

Good Shepherd Catholic College

Year 10 Curriculum Handbook



From the Principal

Dear Students,

Year Ten is a pivotal year in your secondary education journey. But it doesn't need to be a daunting experience. With careful consideration of subject choices; establishing solid study habits and maintaining a healthy balance of school, recreation and part-time work - you can prepare yourself well for senior school. Throughout Year 10 you will notice that homework and assignment demands do increase, but the staff at Good Shepherd Catholic College are here to support you during this time, so reach out to your Homeroom Teacher or Pastoral Leader if you are feeling overwhelmed.

We have high expectations of you over the next 12 months and we encourage you to make regular use of the Homework Program which operates on Monday, Wednesday, Thursday and Friday from 3.00 pm - 4.00 pm. Teachers are rostered on to provide one-on-one support.

This year you will continue to build on foundational knowledge of the Australian Curriculum and in Semester Two begin your pre-Senior study. So, you are encouraged to double-down on your efforts in each of your subjects and come to school every day prepared to learn and to do your best. Seek out support if you have any concerns and as always, treat others how you would like to be treated.

I sincerely wish you well in your studies in Year 10 and I look forward to hearing of your successes when we conduct our Senior Education and Training (SET) Plan interviews later in the year.

Regards



Mrs. Kathleen McCarthy
College Principal

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Transition into Senior School @ GSCC

Year 9 - Term 4

- Students complete Elective Subject Selections for Year 10.
- Students will remain in their 6 Core Subjects for Semester 1, Year 10.
- Year 10 Handbook distributed to Year 9 students and families (also accessible on the Good Shepherd Catholic College Website).
- Place senior uniform order.



Year 10 - Term 1

- Students complete study skills sessions in Pastoral Care.
- Students continue to study 6 Core + 2 Elective Subjects.
- Students in Rice and MacKillop have the opportunity to engage in Work Experience in either Week 10 or the holidays.



Year 10 - Term 2

- Senior Phase of Learning Information Night
- Semester 2 Senior Subject Trials Subjects are selected (English, Maths, Science & Humanities).
- Students in Benjamin and Chisholm have the opportunity to engage in Work Experience in either Week 10 or the holidays.



Year 10 - Term 3

- Senior Subject Trials Commence (English, Maths, Science & Humanities). Elective Subjects remain the same.
- All students begin Unit 1 Religion & Ethics.
- Students select subjects for Year 11/12
- SET Plan Meetings take place.
- All students eligible to engage in Work Experience in either Week 10 or the holidays.



Year 10 - Term 4

- Subject changes for Year 11 and 12 can take place in consultation with families and Deputy Principal Teaching & Learning.
- Students finalise Unit 1 Religion & Ethics (1 QCE credit is banked if a pass is achieved).
- All students eligible to engage in Work Experience in either Week 8 or the holidays.

*** It is important that students carefully consider their Year 11 and 12 pathway throughout this transition period. There are lots of people at the College who are here to support students in their transition into the senior school, so please reach out if you need any advice or assistance ***

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Planning and choosing a course

Considerations when choosing subjects:

As an overall plan, it is suggested that you choose subjects:

- Which you enjoy and in which you do well
- Which align with any career pathways you may have in mind already, or that will keep many options open to you
- Which will develop skills, knowledge and attitudes useful throughout your life
- Which spark your curiosity

Think about careers

It is helpful to have some ideas about possible career pathways, even though you may change plans or review decisions many times through high school.

Note: Work experience commences in Year 10. This will provide you with a wide range of jobs to try.

Find out about the subjects being offered

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject) and how the subject is taught and assessed.

For example:

- does the unit mainly involve learning from a textbook?
- are there any field trips, practical work, or experiments?
- how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Decision about the combination of subjects that suits you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be unique. Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking subjects at more advanced levels if you struggled at the basic level. Do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects? Are you selecting subjects based on your friends' choices or because someone else has told you what they think you would enjoy?

Be prepared to ask for help

If you need more help, talk to your parents, teachers, Curriculum Leaders, Careers Adviser (Mrs. Fiona Coghlan) or Deputy Principal (Ms. Michele Wood).

Preparation for Senior School

In the senior phase of learning (Years 10-12) students can choose from a wide range of learning options that will help them when they leave school- whether they are planning to go to university, TAFE, take up an apprenticeship or get a job. The transition into Senior School can seem daunting for students and parents alike. At Good Shepherd Catholic College, we aim to make this a smooth and enjoyable start to senior schooling. There are many opportunities in Year 10 to trial, experience and find out more about options for Year 11 and 12 and beyond. Here are a few of the occasions Year 10s can look forward to during their year:

1. Senior Subject Trials:

The Year 10 students have an opportunity in Semester 2 to trial subject selections for Year 11. In the weeks leading up to Semester 2, students receive more information about Senior subject choices and the prerequisites for selecting these subjects. This opportunity provides students with an idea of what to expect in Year 11 and 12.

2. SPOLIN (Senior Phase of Learning Information Night):

SPOLIN is held towards the end of Term 2 in Year 10. This event provides all of the key information for our students' senior schooling, including QCE, ATAR, VET, School Based Apprenticeships/Traineeships, Work Experience and our SET planning process. During this evening, the Curriculum Leaders and their teams also have stalls set up and are available to families to help explain the different pathways in each area of learning.

3. SET (senior education and training) planning:

To assist with the transition into Year 11, all Year 10 students across Queensland develop a SET plan. These plans help students to:

- set and achieve learning goals in Years 11 & 12
- include flexible pathway options in their senior course of study
- think about their education, training and career options after Year 12
- structure their learning around abilities, interests and ambitions
- communicate with parents, teachers and guidance officers about learning pathways and post-school plans.

4. Work experience:

Commencing in Year 10 and continuing through to Year 12, students have the opportunity to participate in work experience. Placements are available during each term and throughout school holidays. This program helps students to learn about a job or industry first hand. They are able to gain valuable skills and at the same time decide whether they wish to pursue a career in a certain area (or not). Some of the other benefits include:

- Building a resume – employers like to see effort whilst still at school
- Demonstrating your workplace capabilities and learning new skills
- Employer references – great help when applying for jobs
- Networking with people in the industry, and becoming involved

Year 10 teachers are experienced in the Senior Curriculum and along with their Curriculum Leaders, Pastoral Leader and our Careers Officer, provide students with many opportunities during the year to engage with and discuss senior pathway options.

Year 10 Subject Overview

The academic program for Year 10 students at Good Shepherd Catholic College will consist of 6 Core Subjects and a choice of 8 Electives.

As students move through the school, their interests and attraction to certain subjects will become more evident.

In Year 10 students can choose any 2 Elective Subjects.

Core Subjects(compulsory)	Technology Electives	Art Electives
Religious Education	Food & Fibre Production	Drama
English	Engineering Principles & Systems (Metalwork)	Music
Mathematics	Materials & Technologies Specialisations	Visual Art
Science	(Woodwork)	
Humanities and Social Science	Digital Technologies (ICT)	
Health & Physical Education		
	Certificate I Hospitality in VET	

The Elective Subjects that students undertake will be allocated by the use of preferences. While every effort is made to ensure that students can study subjects that are their first preference, this may not always be possible. Staffing constraints may cause the College to remove those courses which are not sufficiently supported by student selection. All affected students will be given the opportunity to reselect from the courses that are available.

If students or parents have particular questions in relation to the information contained in this Curriculum Handbook or the subject selection process they should contact the Deputy Principal, Ms. Michele Wood, or the relevant Curriculum Leader as listed at the back of this handbook.

Religion

Why study Religion?

At the commencement of Year 10, Semester two, all students will begin studying the Applied Senior Subject of Religion and Ethics. This will allow students to potentially gain two credits toward their QCE before beginning formal Year 11 studies. Students will still have a choice between enrolling in Religion and Ethics or the General Subject of Study of Religion in Year 11 and 12. Those students who choose to continue studying Religion and Ethics will finish this course early in Year 12 allowing them time for experiential learning and extra study time.

Religious Education is a key element of our Catholic secondary schooling experience. Religious Education seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society. Religious Education seeks to engage students in the critical, creative, and responsible use of digital tools which is an important component of digital citizenship. This enables them to express their learning in rich and relevant ways and connect with individuals and communities in a global context.

Topics of Study

Sacred Texts	Beliefs	Church	Christian Life
Old Testament	Trinity: God, Jesus the Christ, Spirit	Liturgy and Sacraments	Moral formation
New Testament	Human Existence	People of God	Mission and Justice
Christian Spiritual Writings and Wisdom	World Religions	Church History	Prayer and Spirituality

Learning Experiences

Religion is organised to complement the two dimensions of learning experiences:

- teaching people religion and teaching people to be religious drawing upon the Catholic Christian tradition in ways that are sensitive to local contexts and the ecumenical and multi-faith realities of contemporary culture.
- understand and utilise the distinctiveness and complementarity of these two dimensions of Religious Education in the holistic education and the formation of their person.

The activities and experiences for classroom learning and teaching of religion and the religious life of the school are responsive to religious diversity while being faithful to the Catholic Christian identity of the school.

Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written task

English

Why study English?

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. Speaking, reading, writing, listening and viewing are skills we all use as part of our daily lives. Effective communication is vital if our students are to become active members of society and be able to operate within the diverse range of environments they will encounter.

Topics of study

Conflict	Conflict occurs in many ways in our lives - within our own minds, families, friendships, communities and in the context of war. Students will explore the theme of conflict in fiction and non-fiction
Transforming texts	Readers and viewers are constantly bombarded with new and exciting transformations and re-makes of their favourite texts. In this unit, students will have the opportunity to adapt an existing text
Persuasion	Students will learn how the power of persuasion can influence and shape peoples' attitudes and beliefs. They will study persuasion techniques and will learn how to use them in their own persuasive speeches.
Representations in teen texts	In this unit, students explore and analyse how social groups are represented in teen texts through the use of characterisation and film techniques. Students will explore a range of teen-related issues.

Learning Experiences

English aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature

Assessment

Assessment is continuous and is designed to challenge students, allowing them opportunities to explore the issues they have addressed in class. Students will complete a range of spoken and written tasks. Spoken tasks include multimodal presentations, performance orals and persuasive speeches. Written tasks include creative and analytical writing completed in both exam and assignment mod

Mathematics

Why study Mathematics?

Mathematics is an important part of an education. It allows us to better understand the world in which we live and to be able to successfully contribute to society. It provides important skills for day to day living.

Mathematical concepts like number, space, measurement, geometry, chance and data are used by billions of people every day. Mathematical concepts are part of other courses of study including Science, Hospitality, Art, Graphics, Building & Design and Technology.

Topic of study

Number and Algebra	Students will study index laws, scientific notation, direct proportion, graphs of rate problems, simple interest, distributive law, distance between two points, midpoint, gradient, graphing of linear and non-linear relationships.
Measurement and Geometry	Students will calculate the area of composite shapes, surface area and volume of prisms, transformations, similarity, Pythagoras' theorem and trigonometry (sine, cosine and tangent ratios).
Statistics and Probability	Students will study stem-and-leaf plots, mean, mode, median, data, estimation and the outcomes of chance experiments.

Learning Experiences

Mathematics aims to ensure that students:

- have a knowledge of number facts
- learn skills and algorithms
- apply skills and algorithms to solve problems
- understand mathematics in the world around us and solve real world problems

Assessment

Assessment will include exams and a PSMT (Problem Solving and Modelling Task).

Science

Why study Science?

In today's world, knowledge of science is essential. The study of Science can offer ways of understanding many of the social, political and economic issues confronting us. It equips us with skills and strategies used throughout our lives. Some of these include critical thinking, observing, analysing, hypothesizing, communicating, interpreting and researching. Science provides opportunities for, and assistance in the development of students' abilities to access, process, communicate and evaluate information, so they can be culturally, socially and scientifically informed about the world around them.

Topics of study

Biology	Students will examine the relationships between energy, organisms and environment within changing ecosystems.
Chemistry	Students will study matter and chemical reactions including combustion and acid reactions.
Physics	Students will explain energy transfer through different mediums using wave and particle models.
Earth Sciences	Students will study the theory of plate tectonics in terms of geological processes and timescales.

Learning Experiences

Science aims to ensure that students:

- understand the use of science and how science influences society by responding to social and ethical issues of science and scientific research
- pose questions, plan, conduct and critique investigations
- collect, analyse and interpret information
- communicate findings

Assessment

Assessment will include tests, practical reports and research assignments.

Humanities and Social Science

Year 7 - 9 students do a selection of History, Geography, Civics & Civilisation and Business & Economics units. Year 10 students' study 1 term of Geography, 1 term of History and choice between the following electives; Modern History, Geography, Legal Studies and SAC (Social and Community Studies).

Why study History?

To be well-informed citizens, students need to know how society has developed. The study of History allows learners the opportunity to inquire into the past and develop an understanding of cultural, social and political events, processes and issues that have shaped humanity over time. It develops our thinking and analysis skills and enriches our appreciation of how the world and its people have changed, together with the significant continuities that exist into the present. In this way, the study of History enables students contribute more effectively to creating the future.

Topics of study

Year 7	Ancient Rome	Year 8	Landforms and Landscapes	Year 9	The Industrial Revolution	Year 10	Environmental Change and Management
	Medieval Europe		Changing Nations		World War 1		World War 2
	Water and the World		Business and Economics		Biomes		Choice of Electives Modern History Geography Legal Studies Social and Community Studies
	Civics and Citizenship		Vikings		Civics and Citizenship		

Learning Experiences

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Assessment

Student performance will be assessed by means of in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of historical sources, presentations and extended writing tasks.

Why study Geography?

Geography is the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of the many different environments which make up our world. Geography answers our questions about why places have their particular environmental and human characteristics; how and why these characteristics vary from place to place; how places are connected, and how and why they are changing. Geography answers these questions on all scales, from the local to the global, and over time periods that change from a few years to thousands of years. It also looks forward to explore ways of influencing and managing the future of places including their environmental, economic and social sustainability.

Learning Experiences

Geography aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- the ability to think geographically, using geographical concepts
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

Assessment

Student performance will be assessed by means of in-class short response tests of knowledge, response to stimulus tests based on the analysis and evaluation of sources, presentations and extended writing tasks.

Health and Physical Education

Why study Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology, which inform what we understand about healthy, safe and active choices.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport both in Australian society and globally. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

Topics of study

Theory	Practical
Approaching Adolescence	Volleyball
Lifelong Physical Activity	Athletics
Principles of Training	Soccer/Netball/Rugby League
Safety first/First Aid	Basketball/Touch/Badminton

Learning Experiences

HPE aims to ensure that students:

- Learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.
- Learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.
- Experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.
- Apply more specialised movement skills and complex movement strategies and concepts in different movement environments.
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances.
- Analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

Assessment

Students will be assessed in both the Physical and Theoretical aspects of the course in both their *Understanding* of the course content and their demonstration of and application of practical *Skills* appropriate for the particular units of work.

Technology Elective Subjects

In Year 7, students trial all elective subjects (2 subjects per term, one from the Technology group and one from the Art group). In Years 8 to 10, students are required to select two subjects each year.

Food and Fibre Production

Why study Food and Fibre Production?

The study of Food and Fibre Production provides students with a broad knowledge and understanding of food and fibre properties, processing, preparation, nutritional considerations, consumption patterns, origins of fibres and recycling. It addresses the importance of hygiene and safe work practices in the production of food. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food. In fibre production, students learn to use creativity, innovation and enterprise skills with increasing independence and collaboration. They investigate and make judgements on the ethical and sustainable production and marketing of food and fibre. They develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication.

Topics of Study

Year 7	(1 term) Wheat Bag (sewing)	Year 8	Health Takeaway	Year 9	Bush Tucker	Year 10	Food for Special Occasions
			Cushion Cover		Food Waste		Sustainable Fashion
	Junior MasterChef		Greek Foods		Peter Alexander PJs		Sustainability and Food Security
	Christmas Stocking		Christmas Ornament Decorations		Apparel Fashion Production		

Learning Experiences

- Develop knowledge, understanding and skills related to food hygiene and safety
- Develop knowledge, understanding and skill related to machine and hand sewing
- Understand the functional properties of food
- Develop knowledge of sustainable practices
- Research and demonstrate knowledge of current food trends
- Develop confidence and proficiency in practical interactions with food
- Explain concepts and ideas
- Plan, implement and justify decisions

Assessment

Each term students will be assessed on knowledge and understanding, along with processes and production skills.

Engineering Principles and Systems (Metalwork)

Why study Engineering Principles and Systems?

Metalwork will introduce students to processes and procedures associated with the many trades on offer in today's society. It will allow the students to improve their hand skills and understanding of Metalwork whilst giving them an insight into the requirements of becoming a tradesperson. Whilst dealing with specific hand tools associated with industry, students will become familiar with the correct use of and safe handling of many tools. Industry expectations and safety requirements are some of our main expectations whilst completing the Metalwork course of study.

Topics of Study

Year 8	Metal Box	Year 9	Carry All	Year 10	Cantilever Tool Box (2 terms)
	Dust Pan		Adjustable Spanner		
	BBQ Flip		Practical Demo (Skill building)		
	Bottle Opener		Hobby Vice		

Learning Experiences

Metalwork aims to ensure that students:

- are able to work in a safe and secure environment
- can communicate their intentions and follow instructions
- understand and display the safe and correct use of hand tools
- develop an appreciation for the production of quality products

Assessment

Students will be assessed on the safe use of hand tools, correct use of workshop equipment, following a plan in detail, understanding how to read technical drawings, handling of materials, quality of workmanship and final product presentation.

Materials and Technologies Specialisation (Woodwork)

Why study Materials and Technology Specialisation?

Woodwork will introduce students to processes and procedures associated with the many trades on offer in today's society. It will allow the students to improve their hand skills and understanding of Woodwork whilst giving them an insight into the requirements of becoming a tradesperson. Whilst dealing with specific hand tools associated with industry, students will become familiar with the correct use of and safe handling of many tools. Industry expectations and safety requirements are some of our main expectations whilst completing the Woodwork course of study.

Topics of Study

Year 7	(1 term) Timber Pencil Case	Year 8	Photo Frame	Year 9	Nail Caddy	Year 10	Jewellery Box
			Timber Phone Speaker		Edge Grain Chopping Board		End Grain Chopping Board
			Breakfast Tray		Mantle Clock		Spice Rack
			Hot Pot Stand		Carry All		Camp Chair

Learning Experiences

Woodwork aims to ensure that students:

- are able to work in a safe and secure environment
- can communicate their intentions and follow instructions
- understand and display the safe and correct use of hand tools
- develop an appreciation for the production of quality products

Assessment

Assessment is ongoing throughout the semester. Students will complete two projects and will be assessed on the safe use of hand tools, correct use of workshop equipment, following a plan in detail, handling of materials, quality of workmanship and final product presentation.

Digital and Design Technology

Information Communication and Technology (ICT)

Why study Digital Technologies?

Digital Technologies provides students with practical opportunities to design and to be developers of digital solutions and knowledge. The subject will allow students with opportunities to 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.

Digital Technologies provides students with challenges that foster 21st century skills vital for future employment, such as creativity, curiosity, collaboration, persistence, innovation and adaptability/flexibility.

Topics of Study

In years 8 - 10, students learn the course over 2 terms each year alternating with the subject of Design.

Year 7	(1 term) Intro to Design & ICT	Year 8	Web Design	Year 9	Game Design	Year 10	Robotics
			Intro to Python		Advanced Python Programming		Advanced Web Design

Learning Experiences

Digital Technologies aims to ensure that students individually and collaboratively:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences

Assessment

Assessment is designed to create opportunities for students to extend themselves. Students will complete a range of digital projects, investigations over the course each year. This will include using HTML and CSS to develop a website, game design, Python programming and PHP to develop forms.

Design

What is Design?

Design involves the design and manufacture of products. People engage in design as commercial, industrial or personal activities to solve real-world problems, satisfy human needs and wants, and capitalise on opportunities. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process.

Why Study Design?

Technological developments continually expand the range of materials, tools, equipment, processes and techniques that can be used in the manufacture of products. Students in Design use an iterative, cyclical and recursive design process involving investigation, ideation, production and evaluation when they design products. Designers, manufacturers and consumers evaluate the appropriateness of products by considering social, ethical and environmental/sustainability issues pertaining to materials, production techniques, disposal, safety and product use.

Topics of Study

In years 8 - 10, students learn the course over 2 terms each year alternating with the subject of ICT.

Year 7	(1 term) Intro to Design & ICT	Year 8	Photochromic Ink Design	Year 9	Identity & Branding	Year 10	Tiny Houses (Architecture & Interior Design)
			Poster Design		Game Board Design & 3D Printing		Landscape Architecture

Art Elective Subjects

In Year 7, students trial all elective subjects (2 subjects per term, one from the Technology group and one from the Art group). In Years 8 to 10, students are required to select two subjects each year.

Drama

Why study Drama?

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action. Students develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Topics of Study

Year 7	Introduction to Drama Responding: Two Weeks with the Queen and Dreamtime Stories (NOTE: Only 1 Term for each class group)
Year 8	Monologue: Hating Alison Ashley, Devising/ Fractured Fairy Tale, Physical Theatre Assessment: Monologue, Devising, Responding and Performance
Year 9	Collage Drama, Commedia dell'Arte, Documentary Drama Assessment: Devising and Performance
Year 10	Gothic Theatre: Children of the Black Skirt, Ithaca Road, The Crucibles and Dr. Jekyll and Mr. Hyde Greek Drama, Shakespeare Assessment: Responding, Directorial Vision and Performance

Assessment

Drama involves three criteria, Knowledge and Understanding, Making and Responding to drama. Knowledge and Understanding looks at the theory and the elements of Drama. *Making* in Drama involves devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms. *Responding* in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others' drama work.

Music

Why study Music?

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share music as listeners, composers and performers.

There is an increasing body of evidence which identifies that music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of all students.

Topics of study

Year 7	Elements of Music, Keyboard Skills & the importance of story.
Year 8	Drumming Skill's Performance. Composing - Making Stories through Music How Story can Shape Music - Basing a composition on novel that the students have read Performance - looking at different genres of music and the impact on society. Composting- Select a genre that they like and research the genre and create a story within a composition to represent the evolution of that genre.
Year 9	Percussion and Beat - Performance Composing - Making Stories through Music - base a composition through a piece of film that the students have seen. Performance- social impact on music and how it shaped the world. Composting- Select a genre that they like and research the genre and create a story within a composition to represent the evolution of that genre.
Year 10	The evolution of popular songs Performance Social Justice Through Music - Composing Music and theatre - Performance Music and Film - Composing for film

Assessment

Students undertake two items of assessment per term, chosen from the Australian Curriculum strands of *Making* (either Performing or Composing) and *Responding* (Listening).

Visual Art

Why study Visual Arts?

Visual Arts includes the fields of art, craft and design. Students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They learn about the role of the artist, craftsman and designer, their contribution to society, and the significance of the creative industries and come to recognize the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks.

Visual Arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking. It can support students to develop an understanding of world culture and help them view the world through various lenses and contexts.

Topics of study

Year 7	Elements of Art - Line, Colour, Shape. (On a rotating Term basis)
Year 8	Still Life -Four Mediums Mask Making, Surrealism - Clay pots, Wire Sculptures
Year 9	Greek Pots, Still life extreme Close Up Painting, Canvas Spray painting, Ochre Painting/Weaving
Year 10	Graffiti Art, Text in Art, Picasso Pots, Pop Art Canvas Painting

Assessment

Visual Arts involves students making and responding to visual artworks. *Making* in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms. *Responding* in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Year 11 & 12

The Senior curriculum at Good Shepherd offers students a range of subjects and flexibility to suit the various needs of students in the 21st century. Designed to prepare students for the next phase of their life whether that be further study, either through a tertiary institution or in the Vocational Education and Training field or entry into the workforce.

We offer a diverse curriculum of accredited General and Applied subjects as well as nationally recognised Vocation Education & Training qualifications. Choosing subjects carefully is an important aspect of Senior Schooling as it may not only impact the type of careers that students can undertake, but also their success at school.

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

In order to be eligible to be awarded a QCE, students must demonstrate:

- A set amount of learning in a set pattern (20 credits)
- Achieve set standards (minimum Sound Achievement)
- Demonstrate Literacy & Numeracy requirements

(Further details on the QCE and its requirements can be obtained by contacting the College or from the Queensland Curriculum and Assessment Authority Websites)

The College team monitors and tracks senior students from the beginning of Year 11 to ensure they are on track to achieve the QCE. Regular review interviews take place for students who are not on track, the purpose of which is to support the student and develop action plans to ensure they are awarded the QCE upon graduation.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

Good Shepherd Catholic College offers 2 types of Senior Subject Syllabuses — General and Applied. Results in these 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.

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.

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 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.

Assessment

Units 1 and 2 assessment

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, 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 4 and 3 assessment

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 need to be 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%; for Mathematics and Science subjects it is 50%.

Instrument specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External Assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

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.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses 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.

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

Instrument specific standard matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English & Essential Mathematics – common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment – instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives.

Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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.

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 & communication technologies (ICT) skills.

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

- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

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 Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

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.

Considerations when choosing subjects

1. **Goals** What are you aiming for? Do you have a definite tertiary course in mind? If so, are there any subjects which you must do as pre-requisites for entry?
2. **Enjoyment** Take subjects you enjoy and in which you do well.
3. **Keep your options open.** If you are not sure what you want to do after school, then you should keep as many options as possible open, and select a broad range of subjects.
4. **Find out about the subjects you are considering** Before finally deciding on your subjects, discuss your preferences with your parents, members of staff and students. Does the content, style of learning and assessment suit your interests, abilities and goals?
5. **Do some research** Make good use of Curriculum Leaders, teachers, the Careers Adviser, and resources such as:
 - Queensland Job Guide (Careers Room)
 - Queensland Tertiary Courses & the QTAC Tertiary Pre-requisites Guides Determine whether the subjects you are interested comprise any of the following:
 - Pre-requisite subjects — must be taken for future courses or careers, Recommended subjects — not essential, but may make future courses easier, Useful subjects — not essential, but give a general background or help develop particular skills.
6. **Applied/VET Subject** - Consider an applied or VET subject if:
 - You do not intend to go directly from Year 12 into a university course.
 - Your past results suggest that some General subjects may be too difficult.
 - You are interested in the content of a particular subject because it relates to future employment or possible TAFE options.

In making subject choices, students should have in mind their intentions concerning post-secondary education. Tertiary institutions indicate the prerequisites for their various courses and these should be taken into account. In making a selection for this two-year course, six subjects must be chosen. Students wishing to be ATAR Eligible must ensure they meet the minimum requirements outlined above.

Note:

1. Students must choose one of the offered Religions, English & Mathematics as core subjects.
2. Selection of three or more applied subjects will make a student ATAR ineligible.
3. The College reserves the right not to offer a subject if subject numbers are not viable or to combine a Year 11 & 12 class as a composite grouping where numbers are very low.
4. Not all combinations of electives will be possible. Students must choose from the predetermined sets of lines.
5. Students are allocated to elective classes on the basis of their nominated preference order e.g. 1st preference, 2nd preference, 3rd preference, 4th preference, and, in some cases, according to their Year 10 results.
6. In making subject selections students should be mindful that their course is a two-year course and subsequent subject changes may be very limited or not possible at all.
7. Quota restrictions apply to all subjects and selection of an elective does not guarantee a place in the subject.

Queensland Certificate of Education

For students completing Year 12 from 2020



QCAA

Queensland Curriculum
& Assessment Authority

Senior Education Profile

Queensland students receive a Senior Education Profile in their learning account on the myQCE website when they complete Year 12. All students receive a Senior Statement, which is a transcript of their learning account. Eligible students also receive either a QCE or a Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 can continue to accrue credit and will receive a Statement of Results and a QCE when eligible.

Senior Statement

The Senior Statement is a transcript of a student’s learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland’s senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

Changes to senior schooling in Queensland

Senior schooling in Queensland gives students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can choose from a wide range of subjects and courses to suit their work and study goals.

From 2020, there will be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

Visit QTAC for details: www.qtac.edu.au.

More information

myqce.qcaa.qld.edu.au

The myQCE website (for students completing Year 12 from 2020) provides information about subjects and courses, assessment and results, study tips and more. Talk to your

school about the subjects and courses it offers.

qcaa.qld.edu.au

More information about senior secondary curriculum and assessment, including syllabuses for QCAA subjects, is available on the QCAA website.

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

<p>Set amount</p> <p>20 credits from contributing courses of study, including:</p> <ul style="list-style-type: none">• QCAA-developed subjects or courses• vocational education and training (VET) qualifications• non-Queensland studies• recognised studies.	<p>Set pattern</p> <p>12 credits from completed Core courses of study and 8 credits from any combination of:</p> <ul style="list-style-type: none">• Core• Preparatory (maximum 4)• Complementary (maximum 8).
<p>Set standard</p> <p>Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.</p>	<p>Literacy & numeracy</p> <p>Students must meet literacy and numeracy requirements through one of the available learning options.</p>

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● **Core:** At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● **Preparatory:** A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Literacy QCAA Short Course in Numeracy 	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● **Complementary:** A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	1
<ul style="list-style-type: none"> QCAA Short Course in Aboriginal & Torres Strait Islander Languages QCAA Short Course in Career Education 	
University subjects (while a student is enrolled at a school)	up to 4
Diplomas and Advanced Diplomas (while a student is enrolled at a school)	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

● **Literacy**

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

● **Numeracy**

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements

Year 11 & 12 Subject Prerequisites

As students begin to plan their future pathway and select subjects for senior schooling it is important that they consider the prerequisites for each subject. Prerequisites are applied to ensure students select courses that are appropriate in setting them up for success. Please refer to the following table for the list of Year 10 prerequisites for study in Year 11 General Subjects.

There are no applied or essential subjects listed below as these do not have any requirements for students to study in Year 11 & 12.

Department	Subjects	Prerequisite (based on year 10 results)
English	General English	C standard in English
Mathematics	General Mathematics	B standard in Mathematics
	Mathematics Methods	B standard in Mathematics
	Specialist Mathematics	A standard in Mathematics
Science	Biology	B standard in Science <i>C Standard in English and Mathematics</i>
	Chemistry	B standard in Science <i>C Standard in English and Mathematics</i>
	Physics	B standard in Science <i>C Standard in English and Mathematics</i>
Humanities	Geography	B standard in Humanities or English
	Modern History	B standard in Humanities or English
	Legal Studies	B standard in Humanities or English
Physical Education	Physical Education	B standard in Physical Education
Technologies	Design	
The Arts	Drama	B standard in Drama
	Visual Art	B standard in Visual Art
	Music	B standard in Music and experience with musical instruments
Religion	Study of Religion	B standard in Religion

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> Problem-solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> Examination
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> Examination 	
Summative external assessment (EA): 50% Examination	

Pathways

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

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.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20%	Summative internal assessment 3 (IA3): 15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 	<ul style="list-style-type: none"> • Examination
Summative internal assessment 2 (IA2): 15%	
<ul style="list-style-type: none"> • Examination 	
Summative external assessment (EA): 50%	
Examination	

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.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> ● Combinatorics ● Vectors in the plane ● Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> ● Complex numbers 1 ● Trigonometry and functions ● Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> ● Proof by mathematical induction ● Vectors and matrices ● Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> ● Integration and applications of integration ● Rates of change and differential equations ● Statistical inference

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 20% <ul style="list-style-type: none"> ● Problem-solving and modelling task 	Summative internal assessment 3 (IA3): 15% <ul style="list-style-type: none"> ● Examination
Summative internal assessment 2 (IA2): 15% <ul style="list-style-type: none"> ● Examination 	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> ● Examination 	

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.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
 - comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
 - communicate using mathematical, statistical and everyday language and conventions
 - evaluate the reasonableness of solutions
 - justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> ● Fundamental topic: Calculations ● Number ● Representing data ● Graphs 	Money, travel and data <ul style="list-style-type: none"> ● Fundamental topic: Calculations ● Managing money ● Time and motion ● Data collection 	Measurement, scales and data <ul style="list-style-type: none"> ● Fundamental topic: Calculations ● Measurement ● Scales, plans and models ● Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> ● Fundamental topic: Calculations ● Bivariate graphs ● Probability and relative frequencies ● Loans and compound interest

Assessment

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> ● Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> ● Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> ● Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> ● Examination

English focuses on the study of both literary texts and non-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 texts.'

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts 	Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts 	Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> Extended response — written response for a public audience 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> Extended response — imaginative written response
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> Extended response — persuasive spoken response 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — analytical written response

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> Responding to a variety of texts used in and developed for a work context Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> Responding to reflective and nonfiction texts that explore human experiences Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> Creating and shaping perspectives on community, local and global issues in texts Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> Responding to popular culture texts Creating representations of Australian identifies, places, events and concepts

Assessment

In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> Extended response — Written response

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
- use language features to achieve particular purposes across modes.

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.

Pathways

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

Objectives

By the conclusion of this course of study, students will:

- Explain geographical processes
- Comprehend geographical patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesise information from the analysis to propose action
- Communicate geographical knowledge

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> ● Natural hazard zones ● Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> ● Responding to challenges facing a place in Australia ● Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> ● Land cover transformations and climate change ● Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> ● Population challenges in Australia ● Global population change

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> ● Examination – combination response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> ● Investigation — data report
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> ● Investigation — field report 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> ● Examination — combination response

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.

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt <ul style="list-style-type: none"> ● Legal foundations ● Criminal investigation process ● Criminal trial process ● Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> ● Civil law foundations ● Contractual obligations ● Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> ● Governance in Australia ● Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> ● Human rights ● The effectiveness of international law ● Human rights in Australian contexts

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> ● Examination – combination response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> ● Investigation – argumentative essay
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> ● Investigation – inquiry report 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> ● Examination – combination response

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> • Examination – essay in response to historical sources 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> • Investigation — historical essay based on research
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> • Independent source investigation 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — short responses to historical sources

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Objectives

By the conclusion of the course of study, students should:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Core life skills	Elective Topics	
<ul style="list-style-type: none"> ● Personal skills — Growing and developing as an individual ● Interpersonal skills — Living with and relating to other people ● Citizenship skills — Receiving from and contributing to community 	<ul style="list-style-type: none"> ● The Arts and the community ● Australia's place in the world ● Gender and identity ● Health: Food and nutrition ● Health: Recreation and leisure 	<ul style="list-style-type: none"> ● Into relationships ● Legally, it could be you ● Money management ● Science and technology ● Today's society ● The world of work

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Today's society <ul style="list-style-type: none"> – Investigation ● Unit 2: Health, recreation and leisure <ul style="list-style-type: none"> – Project ● Unit 3: Money management <ul style="list-style-type: none"> – Supervised examination ● Unit 4: Gender and Identity <ul style="list-style-type: none"> – Extended response to stimulus 	<ul style="list-style-type: none"> ● Unit 5: Legally it could be you <ul style="list-style-type: none"> – Extended response to stimulus ● Unit 6: Into relationships <ul style="list-style-type: none"> – Project ● Unit 7: Australia's place in the world <ul style="list-style-type: none"> – Investigation & supervised examination

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings

Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core Topics	Elective Topics	
<ul style="list-style-type: none"> ● Who am I? the personal perspective ● Who are we? the relational perspective ● Is there more than this? the spiritual perspective 	<ul style="list-style-type: none"> ● The Australian scene ● Ethics and morality ● Good and evil ● Heroes and role models ● Indigenous Australian spiritualities ● Meaning and purpose 	<ul style="list-style-type: none"> ● Peace and conflict ● Religion and contemporary culture ● Religions of the world ● Religious citizenship ● Sacred stories ● Social justice ● Spirituality

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Meaning and purpose <ul style="list-style-type: none"> – Investigation ● Unit 2: Ethics and morality <ul style="list-style-type: none"> – Extended response to stimulus ● Unit 3: Social Justice <ul style="list-style-type: none"> – Project & Examination 	<ul style="list-style-type: none"> ● Unit 4: Good and evil <ul style="list-style-type: none"> – Extended response to stimulus ● Unit 5: Peace and conflict <ul style="list-style-type: none"> – Project ● Unit 6: Heroes and role models <ul style="list-style-type: none"> – Investigation

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities' and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

By the conclusion of the course of study, students will:

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> ● Sacred texts ● Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> ● Lifecycle rituals ● Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> ● Social ethics ● Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> ● Religion and the nation-state ● Religion and human rights

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context.

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> ● Examination – extended response 	Summative internal assessment 3 (IA3): 25% <ul style="list-style-type: none"> ● Investigation – inquiry response
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> ● Investigation – inquiry response 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> ● Examination – short responses

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and 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.

Students develop transferable skills by engaging in 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.

Pathways

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

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> ● Industry practices ● Production processes 	<ul style="list-style-type: none"> ● Fitting and machining ● Sheet metal working ● Welding and fabrication

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: The engineering industry – Introduction to safety, production processes and product quality <ul style="list-style-type: none"> – Practical demonstration & Project ● Unit 2: Communication and teamwork in engineering enterprises <ul style="list-style-type: none"> – Practical demonstration & Project 	<ul style="list-style-type: none"> ● Unit 3: Welding and fabrication enterprise <ul style="list-style-type: none"> – Practical demonstration & Project ● Unit 4: Working cooperatively in engineering workplaces <ul style="list-style-type: none"> – Practical demonstration & Project

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and 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.

Students develop transferable skills by engaging in 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.

Pathways

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.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> ● Industry practices ● Production processes 	<ul style="list-style-type: none"> ● Cabinet-making ● Furniture finishing ● Furniture-making ● Glazing and framing ● Upholstery

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Introduction to the workshop and basic practices <ul style="list-style-type: none"> – Practical demonstration and project ● Unit 2: Production processes and product quality <ul style="list-style-type: none"> – Practical demonstration and project 	<ul style="list-style-type: none"> ● Unit 3: Teamwork and communication <ul style="list-style-type: none"> – Practical demonstration and project ● Unit 4: Glazing and framing <ul style="list-style-type: none"> – Practical demonstration and project

Information & 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. Students are equipped 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. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

By the conclusion of the course of study, students should:

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.

Structure

The Information & Communication Technology course is designed around:

Core topics	Elective topics	
<ul style="list-style-type: none"> ● Hardware ● Software ● ICT in society 	<ul style="list-style-type: none"> ● Animation ● Application development ● Audio and video production ● Data management ● Digital imaging and modelling 	<ul style="list-style-type: none"> ● Document production ● Network fundamentals ● Online communication ● Website production

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Gamification 101 <ul style="list-style-type: none"> – Project – The Future of Social Media – Extended response to stimulus ● Unit 2: Radio GSCC <ul style="list-style-type: none"> – Project 	<ul style="list-style-type: none"> ● Unit 3: Lights, Camera, Shoot! <ul style="list-style-type: none"> – Extended response to stimulus – Project ● Unit 4: Promoting Me <ul style="list-style-type: none"> – Project – Project

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 25% <ul style="list-style-type: none"> Project - folio 	Summative internal assessment 3 (IA3): 30% <ul style="list-style-type: none"> Project - folio
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> Investigation - report 	Summative external assessment (EA): 25% <ul style="list-style-type: none"> Examination — combination response

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Sport & 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 contribute 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.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

By the conclusion of the course of study, students should:

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Sport and recreation careers <ul style="list-style-type: none"> – Investigation & Performance ● Unit 2: Training principles, methods and components <ul style="list-style-type: none"> – Extended written response & Performance ● Unit 3: Implementing coaching plans <ul style="list-style-type: none"> – Project & Performance ● Unit 4: Basketball <ul style="list-style-type: none"> – Performance 	<ul style="list-style-type: none"> ● Unit 5: Sporting competitions <ul style="list-style-type: none"> – Project & Performance ● Unit 6: Community benefits of sport and recreation <ul style="list-style-type: none"> – Extended written response & Performance ● Unit 7: Sponsorship and sports marketing <ul style="list-style-type: none"> – Investigation & Performance ● Unit 8: Table tennis <ul style="list-style-type: none"> – Performance

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> Data test 	Summative internal assessment 3 (IA3): 20% <ul style="list-style-type: none"> Examination
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> Student Examination 	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 	

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> • Data test 	Summative internal assessment 3 (IA3): 20% <ul style="list-style-type: none"> • Research investigation
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> • Student Examination 	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 	

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

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 counterintuitive, 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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> ● Heating processes ● Ionising radiation and nuclear reactions ● Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> ● Linear motion and force ● Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> ● Gravity and motion ● Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> ● Special relativity ● Quantum theory ● The Standard Model

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 10% <ul style="list-style-type: none"> ● Data test 	Summative internal assessment 3 (IA3): 20% <ul style="list-style-type: none"> ● Research investigation
Summative internal assessment 2 (IA2): 20% <ul style="list-style-type: none"> ● Student Examination 	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> ● Examination 	

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.

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence,

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Elective topics
<ul style="list-style-type: none"> ● Scientific literacy and working scientifically ● Workplace health and safety ● Communication and self-management 	<ul style="list-style-type: none"> ● Science for the workplace ● Resources, energy and sustainability ● Health and lifestyles ● Environments ● Discovery and change

Assessment

Year 11 (Formative)	Year 12 (Summative)
<ul style="list-style-type: none"> ● Unit 1: Module 1: Health and Disease <ul style="list-style-type: none"> – Extended Response ● Unit 1: Module 2: Electricity in our life <ul style="list-style-type: none"> – Project ● Unit 2: Forensics <ul style="list-style-type: none"> – Collection of work ● Unit 2: Car Evolution <ul style="list-style-type: none"> – Investigation 	<ul style="list-style-type: none"> ● Unit 3: Module 5: Consumer Protection <ul style="list-style-type: none"> – Investigation ● Unit 3: Module 6: Microorganisms in Food Production <ul style="list-style-type: none"> – Extended Response ● Unit 4: Module 7: Water – Pre and Post Consumption <ul style="list-style-type: none"> – Collection of work ● Unit 4: Module 8: Colonising Mars <ul style="list-style-type: none"> – Project

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.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> ● cultural inheritances of storytelling ● oral history and emerging practices ● a range of linear and non-linear forms 	<p>Reflect How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> ● Realism, including Magical Realism, Australian Gothic ● associated conventions of styles and texts 	<p>Challenge How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> ● Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre ● associated conventions of styles and texts 	<p>Transform How can you transform dramatic practice?</p> <ul style="list-style-type: none"> ● Contemporary performance ● associated conventions of styles and texts ● inherited texts as stimulus

Assessment

In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1): 20%</p> <ul style="list-style-type: none"> ● Performance 	<p>Summative internal assessment 3 (IA3): 35%</p> <ul style="list-style-type: none"> ● Project – practice-led project
<p>Summative internal assessment 2 (IA2): 20%</p> <ul style="list-style-type: none"> ● Project – dramatic concept 	
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> ● Examination – extended response 	

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Visual Art provides students with opportunities to 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. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> ● Concept: lenses to explore the material world ● Contexts: personal and contemporary ● Focus: People, place, objects ● Media: 2D, 3D, and time-based 	Art as code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> ● Concept: art as a coded visual language ● Contexts: formal and cultural ● Focus: Codes, symbols, signs and art conventions ● Media: 2D, 3D, and time-based 	Art as knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> ● Concept: constructing knowledge as artist and audience ● Contexts: contemporary, personal, cultural and/or formal ● Focus: student-directed ● Media: student-directed 	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none"> ● Concept: evolving alternate representations and meaning ● Contexts: contemporary and personal, cultural and/or formal ● Focus: continued exploration of Unit 3 student-directed focus ● Media: student-directed

Assessment

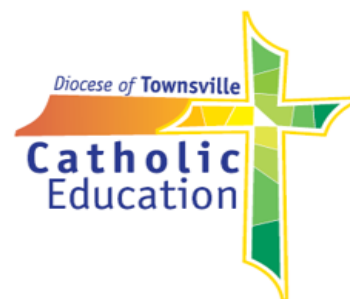
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Unit 3	Unit 4
Summative internal assessment 1 (IA1): 15% <ul style="list-style-type: none"> ● Investigation – inquiry phase 1 	Summative internal assessment 3 (IA3): 35% <ul style="list-style-type: none"> ● Project – inquiry phase 3
Summative internal assessment 2 (IA2): 25% <ul style="list-style-type: none"> ● Project – inquiry phase 2 	
Summative external assessment (EA): 25% <ul style="list-style-type: none"> ● Examination 	

VOCATIONAL EDUCATION

AND

TRAINING



Registered Training Organisation 31195

07 4773 0900 | enquiries.rto@tsv.catholic.edu.au

Qualification Code and Title	SIT10222 Certificate I in Hospitality
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Registered Training Organisation & RTO Code	This qualification will be delivered at Good Shepherd Catholic College on behalf of registered training organisation - Townsville Catholic Education - RTO: 31195. See https://bit.ly/3aQRfm7	
Subject Type	Vocational Education and Training	
Course Delivery Mode and Location	The training and assessment of this qualification will be face-to-face and will take place at your school.	
Course Length	1 year	
Why study the qualification	This preparatory course offers you an introduction to hospitality and develops your skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively, hygienically and safely, and discover how to provide customer information.	
Entry Requirements and pre-requisites	There are no entry requirements or pre-requisites.	
Course Structure	Students must successfully complete all units of competency (core and elective units) listed below to achieve the qualification:	
	<u>Core Units</u> BSBWOR203 Work effectively with others SITXCCS001 Provide customer information and assistance SITXWHS001 Participate in safe work practices	<u>Elective Units</u> SITHIND001 Use hygienic practices for hospitality service TLIE1005 Carry out basic workplace calculations SITXCOM001 Source and present information
Learning and Assessment	Learning and assessment will include a combination theory and practical activities. In particular, students will be assessed in the following ways: <ul style="list-style-type: none"> • Written tasks • Observations - practical skills, practical tests, functions • Oral questioning 	
Work Placement	This qualification does not have mandatory work placement.	
Special requirements	As part of the practical assessment requirements, students may be required to participate in functions and events inside and outside of school hours.	

Materials and Equipment Requirements	Materials, equipment and resources required for completion of the qualification will be provided by the school.
Credit Transfer	Townsville Catholic Education will recognise AQF Qualifications and Statements of Attainment issued by other Registered Training Organisations
Pathways	Completion of this qualification will provide students with basic skills and knowledge to provide them with a pathway into the Hospitality Industry, including hotels, resorts, restaurants, pubs, cafes, cruise ships and airlines. Students can also complete additional VET or university study to advance themselves further in the Hospitality Industry.
Cost	Students and parents are not required to pay a fee to complete this qualification. All learning resources are provided by the school at no additional cost to ordinary school fees. There may be a fee to attend optional industry excursions or other events. Final cost and notification of these excursions will be included in a permission letter which will be distributed closer to the excursion date(s).

Program Disclosure Statement (PDS)	This document must be read in conjunction with the TCE RTO Program Disclosure Statement (PDS). The PDS outlines the services and training products that the TCE RTO provides, as well as those carried out by the school. To access the aforementioned PDS, visit: https://bit.ly/2DA6NOM
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The information contained in this document is correct at date of publication: 13/02/2020