliefs, convictions and values while considering the foundations of Christian faith and values. Students will have the opportunity to study the following topics with their teacher and guest speakers.

- Existence of God
- The Conscience. How is it formed?
- A spectator's guide to developing a believable belief
- Suffering. The causes and consequences. How do God and suffering work together?
- Grief and bereavement.
- The problem with pornography
- Manhood
- Wealth, poverty and real joy.
- Sex, love, dating and marriage
- Violence and the media
- 'The Christ Files' - historical sources supporting the existence of Christ
- Topical ethical and belief issues

Assessment

Students are required to write an essay which enables them to reflect on and articulate their personal beliefs.

Life and Belief Issues (Year 12)

Subject Overview

Life and Belief Issues in Year 12 adopts an engaging Seminar style and continues to explore a wide range of life and belief related themes. A diverse group of guest speakers are integral to the thought provoking approach that is taken with our Senior students. Topics that are covered are broken into four particular areas;

Unit 1 - Belief Issues

Students will cover a range of topics which will include:

- Red Frogs presentation incorporating leadership and approaches to Schoolies
- Strategies for thriving in Year 12
- Personal life stories that focus on decision-making and critical life choices
- An exploration of the relationship between Science and Faith

Unit 2 - Relationships

Students will cover a range of topics which will include:

- Miscommunication and understanding women
- Gender equality issues and domestic violence
- Faith and Family Challenges
- Deeper questions about God and Faith

Unit 3 - Self Care

- Manhood unplugged. What it means to be a man
- What wellbeing really means
- Unpacking Life Vision

Unit 4

- Career Planning with the Careers Counsellor

Assessment

There is no assessment for this subject.

The Arts

The Arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Creative and expressive communication is central to the arts. Students learn to pose and solve problems, work independently and in collaboration, and create and convey meaning from various viewpoints. New skills are learnt and knowledge is created through the investigation and experience of valued traditions and practices across various art forms.

Visual Art - General Senior Subject

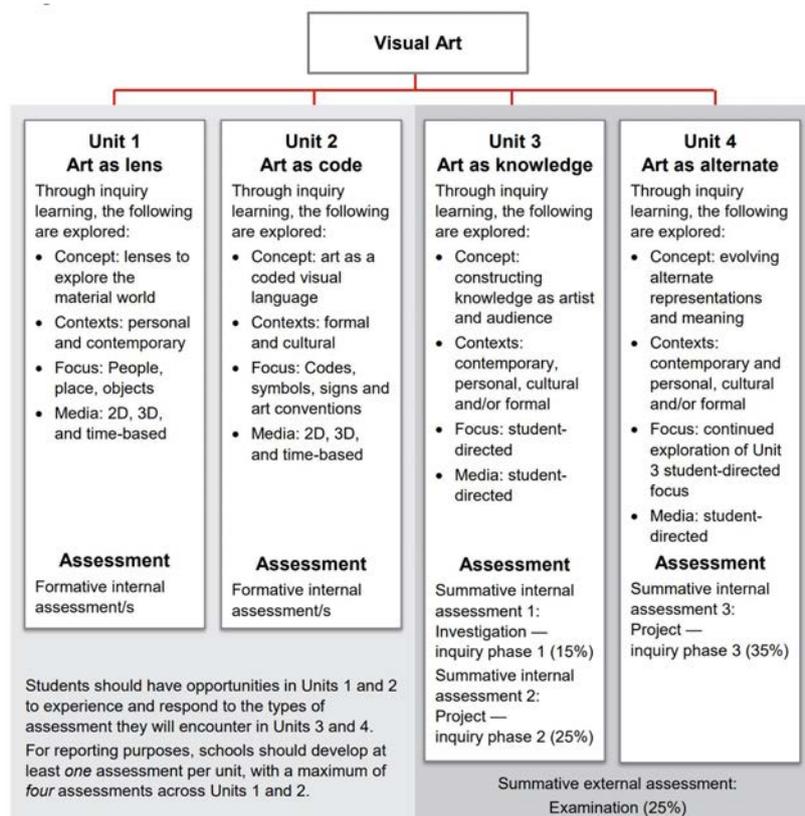
Subject Overview

Visual Art uses an inquiry-learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_visual_art_19_syll.pdf



Drama - General Senior Subject

Subject Overview

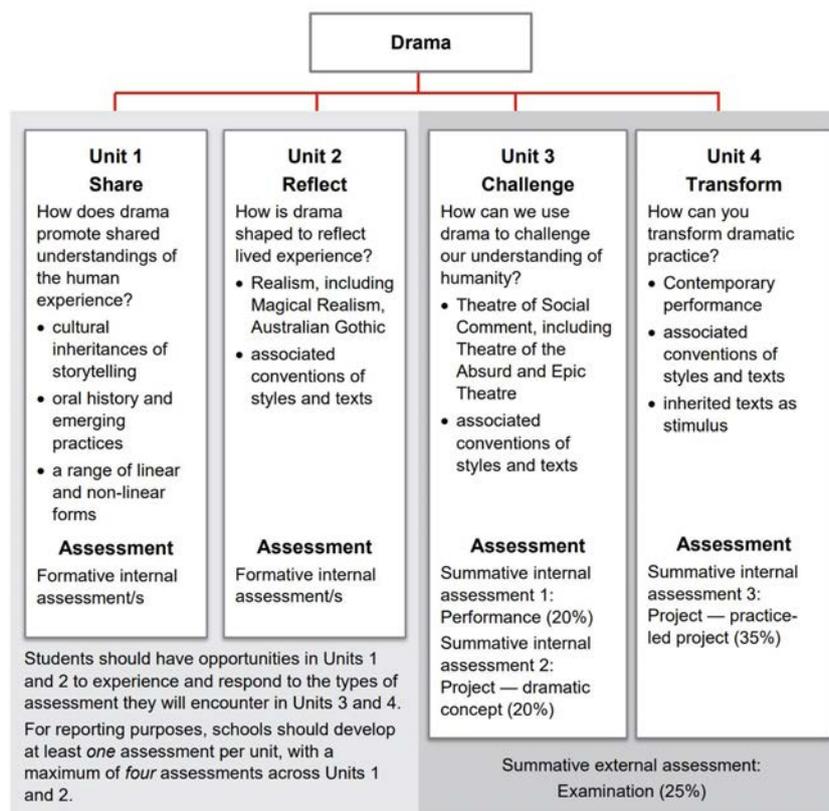
Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range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

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

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_drama_19_syll.pdf



Film Television and New Media - General Senior Subject

Subject Overview

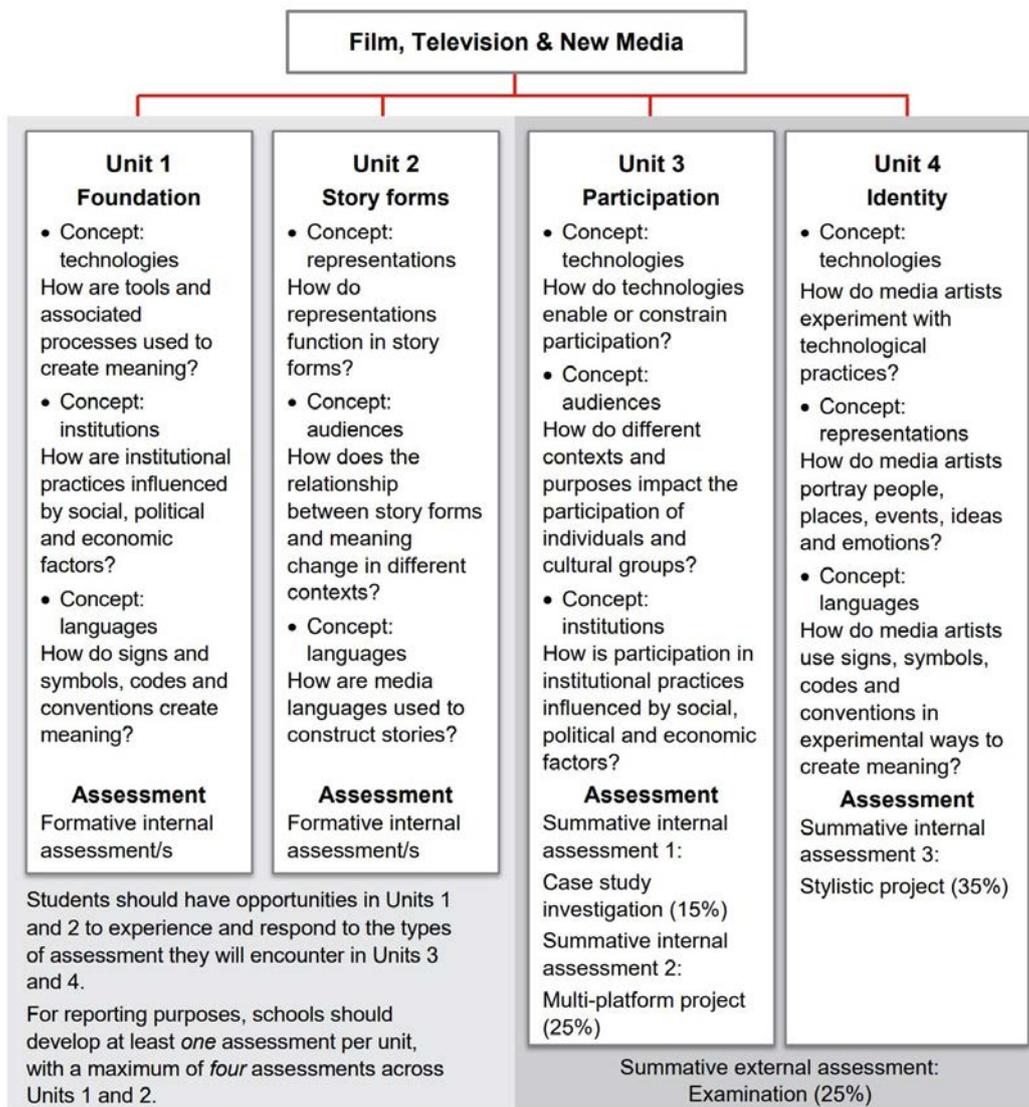
Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_film_tv_19_syll.pdf



Music - General Senior Subject

Subject Overview

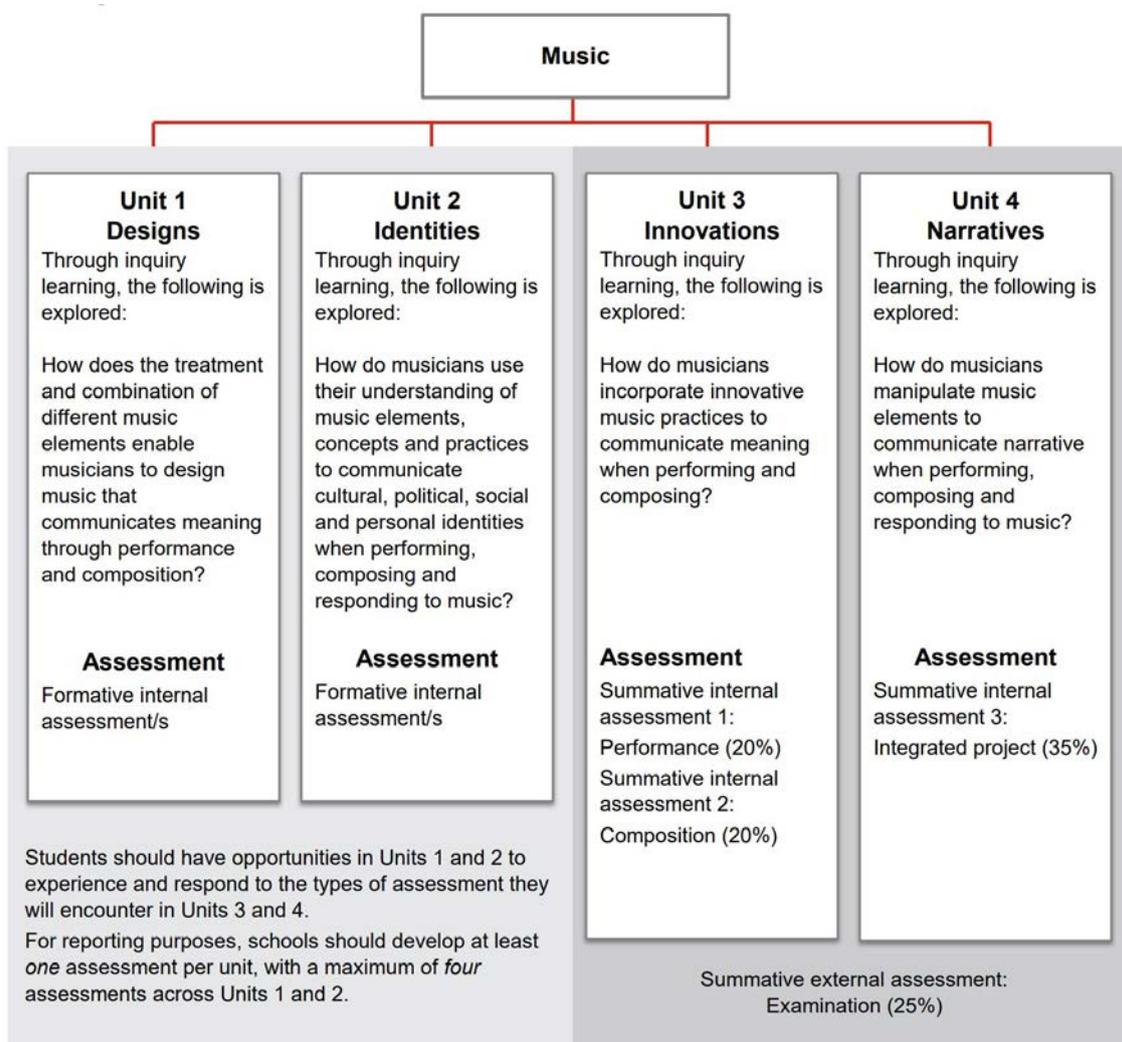
Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_music_19_syll.pdf



Music Extension offered only in Units 3 & 4

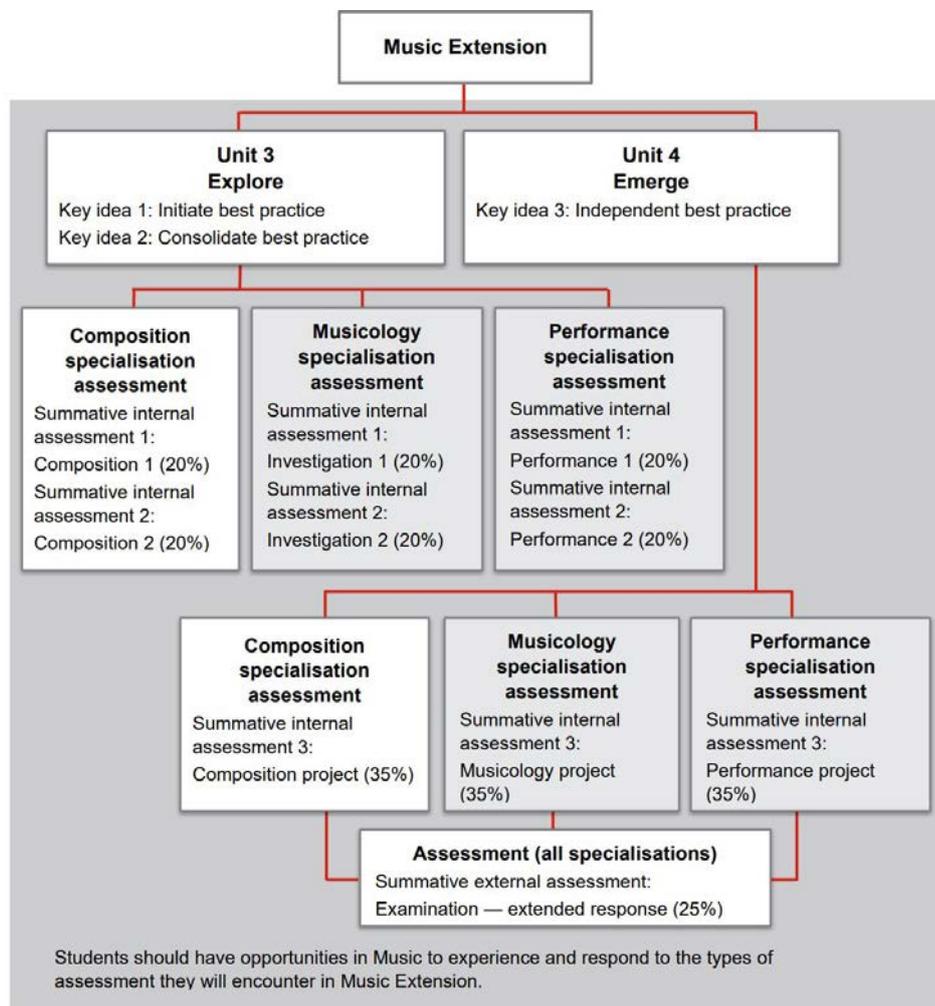
Music Extension – Composition, Musicology, Performance

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. These courses are only available as Units 3 and 4, generally completed in Year 12. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- Arts administration and management, e.g. artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- Communication, e.g. music copyist, music editor, music librarian, print music manager, sound archivist, musicologist, music journalist
- Education, e.g. arts educator, instrumental teacher, studio teacher, university music academic
- Creative industries, e.g. backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, répétiteur, stage manager
- Public relations, e.g. creative director, music lawyer, music merchandiser
- Science and technology, e.g. music therapist, music video director, new media artist, producer, programmer, sound designer.

Course Structure



Music Extension (Composition) - General (Extension)

Senior Subject

Subject Overview

Music Extension (composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

<https://www.qcaa.qld.edu.au/senior/senior-subjects/the-arts/music-extension-composition>

Music Extension (Musicology) - General (Extension)

Senior Subject

Subject Overview

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/syllabuses/snr_music_ext_20_music_syll.pdf

Music Extension (Performance) - General (Extension)

Senior Subject

Subject Overview

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

https://www.qcaa.qld.edu.au/curriculum-assessment/portal/syllabuses/snr_music_ext_20_perf_syll.pdf

English

English - General Senior Subject

Subject Overview

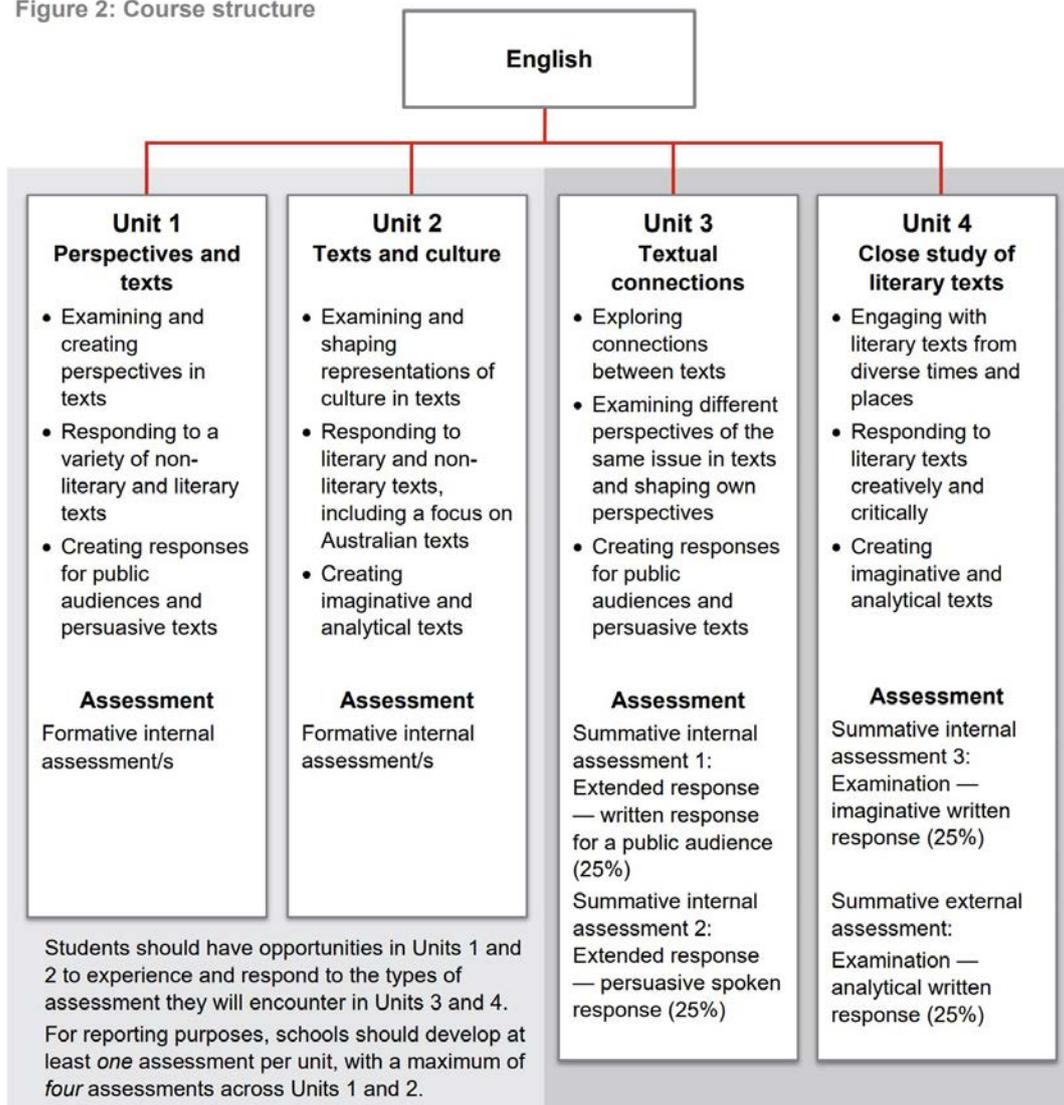
Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_19_syll.pdf

Figure 2: Course structure



Literature - General Senior Subject

Subject Overview

Students require a result of a B+ or better in Year 10 English to be able to study Literature in Year 11. If a boy wishes, he may choose to study English and Literature.

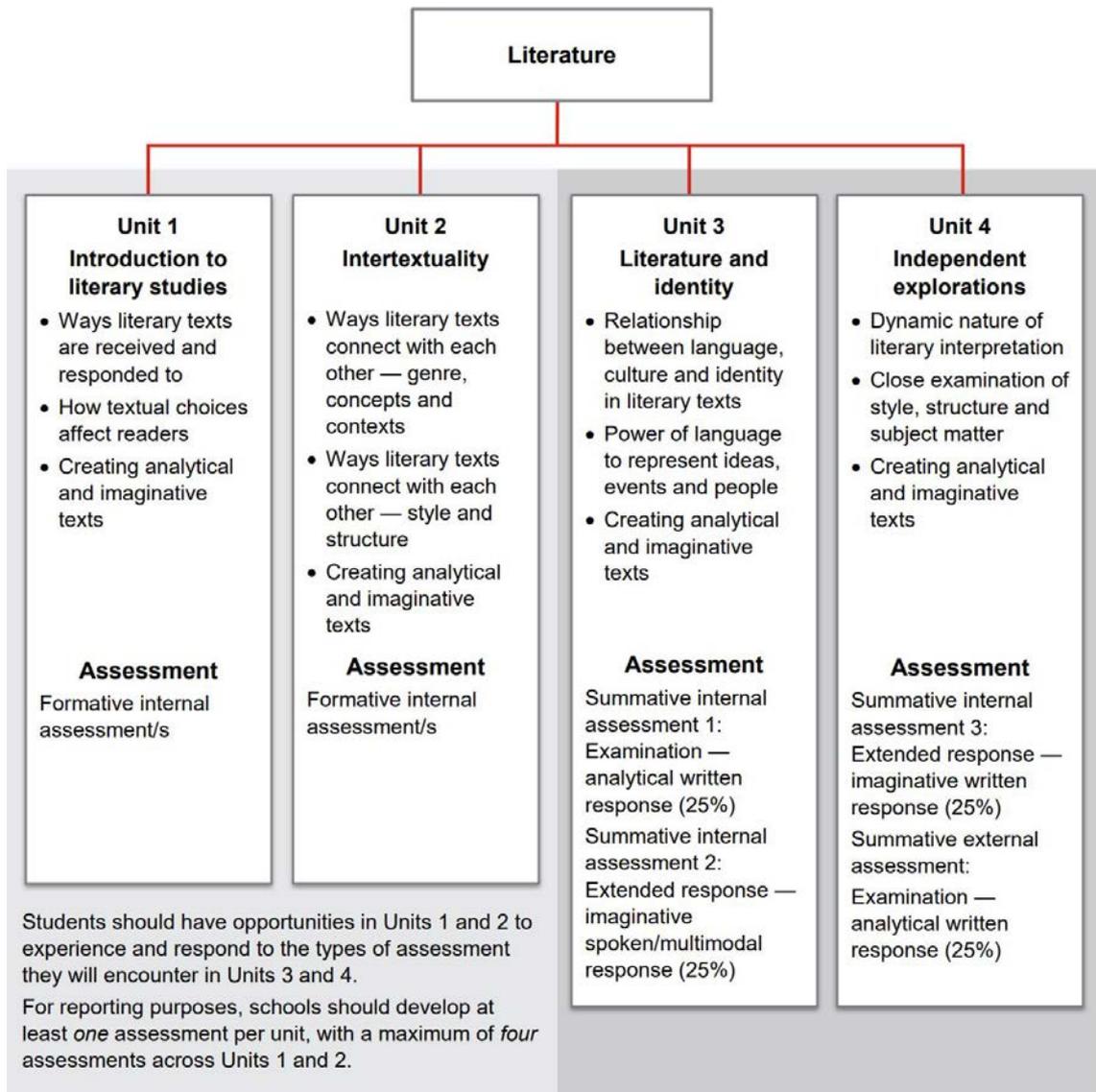
Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_literature_19_syll.pdf



English Literature and Extension - General (Extension)

Only in Units 3 & 4

Senior Subject

Subject Overview

English & Literature Extension is an extension of the General syllabuses in English and Literature and should be read in conjunction with those syllabuses. The course can be studied either concurrently with, or after, Units 3 and 4 of the general courses in either General English, Literature or both. Because Units 1 and 2 of either General English, Literature or both are prerequisites for this course, the two units that make up the subject English & Literature Extension are called Units 3 and Unit 4.

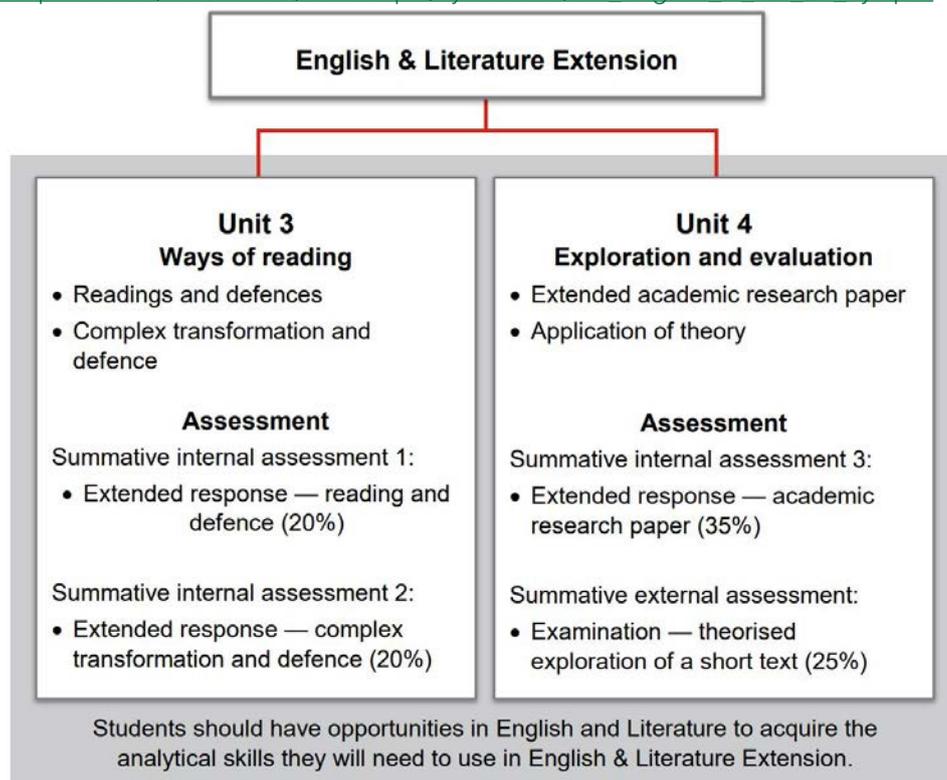
By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such 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.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_english_lit_ext_20_syll.pdf



Essential English - Applied Senior Subject

Subject Overview

Students should be aware that selecting Essential English may exclude them from meeting specific university prerequisites.

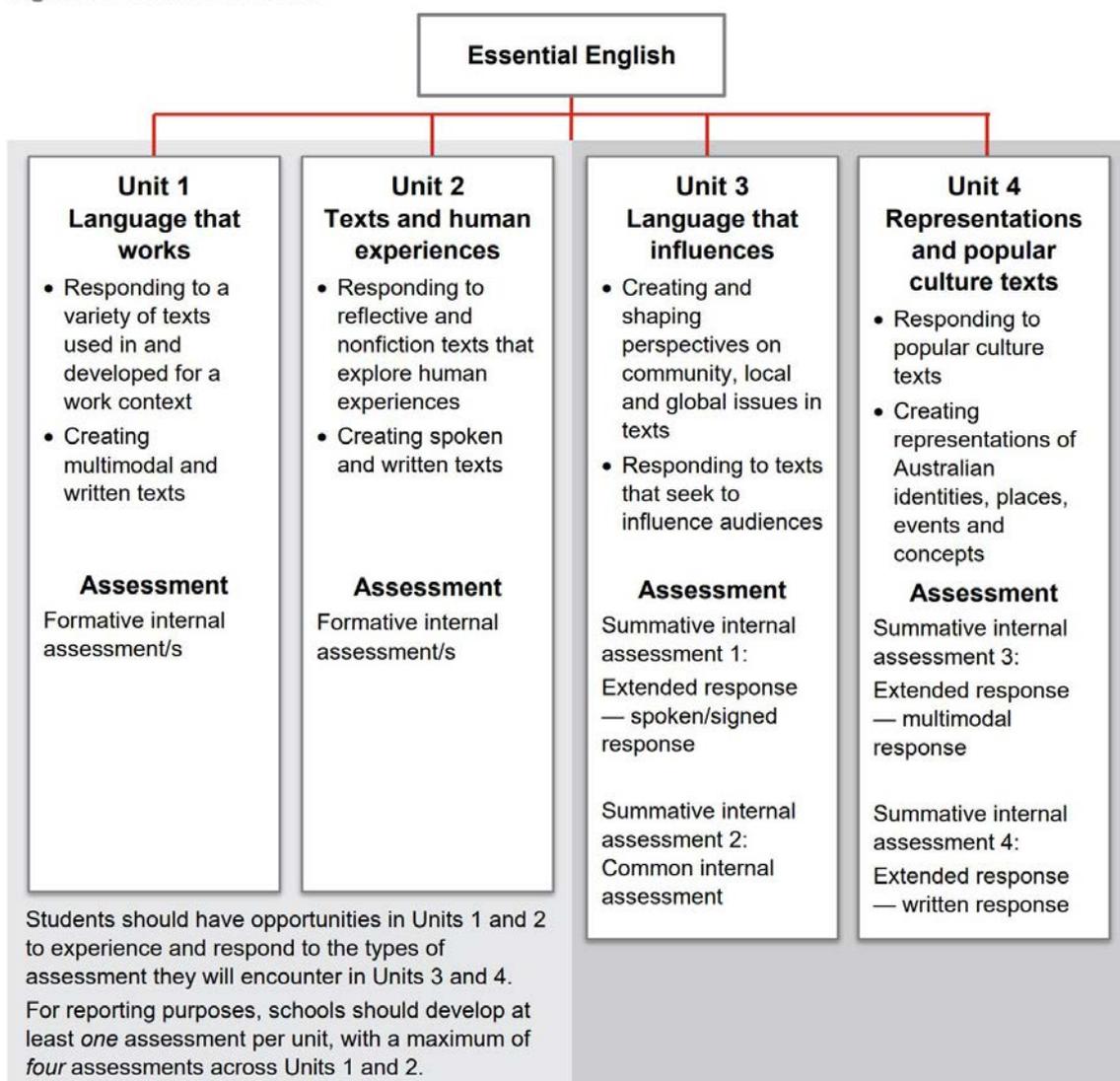
Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and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

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every-day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_english_19_app_syll.pdf



Health and Physical Education

Physical Education – General Senior Subject

Subject Overview

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

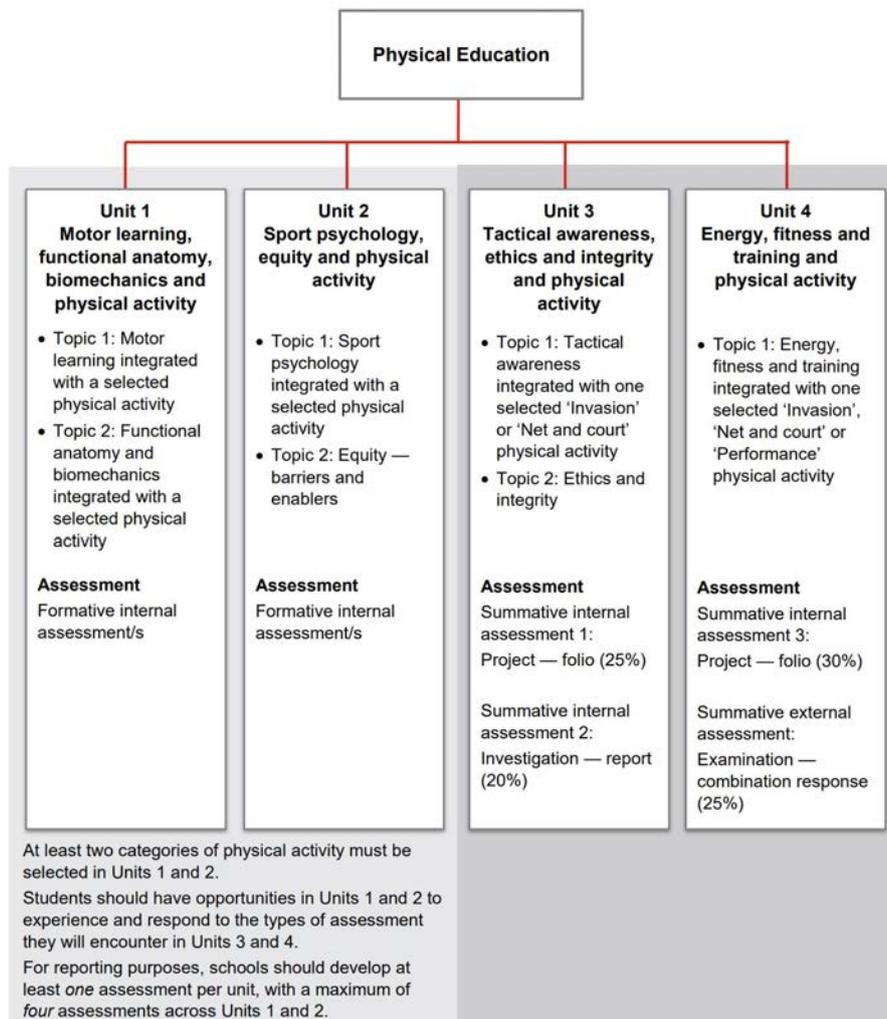
Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_pe_19_syll.pdf



Sport and Recreation - Applied Senior Subject

Subject Overview

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

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

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

Course Structure

The Sport and Recreation course is designed around core and elective topics.

Core topics

- Sport and recreation in the community
- Sport, recreation and healthy living
- Health and safety in sport and recreation activities
- Personal and interpersonal skills in sport and recreation activities

Elective topics

- Active play and minor games
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities
- Sport and recreation physical activities

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Assessment

For Sport and Recreation, students are assessed in the dimensions of acquiring, applying and evaluating. The following assessment techniques could be used to determine the student's result.

- Project
- Performance
- Investigation
- Extended response
- Examination

Certificate III in Fitness - VET Subject

Subject Overview

The completion of a Certificate III in Fitness allows students the opportunity to gain an industry qualification while still at school. It can contribute up to 8 QCE points towards a student's QCE. Students beginning the course in year 11 may have the opportunity to begin their Certificate IV in Fitness before graduation.

Students will learn to deliver fitness programs to a range of stakeholders within the school community. These include personal training to adults (teachers and staff), strength and conditioning for athlete and teams, group fitness sessions (adults and students) and will be involved in primary school fitness.

Units are competency based and assessed according to industry standard therefore strict standards apply to ensure students fulfil the course requirements. Students must be deemed competent in each unit to complete the Certificate III in fitness.

Course Structure

- Workplace Health and Safety in Sport/Fitness
- Background into the Sport, Fitness and Recreation industry
- Equipment use and maintenance
- Introduction to anatomy and physiology musculoskeletal system.
- Risks in the workplace: Identification and treatment
- Customer service in Fitness
- Client interactions and client complaints
- Exercise science
- Anatomy and physiology
- Personal work schedules
- Delivering community fitness programs
- Client screening and health assessment
- Developing fitness programs
- Fitness Training (one-on-one)
- Client screening and health assessment
- Instructing clients
- Meeting client needs
- First Aid Certificate

Assessment

Students will be assessed in a variety of competency based assessment tasks that will involve both written and practical instruments.

Humanities

Ancient History – General Senior Subject

Subject Overview

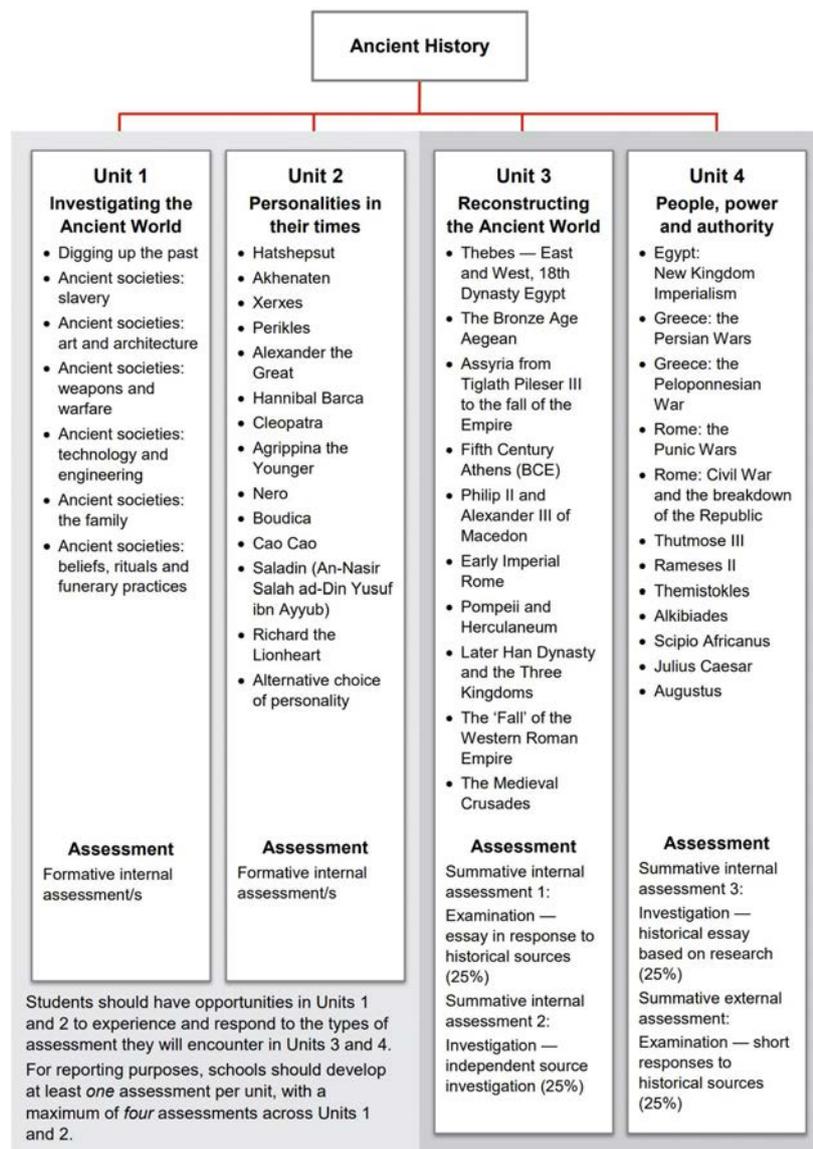
Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events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

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

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ancient_history_19_syll.pdf



Modern History - General Senior Subject

Subject Overview

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

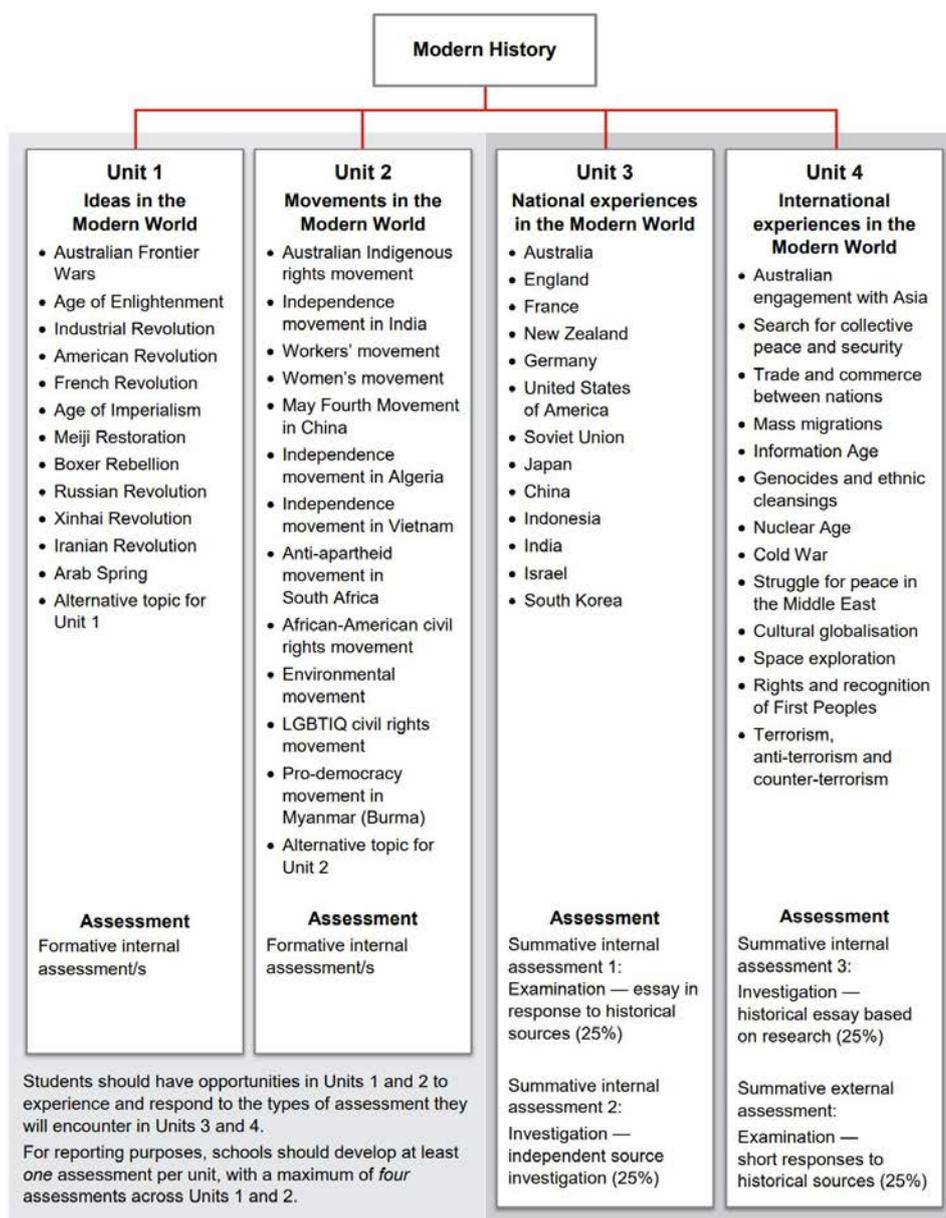
Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

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

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

Course Structure

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Geography- General Senior Subject

Subject Overview

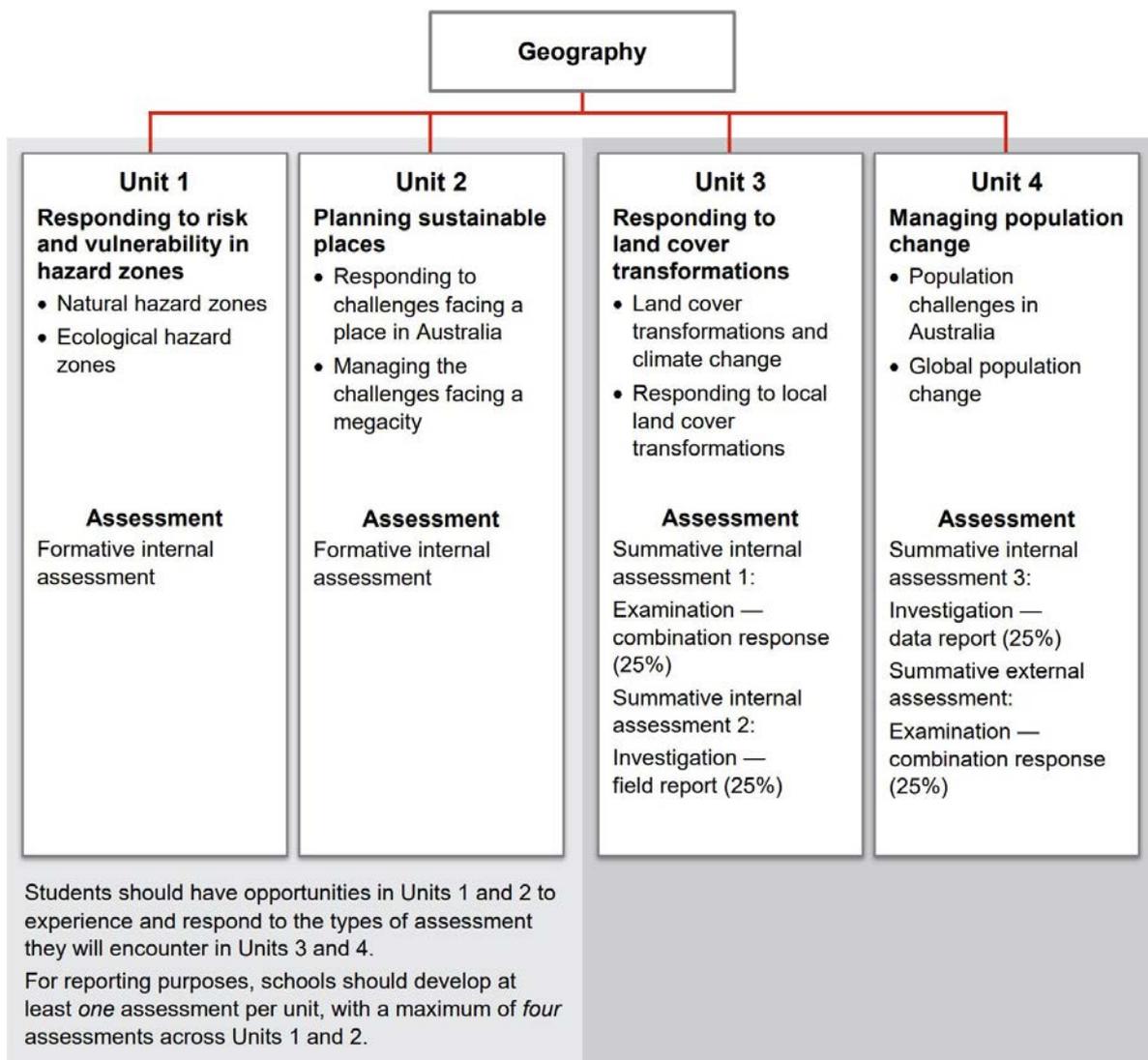
Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

Course Structure

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Philosophy and Reason - General Senior Subject

Subject Overview

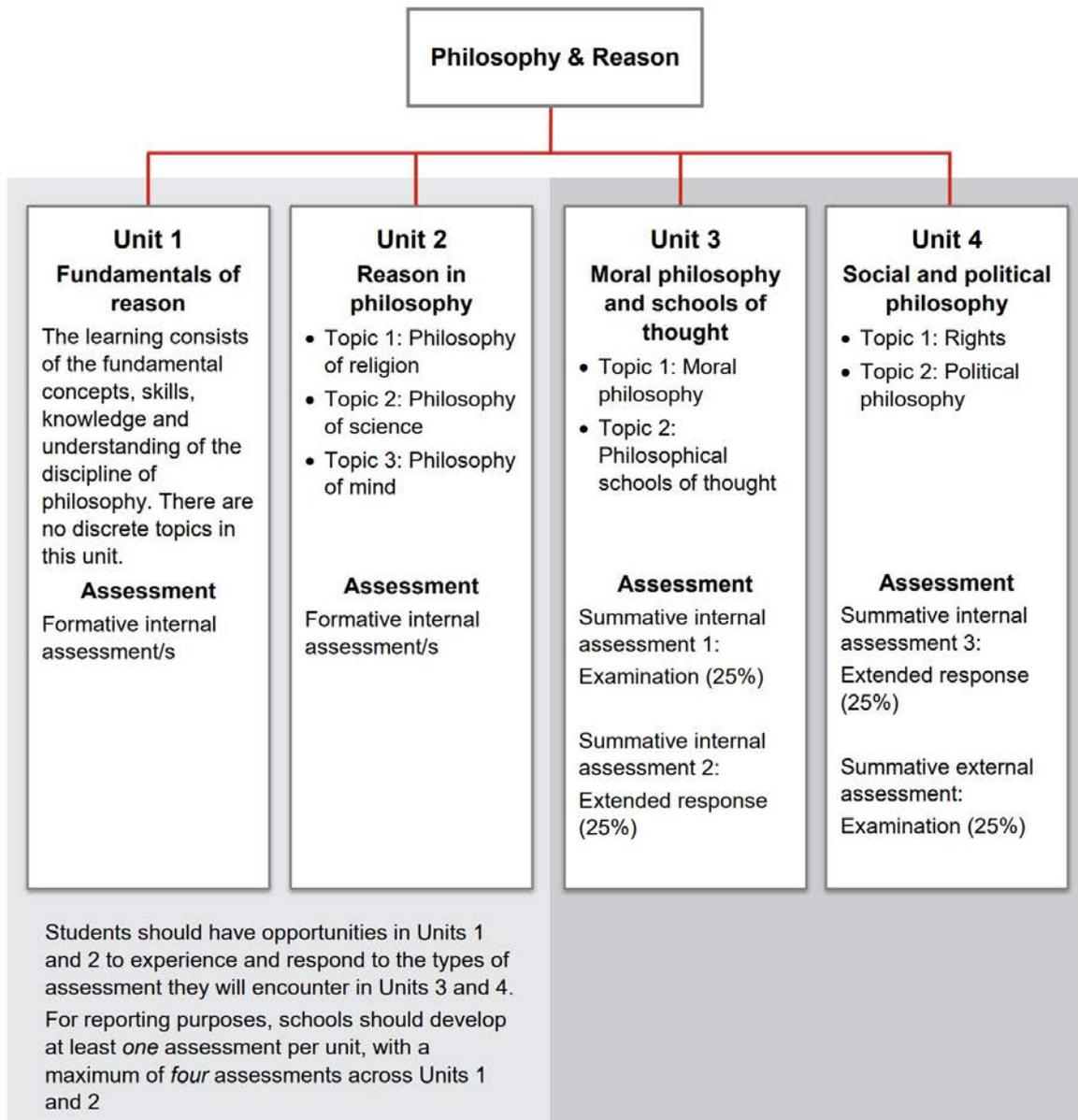
Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, and collaboration and communication.

Course Structure

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Commerce

Accounting – General Senior Subject

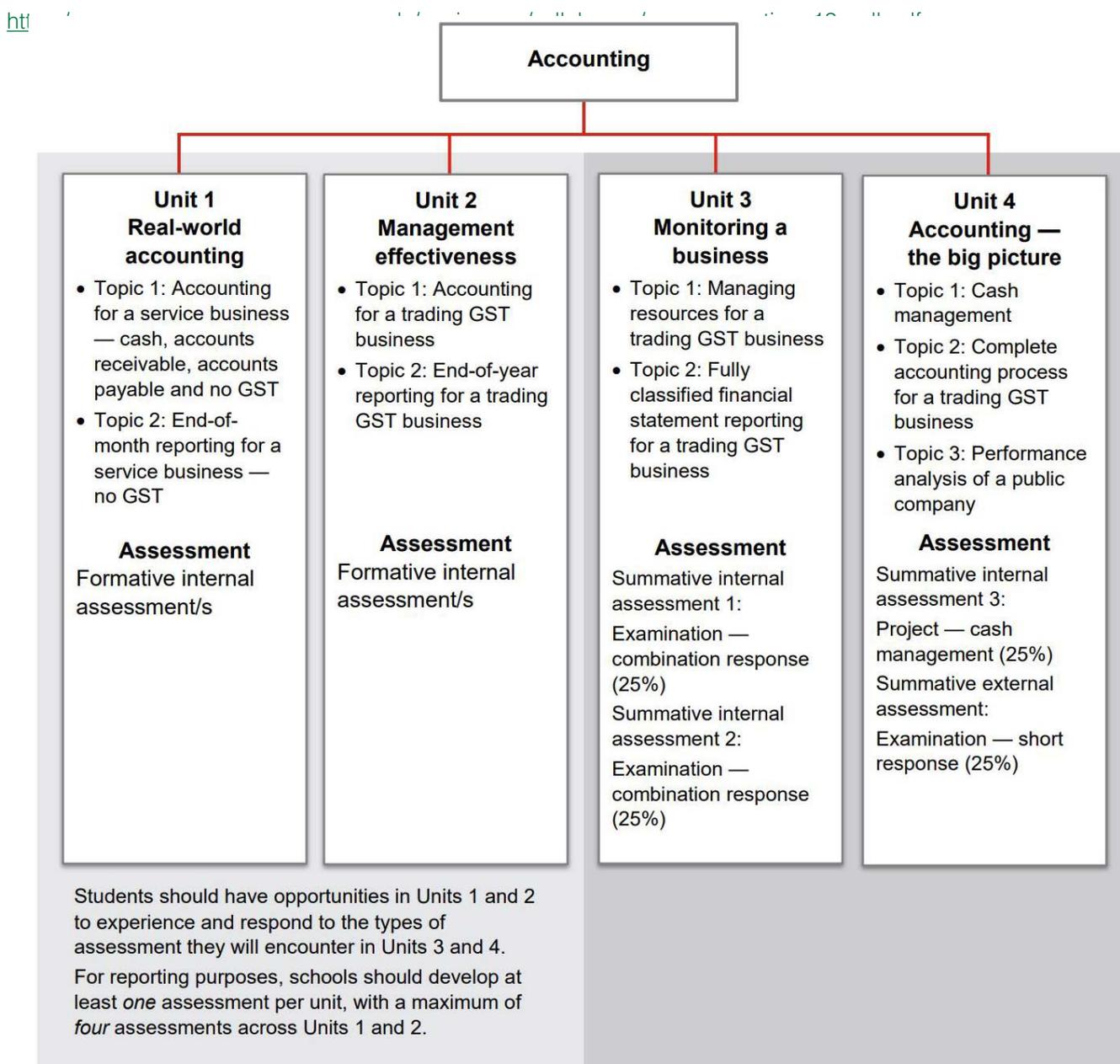
Subject Overview

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, how to prepare financial statements and to analyse financial information using analytical tools. They will synthesise financial data and other information, evaluate accounting practices and solve authentic accounting problems in order to make appropriate decisions and communicate perceptive recommendations to stakeholders .

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Course Structure



Economics – General Senior Subject

Subject Overview

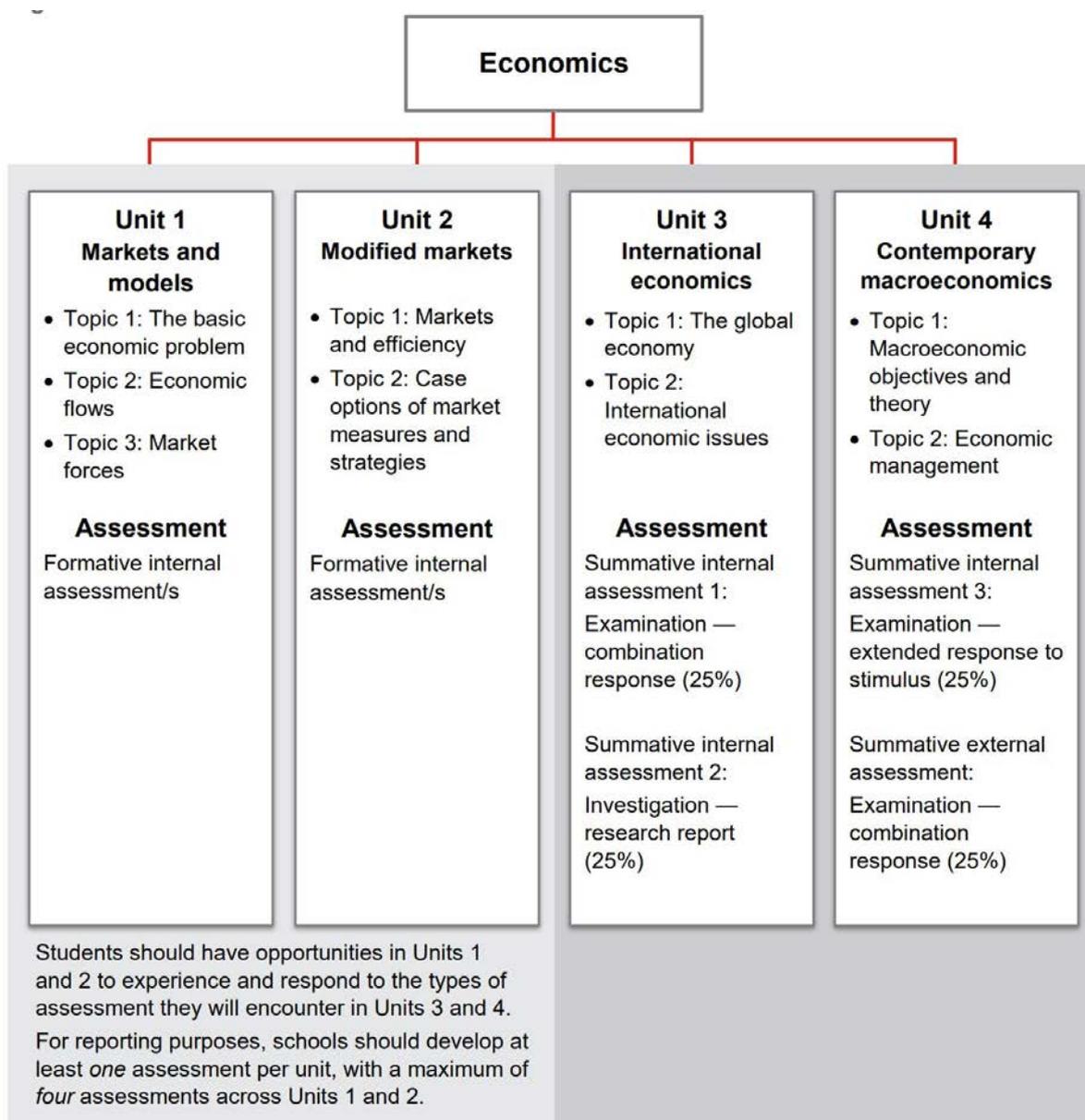
Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Course Structure

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Legal Studies - General Senior Subject

Subject Overview

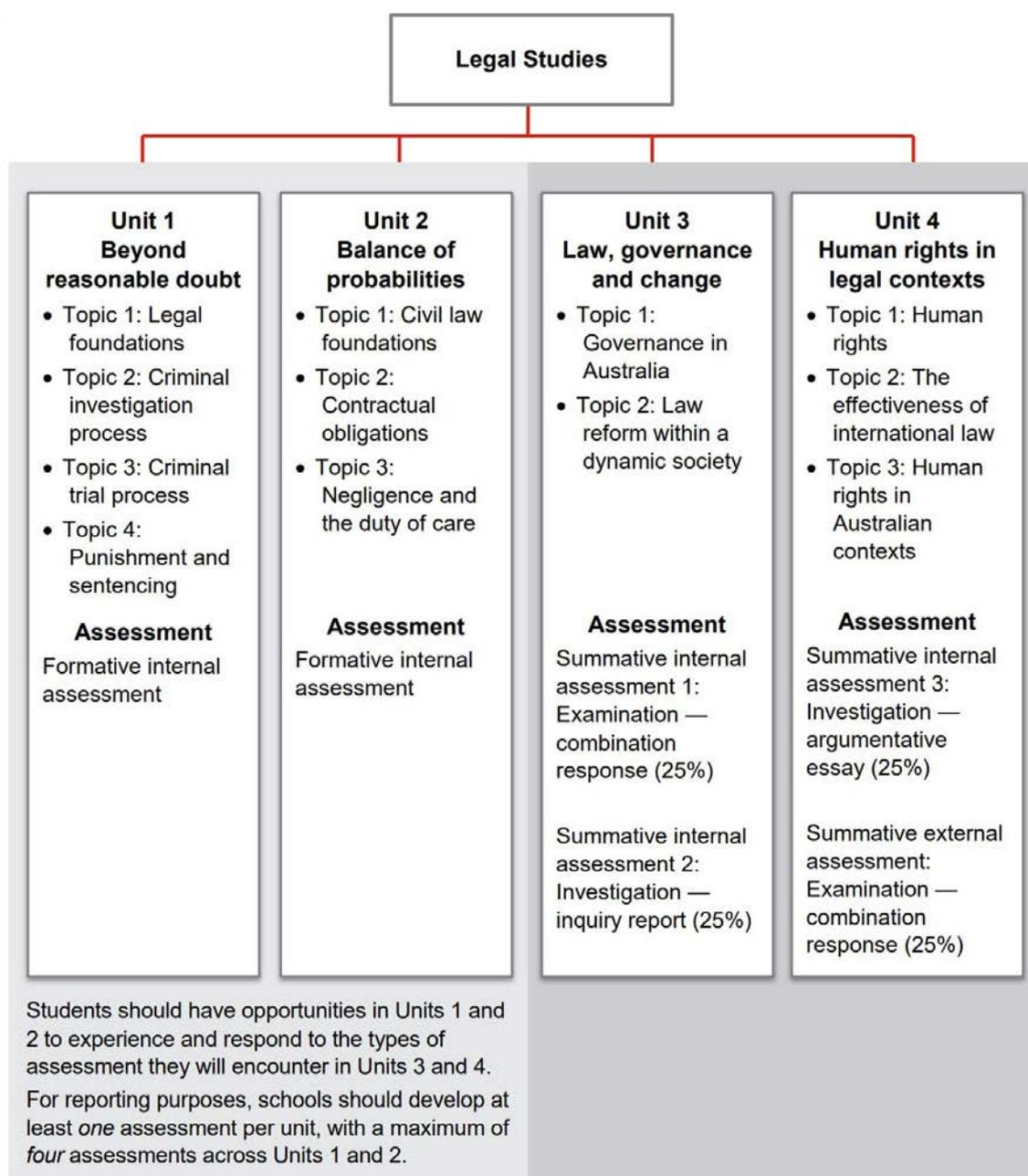
Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations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

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

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

Course Structure

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Languages

Chinese – General Senior Subject

Subject Overview

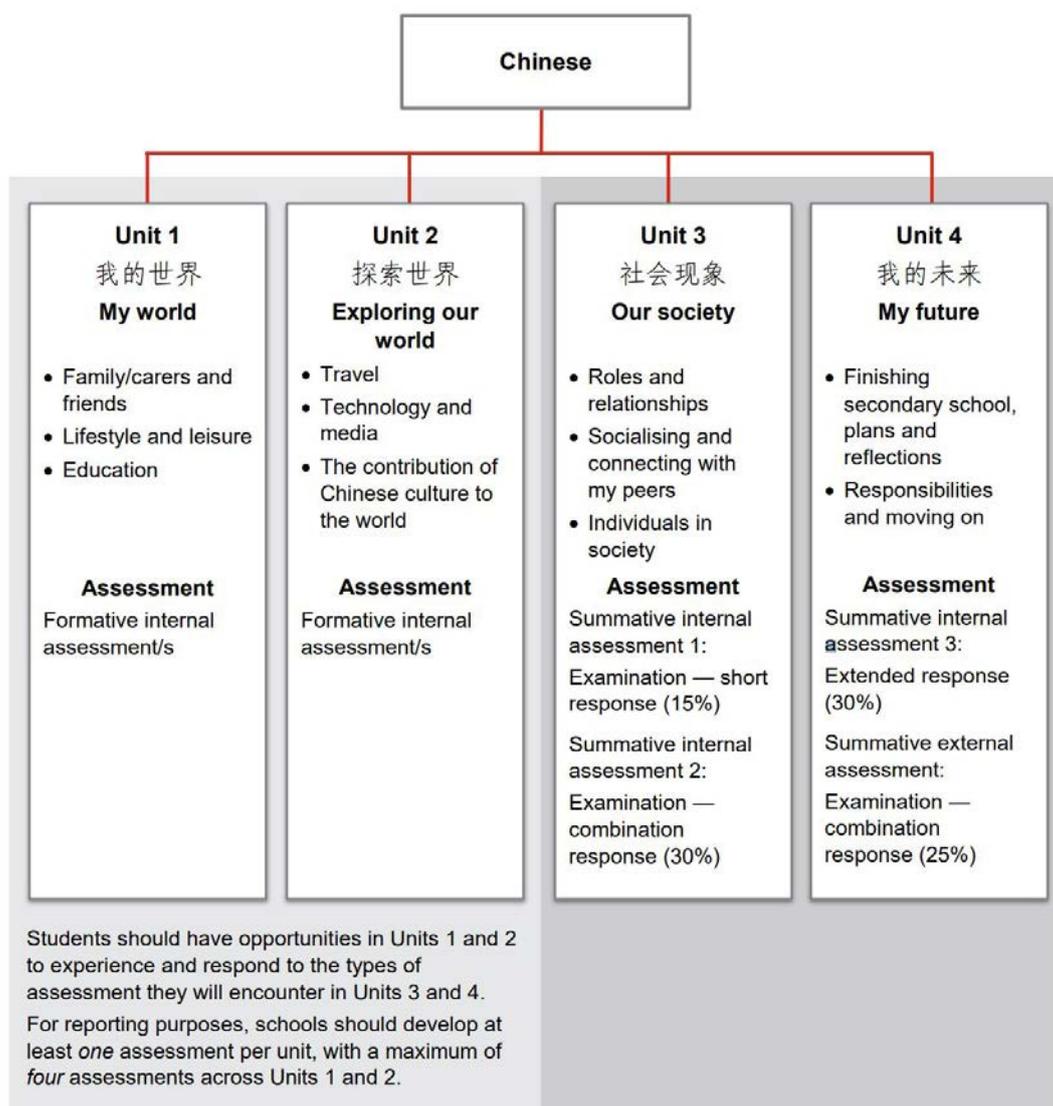
Chinese provides students with the opportunity to reflect on their understanding of the Chinese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Course Structure

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French - General Senior Subject

Subject Overview

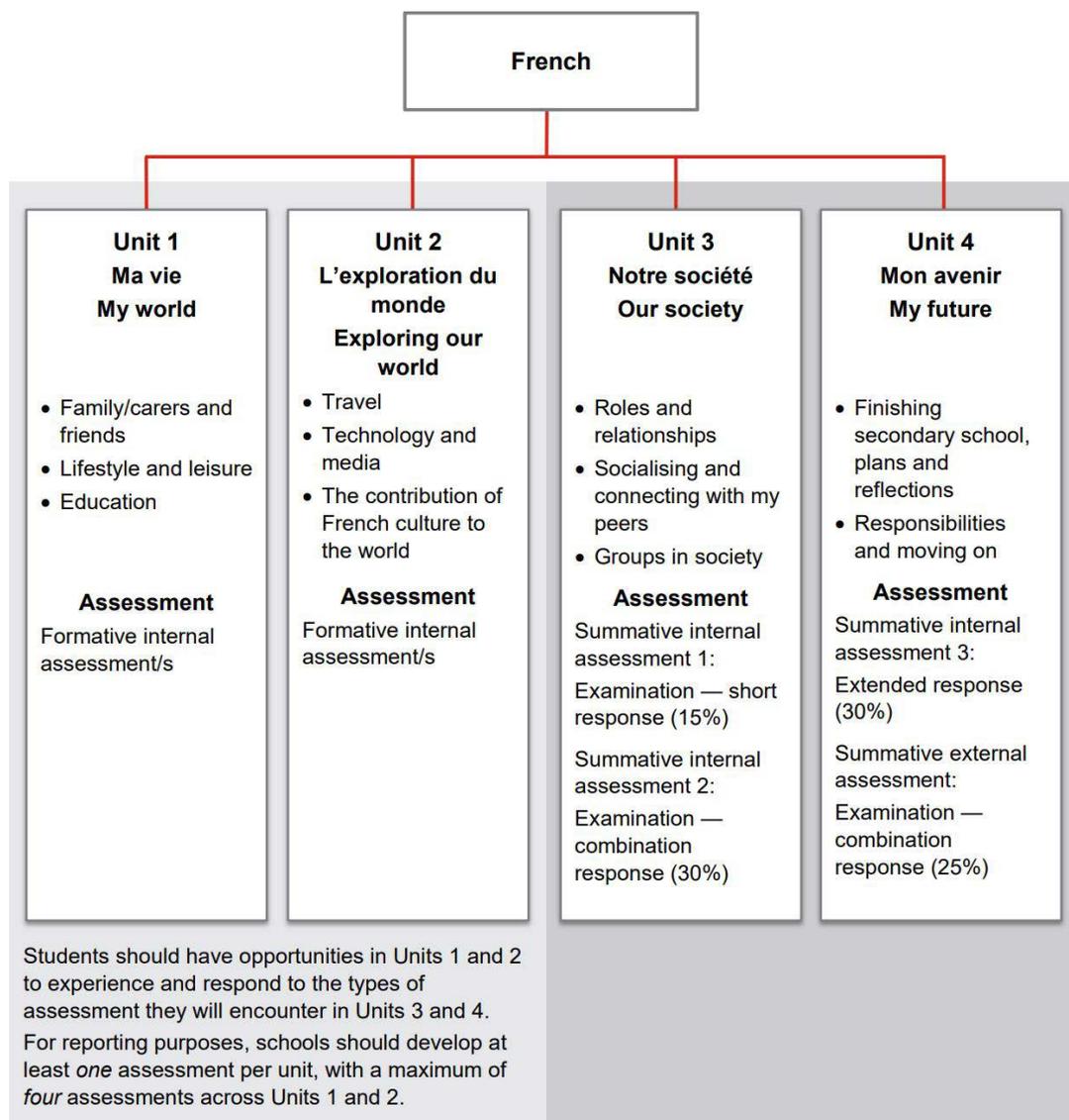
French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Course Structure

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Japanese - General Senior Subject

Subject Overview

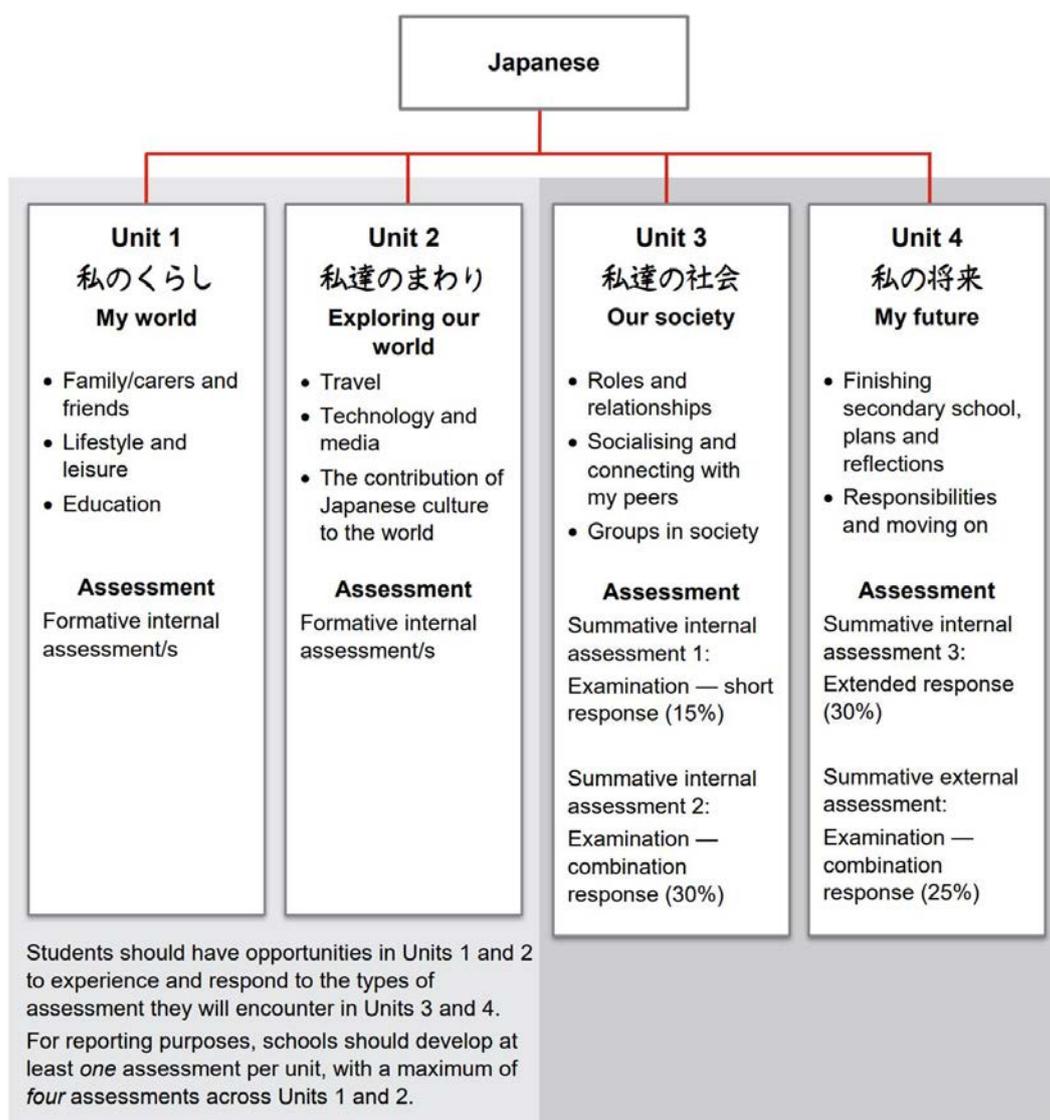
Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_japanese_19_syll.pdf



Mathematics

Specialist Mathematics – General Senior Subject

Subject Overview

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

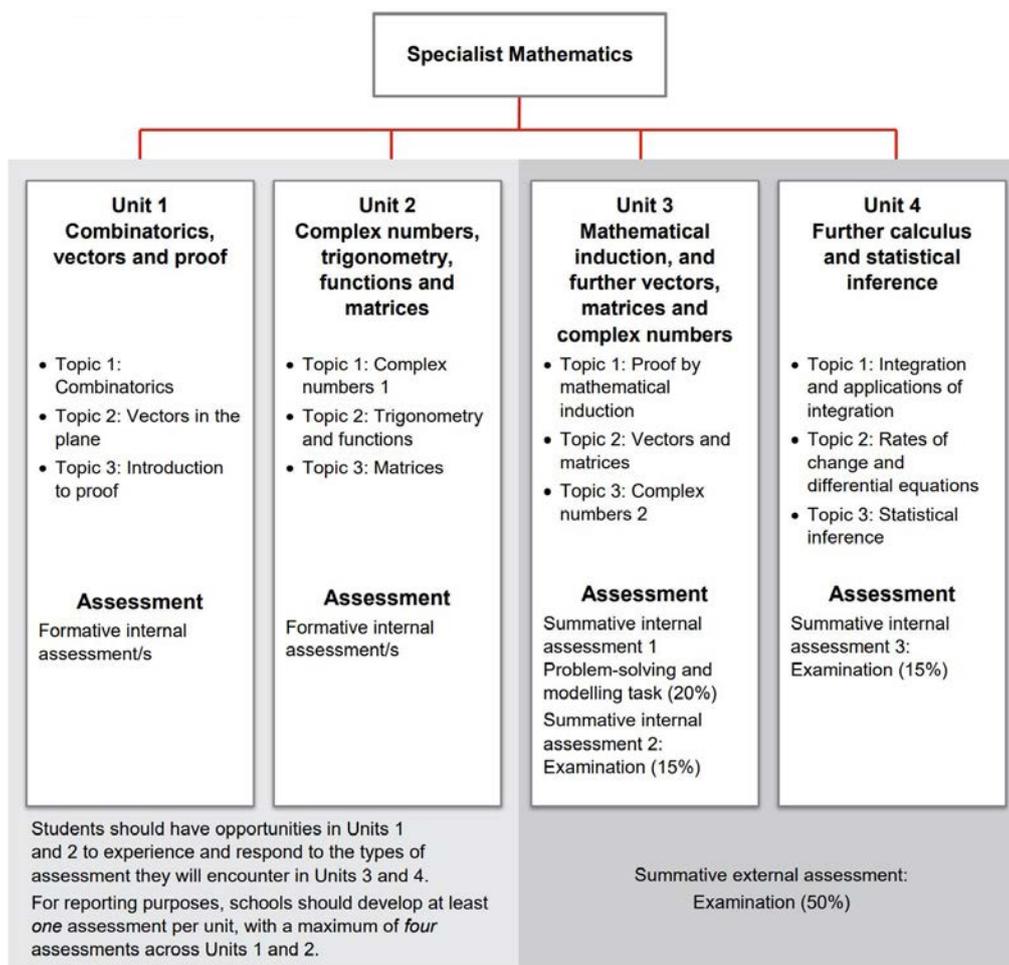
Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

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

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_specialist_19_syll.pdf



Prerequisite

C+ or better in Year 10 Mathematics Methods

Mathematics Methods - General Senior Subject

Subject Overview

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

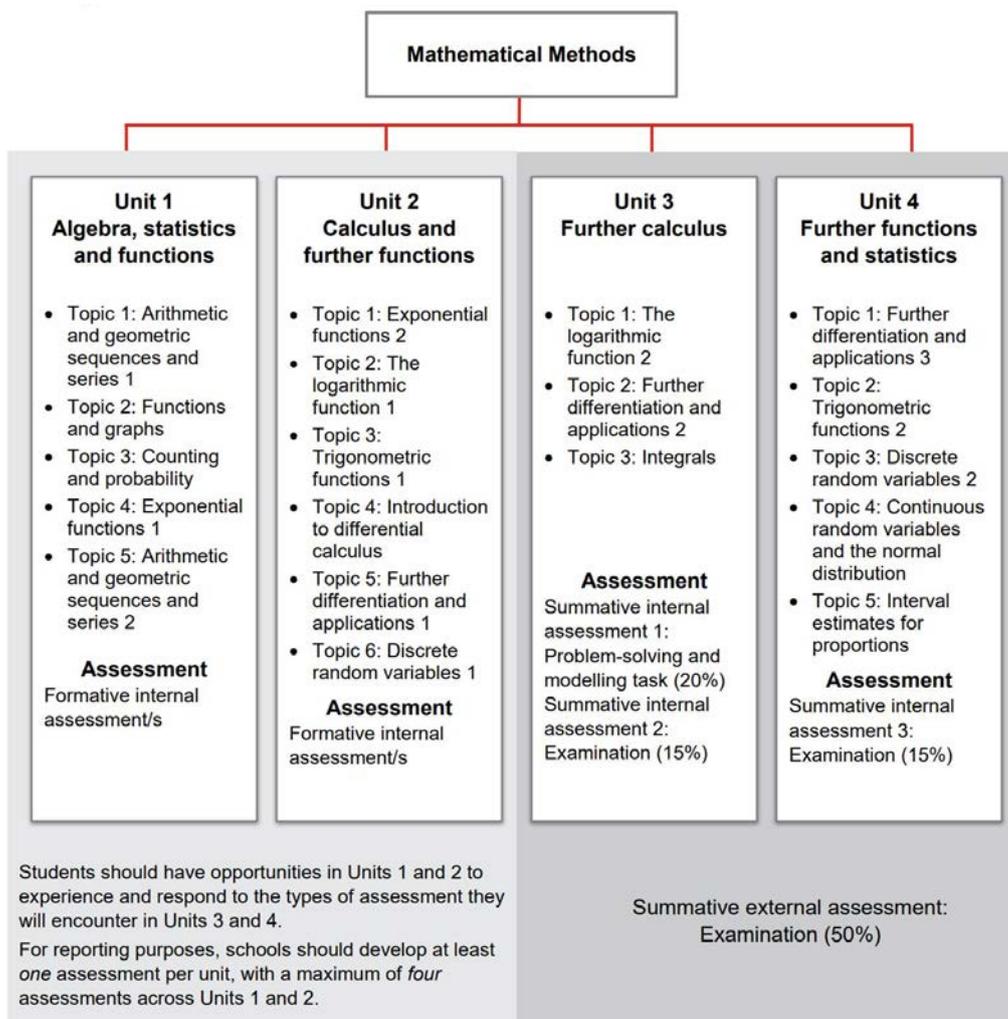
Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_methods_19_syll.pdf



Prerequisite

C- or better in Year 10 Maths Methods

General Mathematics – General Senior Subject

Subject Overview

General Mathematics’ major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P-10 Australian Curriculum.

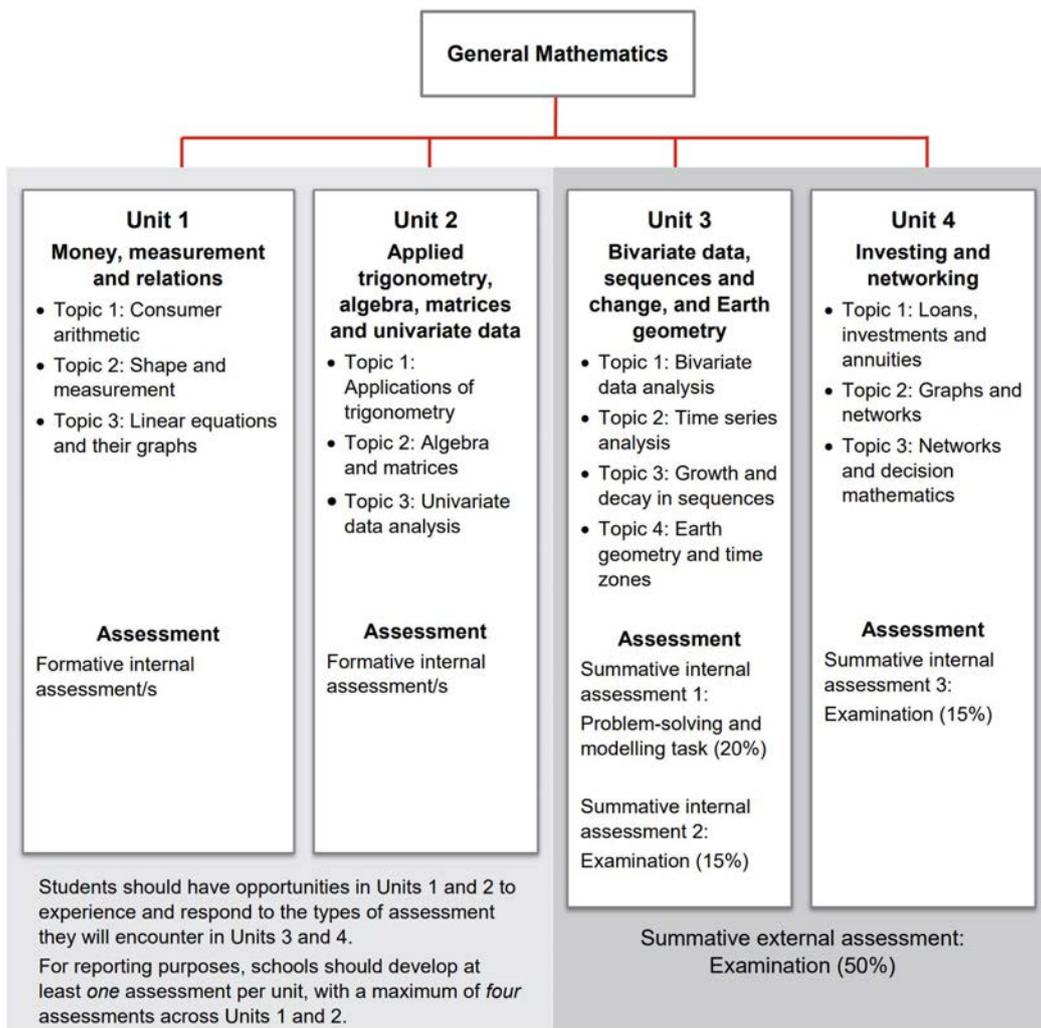
General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_maths_general_19_syll.pdf



Prerequisite

C- or better in Year 10 General Mathematics

Essential Mathematics – Applied Senior Subject

Subject Overview

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

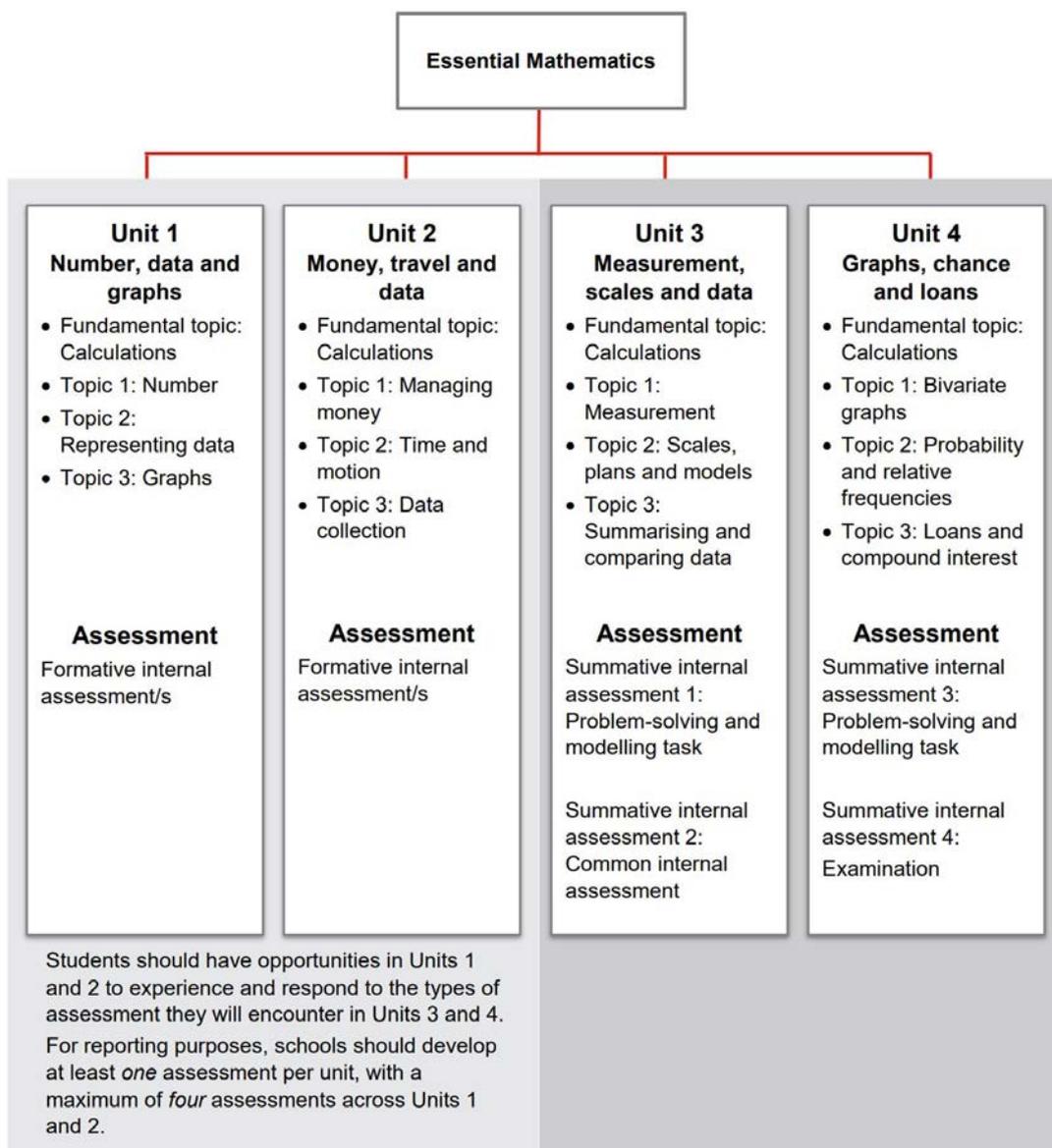
Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ess_math_19_app_syll.pdf



Science

Earth and Environmental Science – General Senior Subject

Subject Overview

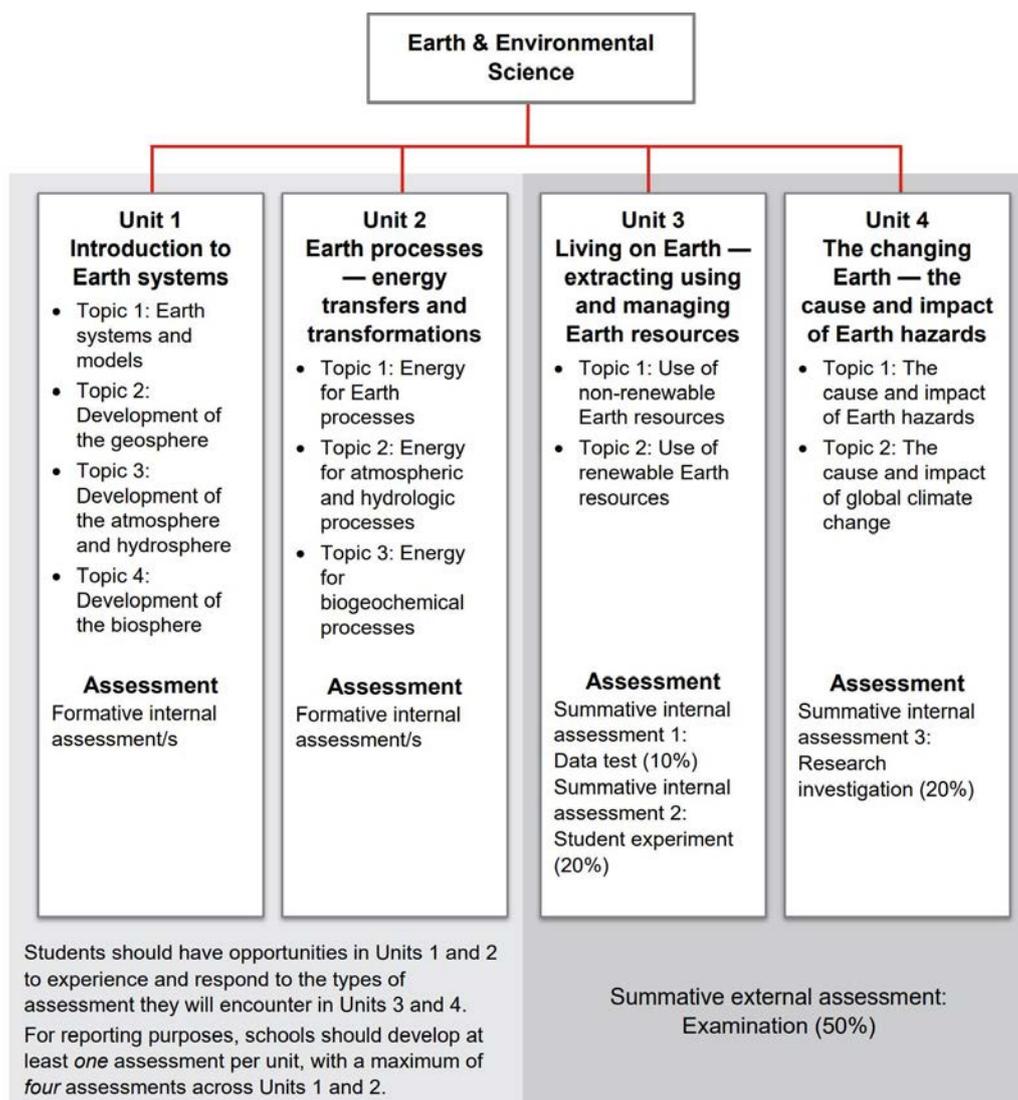
Earth and Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_earth_science_19_syll.pdf



Biology - General Senior Subject

Subject Overview

Biology provides opportunities for students to engage with living systems.

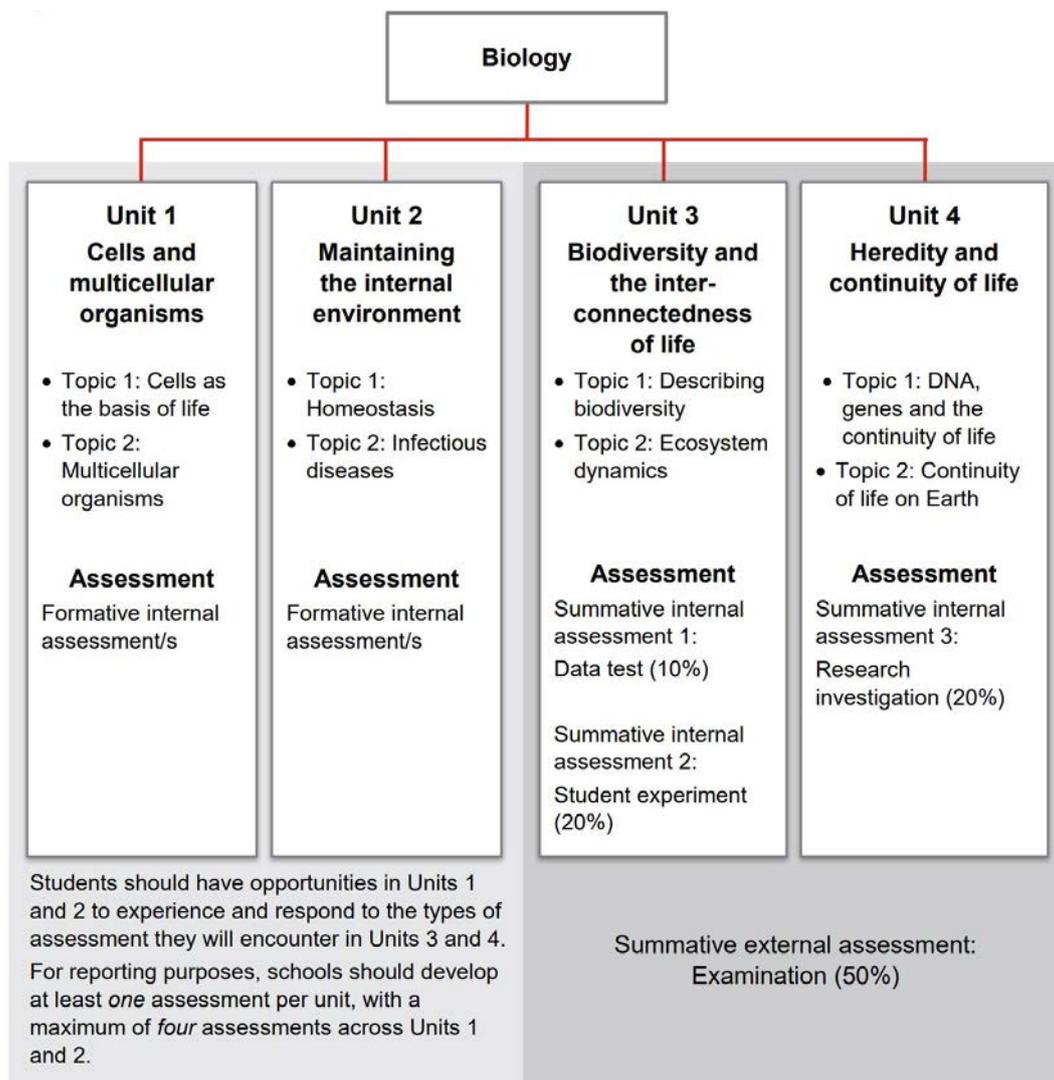
Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_biology_19_syll.pdf



Chemistry – General Senior Subject

Subject Overview

Chemistry is the study of materials and their properties and structure.

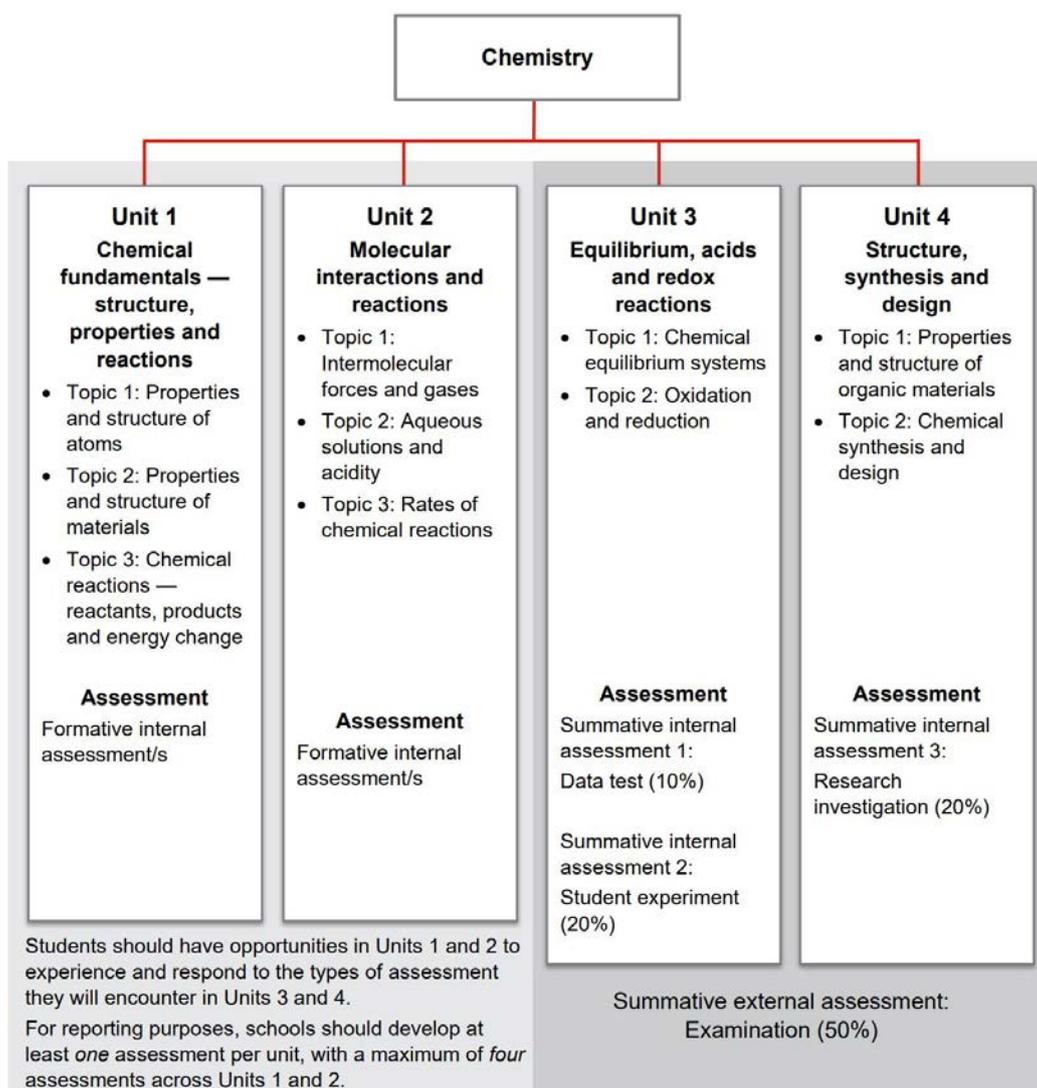
Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Course Structure

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Physics - General Senior Subject

Subject Overview

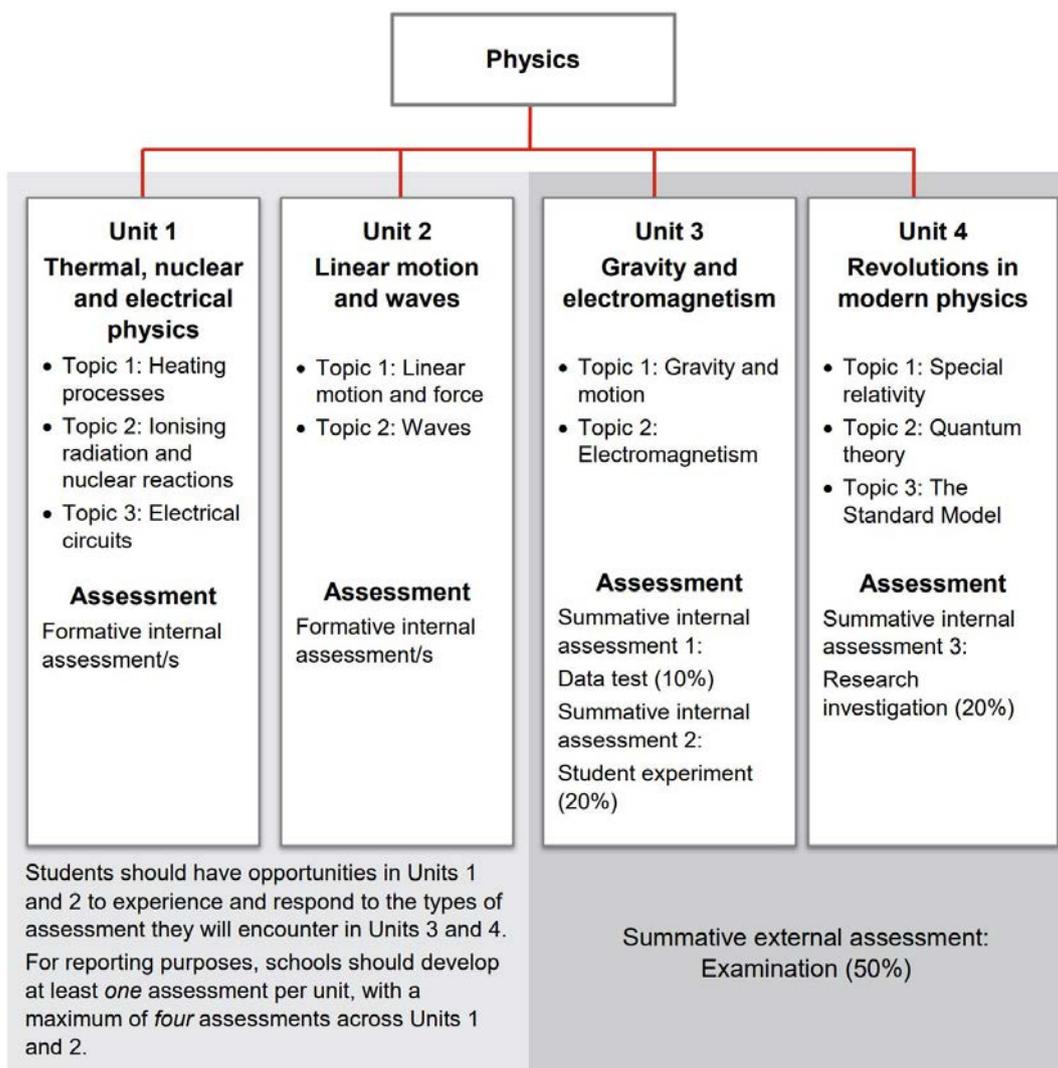
Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that, despite being counter-intuitive, are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Structure

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Psychology - General Senior Subject

Subject Overview

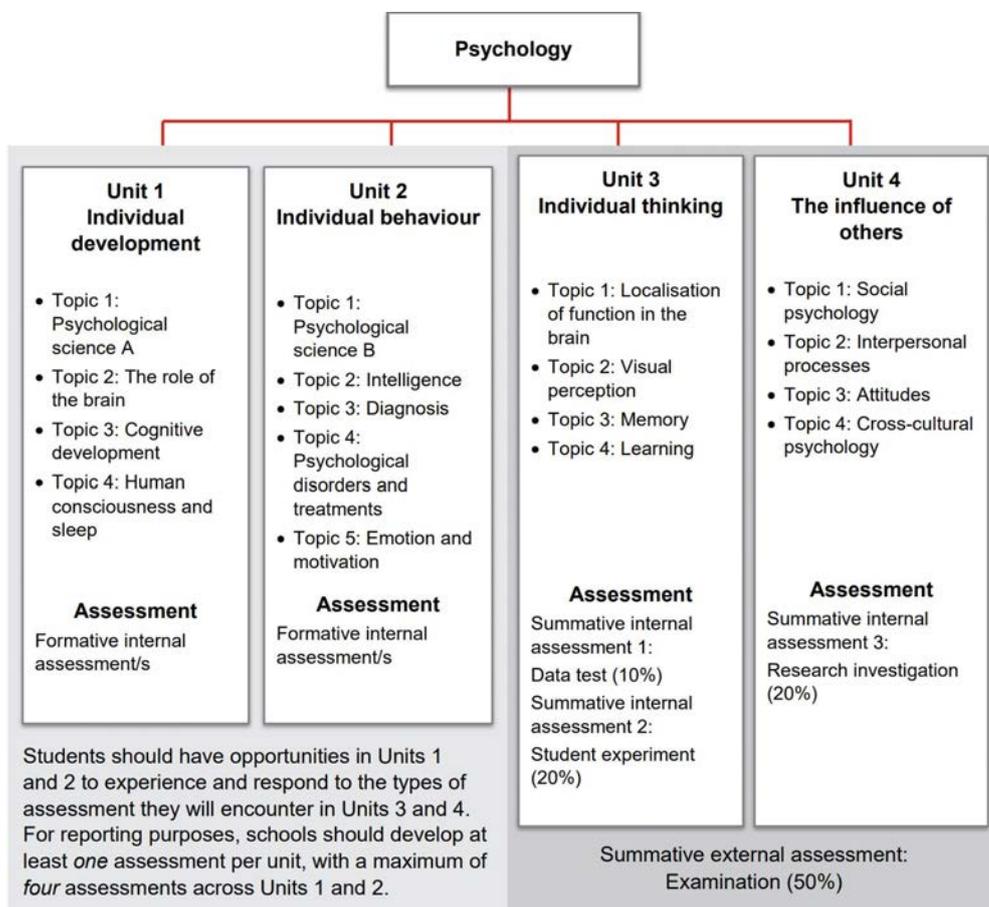
Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- Interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- Appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- Understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- Ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- Ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- Ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_psychology_19_syll.pdf



Technology

Digital Solutions – General Senior Subject

Subject Overview

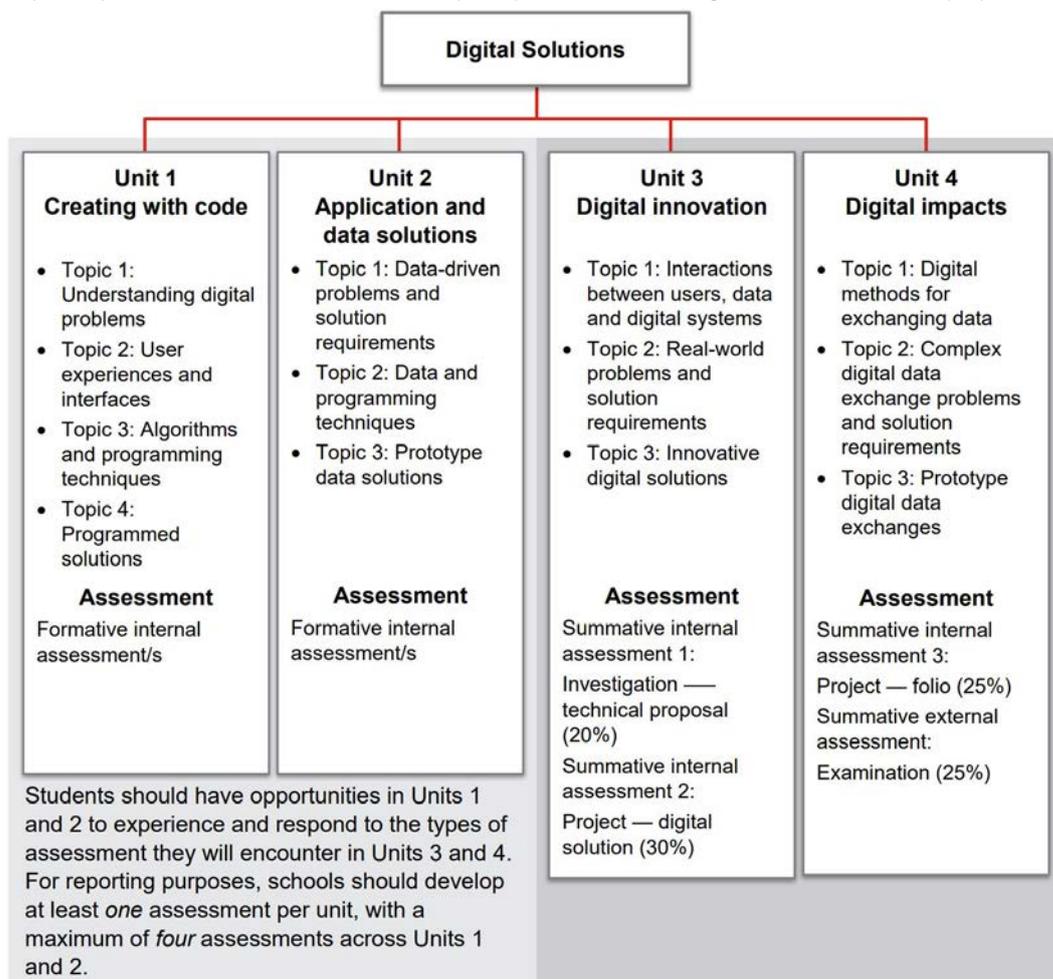
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding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

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

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

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_digital_solutions_19_syll.pdf



Prerequisite

This course assumes students have either completed a Year 10 semester course or have developed sufficient coding skills to support undertaking this course. For the latter, it is advised to speak with the Head of Department.

Design - General Senior Subject

Subject Overview

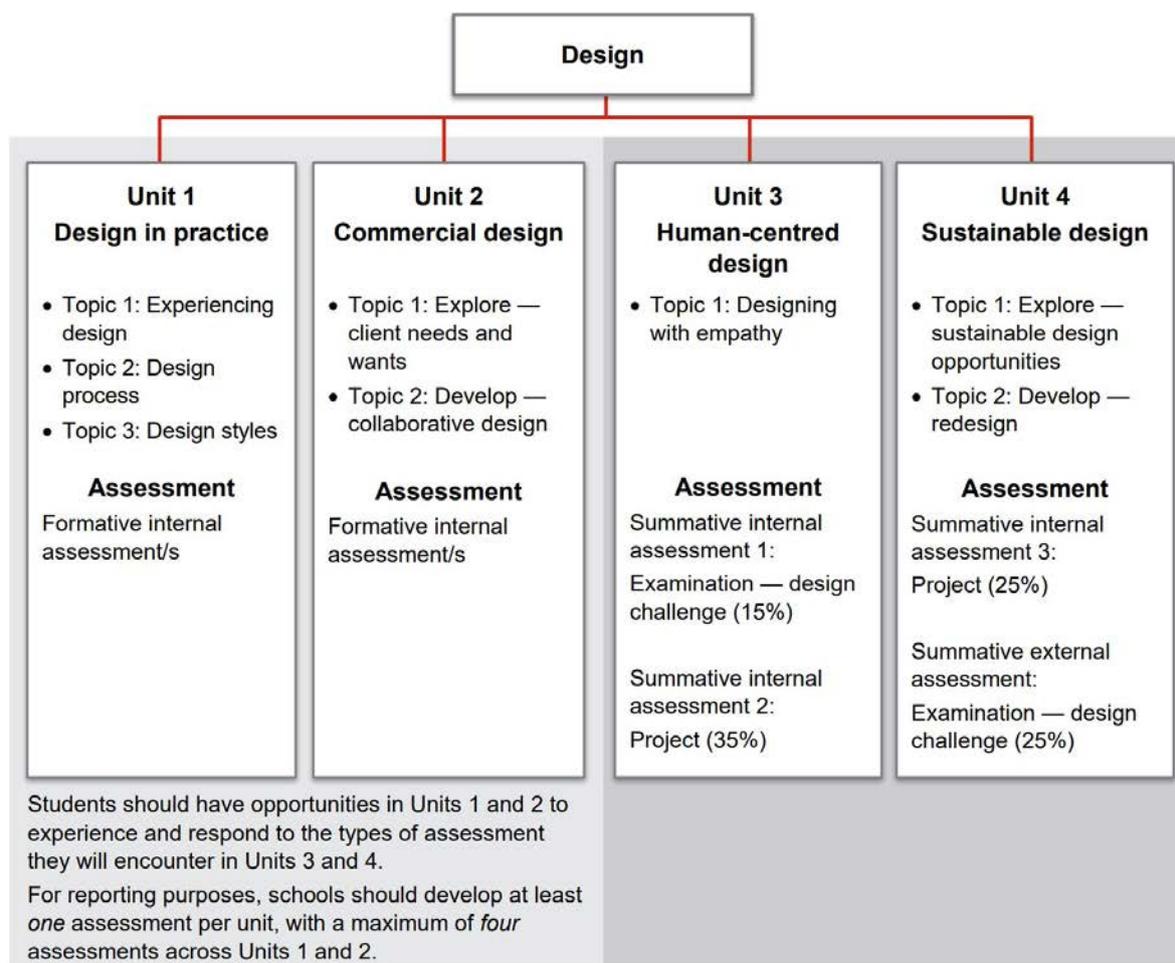
Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_design_19_syll.pdf



Engineering - General Senior Subject

Subject Overview

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

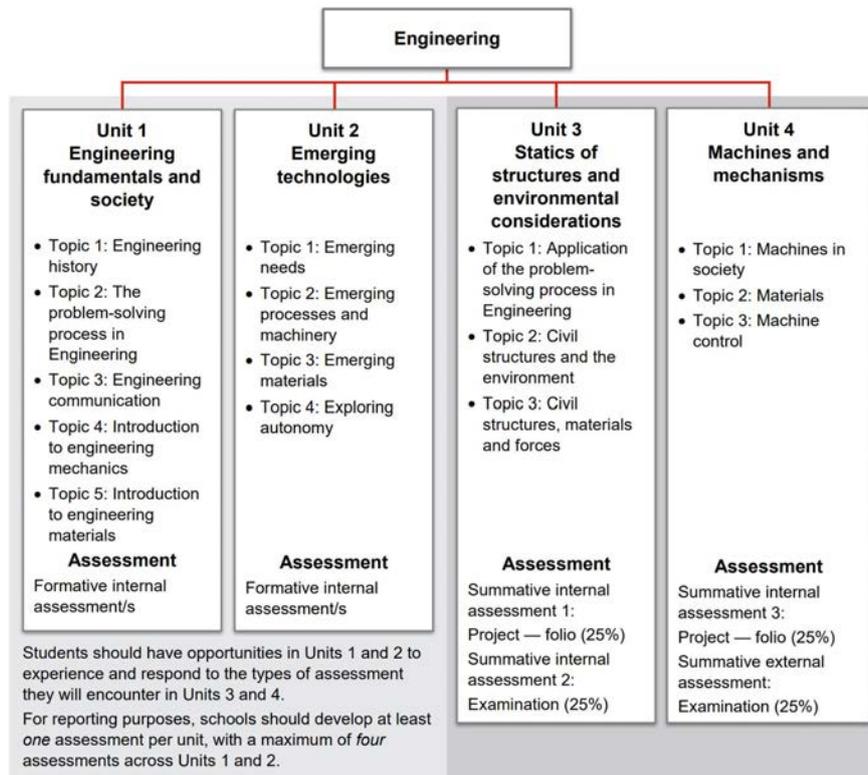
Engineering is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Course Structure

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_engineering_19_syll.pdf

Prerequisite

Students will have prior knowledge of the Australian Curriculum: Technologies in Years 7 and 8. Similarly, students will have studied the Australian Curriculum: Mathematics and the Australian Curriculum: Science in Years 9 and 10. The areas of study and subject matter draw on engineering, technology, science and mathematics knowledge.



Industrial Graphics Skills – Applied Senior Subject

Subject Overview

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

Course Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics

- Industry practices
- Drafting processes

Elective topics

- Building and construction drafting
- Engineering drafting

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ind_graphics_19_app_syll.pdf

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- Projects
- Practical Demonstrations
- Examination

Industrial Technology Skills - Applied Senior Subject

Subject Overview

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries. The industry areas studied at Brisbane Boys' College are engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available.

Course Structure

The Industrial Technology Skills course is designed around core and elective topics.

Core topics

- Industry practices
- Production processes

Elective topics

- Cabinet-making
- Furniture finishing
- Furniture-making
- Welding and Fabrication

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ind_tech_19_app_syll.pdf

Assessment:

- Project (digital portfolio and product)
- Practical demonstration

Engineering Skills - Applied Senior Subject

Subject Overview

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics — 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

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

Course Structure

The Engineering Skills course is designed around core and elective topics.

Core topics

- Industry practices
- Production processes

Elective topics

- Fitting and machining
- Sheet metal working
- Welding and fabrication

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_eng_19_app_syll.pdf

Assessment

- Project (digital portfolio and product)
- Practical demonstration

Furnishing Skills - Applied Senior Subject

Subject Overview

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

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By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier

Course Structure

The Furnishing Skills course is designed around core and elective topics.

Core topics

- Industry practices
- Production processes

Elective topics

- Cabinet-making
- Furniture finishing
- Furniture-making
- Upholstery

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_furnishing_19_app_syll.pdf

Assessment

- Project (digital portfolio and product)
- Practical demonstration

Information & Communication Technology - Applied Senior Subject

Subject Overview

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

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations. Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems. To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it

Course Structure

Information and Communication Technology is designed around core and elective topics

Core topics

- Hardware
- Software
- ICT in Society

Elective topics (a selection will be used in the course)

- Animation
- Application development
- Audio & video production
- Data management
- Digital imaging & modelling
- Document production
- Network fundamentals
- Online communication
- Website production

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_ict_19_app_syll.pdf

Assessment

- Extended response
- Project





BRISBANE BOYS' COLLEGE

THE PRESBYTERIAN AND METHODIST SCHOOLS ASSOCIATION TRADING AS BRISBANE BOYS' COLLEGE

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