

St Joseph's School Stanthorpe

# **SUBJECTS Year 11 2016**



# Different types of subjects

## ➤ AUTHORITY SUBJECTS

Authority subjects are based on syllabuses that have been approved and issued by the QSA. Results in Authority subjects can count in the calculation of OPs and FPs, the most common selection devices used by the tertiary sector.

## • NON AUTHORITY SUBJECTS

Authority-registered subjects are developed from study area specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of OPs and FPs.

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# AUTHORITY SUBJECTS



# Study of Religion

Studying religion makes students become more aware of other's beliefs and further understand their own. Study of Religion can help students become more effective global citizens by developing their knowledge, skills, values and their critical inquiry through debate, reflection and engagement with others.

The general objectives of Study of Religion are to develop a knowledge and Understanding of key concepts; the implementation of evaluative processes as well as effective research and communication skills.

# Study of Religion

- **Assessment Techniques** — there are variety of assessment techniques used in Study of Religion.

These include:

- Short Answer/Response to stimulus — exam conditions
- Research Assignments
- Multimodal Presentations
- Extended written response — exam conditions

# English

- Senior English requires students to write, speak, view, listen, and think critically.
- Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.

# English

## What is studied?

- There will be a range and balance in the texts that students read, listen to and view. Texts will encompass traditional, contemporary and translated works. Texts will include:
  - novels, short stories and poetry
  - scripted drama and drama performed as theatre
  - reflective texts such as biographies, autobiographies and journals
  - popular culture, media and multimodal works
  - spoken and written everyday texts of work,
  - family and community life.

# English

## Assessment:

- Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

# Ancient History

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

# Ancient History

## What is studied?

- The course follows a two year cycle which begins with an inquiry topic on archaeology. This is followed by in-depth studies on Ancient Egypt, the Greek warfare, the Spartans, as well as a look at the Family, Work, Slavery and the Arts in many ancient civilizations. Ancient Rome is examined as well as the everyday lives of people. A study of famous personalities is a highlight as people from the past come alive when they are studied in depth.

# Ancient History

## Assessment

- Tasks cover a range of skills including essay writing, document studies, objective short answer tests, research assignments and oral presentations
- Students who wish to undertake this course should have strong writing and research skills

# Geography

*Geography* is the study of the human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:

- the spatial dimension, which focuses on where things are and why they are there
- the ecological dimension, which considers how humans interact with environments.

Geography prepares students for adult life by developing in them an informed perspective. This perspective should be developed across the two-year course of study through a range of scales, including local, regional, national, and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

# Geography

## **Theme 1: Managing the natural environment**

*Focus unit 1: Responding to natural hazards*

*Focus unit 2: Managing catchments*

## **Theme 2: Social environments**

*Focus unit 3: Sustaining communities*

*Focus unit 4: Connecting people and places*

## **Theme 3: Resources and the environment**

*Focus unit 5: Living with climate change*

*Focus unit 6: Sustaining biodiversity*

## **Theme 4: People and development**

*Focus unit 7: Feeding the world's people*

*Focus unit 8: Exploring the geography of disease*

# Geography

## Assessment

- Assessment items short answer responses, practical exercises, stimulus response essays and non written reports.
- Students how study Geography will engage in a wide variety of skills that rely on the inquiry decision making process in making
- This subject includes compulsory field work with a two day excursion to the Gold Coast.

# Biology

- The study of life.
- Very broad subject which includes human physiology and disease, ecology, molecular biology.
- 4 semester course with an emphasis in Grade 11 on formative assessment and preparation for Grade 12.
- Students must complete an Extended Experimental Investigation (EEI) in Grade 11 and 12.
- Taught in an A/B format.

# Biology

- Topics covered in Grade 11 are based on a composite year, with topics including cell biology, genetics and human physiology and plant biology.
- All assessment is formative except the last item (in term 4) (assignment on a human disease such as diabetes).
- There is a high component of literacy in the biology syllabus (a lot of written assessment – no multiple choice exams).

# Biology

*Biology suits students who are interested in any career involving animal physiology e.g. nursing, medicine, human movements, pharmacy, veterinary science, physiotherapy etc.*

*It is also very useful for careers in medical or biological research (including agriculture and environmental science) where a lot of molecular biology is used.*

# Chemistry

- The study of matter (reactions, composition, structure and properties).
- 4 semester course with an emphasis in Grade 11 on formative assessment and preparation for Grade 12.
- Students must complete an Extended Experimental Investigation (EEI) in Grade 11 and 12.

# Chemistry

- Topics covered in Grade 11 include, atomic structure, bonding, Periodic trends, molecular shapes, equations, stoichiometry, **organic chemistry**.
- All assessment is formative except the last item (in term 4) (organic chemistry assignment).
- To achieve high grades in Chemistry students need:
  - To have an aptitude for the subject.
  - Be prepared to do a lot of problems.
  - Work on assignments as soon as they are given.

# Chemistry

Chemistry can also be fun!

You are the school leaders in controlled explosions and get to take part in cool experiments (like potassium in water) that most people will never get a chance to do in their whole lives.

Careers in chemistry include:

Industrial chemistry, research into new materials (alternative energy), drug and medicine design, nanotechnology and many more.

# Physics

- The study of matter and its motion through time and space.
- Topics include astronomy, Newtonian motion and force, nuclear physics, electricity, waves, thermodynamics.
- 4 semester course with an emphasis in Grade 11 on formative assessment and preparation for Grade 12.
- Students must complete an Extended Experimental Investigation (EEI) in Grade 11 and 12.
- Taught as a composite class and Year A/B format.

# Physics

- Topics covered in Grade 11 vary from year to year but in 2013 we will be studying motion, force and momentum, thermodynamics and waves.
- All assessment is formative except the last item (in term 4) (supervised exam on waves).
- There is much more emphasis on written assignments in Physics than in the past but there are still exams with traditional problem-solving questions.

# Physics

Physics suits students who are interested in any career involving engineering (mechanical, electrical, structural), astronomy (a growing field), energy (nuclear or otherwise), nanotechnology and computer technology, architecture, aeronautics and rocket science, military technology.

# Business Communication & Technologies

Business Communication & Technologies (BCT) offers students opportunities to engage in and understand a range of administrative practices through real-life situations and business simulations.

Students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business-specific technologies. BCT encompasses theoretical and practical aspects of business issues in contexts students will encounter throughout their lives.

# Business Communications & Technologies

Possible topics of study:

- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration
- Social media
- Events administration

# Business Communications & Technologies

- ❖ Topics studied in this course are through a variety of contexts including: public administration, banking and finance, tourism and hospitality, retail, travel and media. The purpose of business contexts is to provide a focus for authentic and relevant learning experiences.
- ❖ Approximately half of this two-year course is computer-related, so an interest in computers would be beneficial.
- ❖ This subject may lead to employment in such areas as business administration, events administration, workplace health and safety or tertiary study in fields of business, business management, accounting, events management and human resources.

# Legal Studies

A SUBJECT THAT ALLOWS STUDENTS TO KEEP THEIR CAREER OPTIONS AND TERTIARY PATHWAY OPTIONS OPEN!

Studied over 4 semesters.

Topics include:

- The Legal System
- Criminal Law
- Tort Law
- Family Law
- Jobs and the Law
- Law in a Changing Society

# Legal Studies

## SKILLS DEVELOPMENT IN LEGAL STUDIES

- Knowledge of the legal system, Advanced Research Skills, Critical inquiry, Investigation, Evaluation skills, Confidence in academic writing, Understanding of complex social issues.

## ASSESSMENT

- Year 11 – Formative                      Year 12 – Summative
- Includes oral presentations, reports, short response items, response to stimulus

# Legal Studies

## *CAREER PATHWAYS – DIPLOMA OR DEGREE*

- Legal professions – Police, Solicitors, Law Clerk, Legal Secretary
- Psychology, Counselling, Environmental Studies
- Town Planning, Public Administration, Government
- Advertising, Public Relations, Journalism

# Graphics

Graphics in the Senior School incorporates computer aided design (CAD) and hand sketching and drawing. As a subject, Graphics relies heavily on a practical component, where students can display personal flair and creativity. It is beneficial if students have completed Graphics in Year 10.

Graphics has *three* components:

- Built environment – architecture/drafting
- Industrial design – engineering/manufacturing/construction and craft
- Graphic design – print design/packaging/development and advertising

# Graphics

Students who select Graphics as a subject in the Senior years, will rely on self-motivation and the ability to complete individual instruction. Many of the tasks in Graphics encourage students to develop their higher order skills and decision making processes.

Assessment includes:

- Context based folios
- Response to stimulus exams
- Multimodal presentations

# Technology Studies

Technology Studies helps students use past, present and future industrial technologies to meet the demands and needs of the 21<sup>st</sup> Century.

The subject engages students in decision making, inventing and creating skills. Students investigate and create structures during the two year course, based on foundations of technology, manufacturing of resources and safety.

Four principles of Technology Studies:

1. Materials
2. Tools
3. Processes
4. Systems

# Technology Studies

*Safety* is at the core of the subject, Technology Studies. Students engage consistently with equipment in the workshop and are required to have safety as a number one priority.

*Design based folios* involve students choosing, investigating and evaluating of their projects – think it, plan it, research it, justify it, make it, evaluate it!!

There is a fee structure associated with the materials used in the study of Technology Studies. This structure is based on student choice – for example, a student may choose to produce a bookshelf, all material costs are funded by the parent/guardian.

# Physical Education

- Students will study four physical activities across the 2 years of Senior School
- Written & Practical assessment contributes to the student's overall Level of Achievement at Exit.
- Possible career paths include: Sports Science (QAS/AIS), Physiotherapy, Health Professions (Doctor/Nurse), Education, Coaching Pathways & Junior Sports Development

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# NON -AUTHORITY SUBJECTS



# Manufacturing: Industrial Technology Studies

Industrial Technology Studies helps students use past, present and future industrial technologies to meet the demands and needs of the 21<sup>st</sup> Century workforce.

Students who participate in this subject will have a hands-on experience of technology.

The course includes the key components:

- Industrial – manufacturing and construction
- Domestic – personal and home care and maintenance
- Recreational – skills and knowledge for hobbies and crafts

# Manufacturing: Industrial Technology Studies

Assessment represents a hands-on approach, with students completing projects over a series of months. There are also some written components that support these projects.

*Safety* is at the core of the subject, Manufacturing: Industrial Technology Studies. Students engage consistently with equipment in the workshop and are required to have safety as a number one priority.

There is a fee structure associated with the materials used in the study of Manufacturing: Industrial Technology Studies, though students will be producing some products that can be taken home.

# Manufacturing: Engineering

Manufacturing: Engineering helps students use past, present and future engineering technologies to meet the demands and needs of the 21<sup>st</sup> Century workforce.

Students who participate in this subject will have a hands-on experience of engineering & fabrication processes.

The course includes the key components:

- Engineering – manufacturing and construction, metal fabrication, welding, design.

# Manufacturing: Engineering

Assessment represents a hands-on approach, with students completing projects over a series of months. There are also some written components that support these projects.

*Safety* is at the core of the subject, Manufacturing: Engineering. Students engage consistently with equipment in the workshop and are required to have safety as a number one priority. This manufacturing subject is planned to be delivered through the Trade Training Centre (TTC) to enable students to access the latest engineering and fabrication resources.

There is a fee structure associated with the materials used in the study of Manufacturing: Engineering, though students will be producing some products that can be taken home.

# English Communication

Covers Literacy skills necessary for life in workplace

## **TOPICS INCLUDE:**

- Event organisation
- Working with charitable organisations
- Youth and the Law
- Reading for pleasure
- Preparing for work
- Trends throughout history
- Autobiography writing
- Sport reporting

# English Communication

## **SKILLS DEVELOPMENT**

- Interpreting meaning
- Summarising and condensing text
- Grammar, punctuation and spelling
- Structuring and organising extended written text
- Searching and locating items of information
- Using vocabulary appropriate to a context
- Using technology effectively

*ASSESSMENT includes both written and oral presentations*

# Religion & Ethics

STUDENTS are encouraged to explore their personal values, life choices, beliefs, moral and ethical issues

➤ **TOPICS INCLUDE:**

- Life choices
- Heroes and role models
- Good and evil
- Exploring the meaning of life
- Gender and spirituality
- Social justice
- Real life
- Sacred stories
- Spirituality and ritual
- Religions of the world

# Religion & Ethics

## *SKILLS DEVELOPMENT :*

- Interpreting meaning
- Summarising and condensing text
- Using technology effectively
- Analysing, justifying, evaluating
- Expounding a viewpoint

## *ASSESSMENT:*

- includes written , multimodal and oral presentations