



**Ignatius Park College**

SENIOR SCHOOL

# Curriculum Handbook 2023

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# SENIOR SCHOOL PROGRAM

Years 10–12



# Senior Subjects

## YEAR 10

Year 10 is an important preparatory year for Senior Schooling and serves as integral period for students to plan for their future career pathway. The subjects offered in Year 10 provide a preview to curriculum content and skills offered in Year 11 and 12. The journey through Year 10 allows students to make informed Senior School subject choices. Students will document their potential career pathways, senior subject preferences and academic goals in their Student Education and Training Plan (SET Plan). The SET Plans are reviewed by students, parents/carers and the College in term 3. At these interviews all parties enter into an agreement enables students to pursue goals and targets set out in the students set plans.





## Year 10



# Subjects on Offer

Students in Year 10 are required to choose 5 core subjects per semester for Religious Education, English, Mathematics, Science and Health & Physical Education and will be a full year course.

Students will then also need to select 3 elective subjects per semester and they MUST select Modern History in at least 1 of the semesters. Some courses will only run for one semester, so please read the detailed information regarding each subject for further information. Important note: These subjects will be grouped into 'Elective Lines' for students to choose from, however this does not occur until just before subject selections. The below electives table is simply a list of the subjects that will be on offer.

Please refer to the below table which outlines the subjects we have on offer.

## CORE SUBJECTS

| RELIGIOUS EDUCATION | ENGLISH           | MATHEMATICS           | SCIENCE              | PHYSICAL EDUCATION           |
|---------------------|-------------------|-----------------------|----------------------|------------------------------|
| Study of Religion   | English           | Mathematical Methods  | Chemistry & Physics  | Physical Education           |
| Religion & Ethics   | Essential English | General Mathematics   | Biology & Psychology | Sport and Recreation         |
|                     |                   | Essential Mathematics | Science in Practice  | Fitness<br>(Semester 2 only) |

## ELECTIVE SUBJECTS

| TECHNOLOGY        | HOSPITALITY           | HUMANITIES      | INDUSTRIAL TECHNOLOGIES    | LANGUAGES | MATHEMATICS            | THE ARTS                     |
|-------------------|-----------------------|-----------------|----------------------------|-----------|------------------------|------------------------------|
| Design            | Hospitality Practices | Economics       | Industrial Technologies    | Japanese  | Specialist Mathematics | Drama                        |
| Digital Solutions | Hospitality Skills    | Geography       | Manufacturing Technologies |           |                        | Film, Television & New Media |
| Engineering       |                       | Legal Studies   |                            |           |                        | Music                        |
|                   |                       | Modern History* |                            |           |                        | Visual Art                   |

\*It is compulsory for all students to undertake Modern History in at least one Semester.



# STUDY OF RELIGION

## WHY STUDY THIS SUBJECT?

**Spirituality and/or religions are almost universal phenomena through which people seek meaning in their lives. People are faced with a host of world views which influence them. Australian society places immense value on control and immediate solutions to what it sees as problems. By studying religion in a systematic and critical way, students may come to understand better its place in society, its history, the range of its forms and structures and the relationship it bears to other ways in which human beings attempt to explain themselves and the cosmos in which they exist.**

If students do not wish to or cannot follow the more rigorous Study of Religion, then Religion and Ethics is compulsory at Ignatius Park College.

## WHAT DO STUDENTS STUDY?

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs can co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism as well as Australian Aboriginal spiritualities and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices as well as their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st Century.

Study of Religion allows students to 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. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognizing the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQS

**C STANDARD IN YEAR 9  
RELIGION**

## WHAT DO STUDENTS STUDY?

**Focus areas studied may include:**

Sacred Texts & Writings

Ritual

Ethics & Morality

Religion/State Relationships

## ASSESSMENT TECHNIQUES

- Examination – extended response
- Examination – short response
- Investigation – inquiry response

## SENIOR SCHOOL PATHWAYS

- School Based Program – Catholic Studies (non-QCE)
- Study of Religion – General

# RELIGION AND ETHICS

## WHY STUDY THIS SUBJECT?

A sense of purpose and personal integrity are essential for participative and contributing members of society. This applied syllabus provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these can contribute to the community outside the school gates. A search for meaning assists students to learn about and reflect on the richness of religious and ethical worldviews, whilst offering up a part of themselves in service to others. If students do not wish to or cannot follow the more rigorous Study of Religion, then Religion and Ethics is compulsory at Ignatius Park College in Year 10.

## WHAT DO STUDENTS STUDY?

Students undertake a Certificate Course embedded within this subject – Certificate II in Active Volunteering. Students will use the values and teachings of Jesus Christ and Edmund Rice to apply the key course components of Working with diverse people, Being an effective volunteer, Participating in workplace health and safety and Communicating in the workplace to enrich their personal skills in these regards, on a volunteer basis. Embedded throughout the Certificate II Course (which includes 20 hours of Volunteering for qualification) are the fundamental principles on which the subject of Religion and Ethics are based.

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. It caters to the varied needs and interests of students through investigating topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice. The course also explores how these topics are dealt with in various religious, spiritual and ethical traditions.

Religion is understood as a faith tradition based on a mutual understanding of beliefs and practices; spirituality refers to a transcendent reality that connects a person with humanity and the universe. The term 'ethics' refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS AN APPLIED SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ (AS PER YEAR 11/ 12)

**NIL**

## WHAT DO STUDENTS STUDY?

Focus areas studied may include:

Spirituality

Peace and conflict

Social justice

Men's mental health

## ASSESSMENT TECHNIQUES

- Project
- Investigation
- Extended Response
- Examination

## SENIOR SCHOOL PATHWAYS

- School Based Program – Catholic Studies (non-QCE)
- Study of Religion – General



# ENGLISH

## WHY STUDY THIS SUBJECT?

**English is the expression and exploration of personal and cultural understanding. 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 in the future.**

Students need to be able to read, listen, write and view in a range of contexts for successful study and employment. These skills can also be used for relaxation and enjoyment in their everyday lives. In Middle School English, the aim is to help every student achieve his potential in understanding and using Australian English.

## WHAT DO STUDENTS STUDY?

The Australian National Curriculum allows us to focus on the development of core skills in English which will then lead to greater understanding, enjoyment and success. The curriculum is structured around topics and texts which are engaging for boys and allow them to experience success in the subject. Topics include Strange Worlds: The Language of Science Fiction in Year 8, Overcoming Adversity in Year 9 and A Call to Arms in Year 10. Assessment is designed to challenge students and provide them with an opportunity to explore the issues they have addressed in class. Assessment is in the form of a range of genres in increasing depth, including both written and spoken tasks. These tasks are supported by drafting time in class and teacher input.

The Middle School English program is based on interacting with literature and developing key skills. It incorporates basic literacy, media awareness, thinking and problem-solving processes as well as personal and interpersonal skills. The course caters for students of all abilities, with differentiation in the form of additional assistance and extension activities incorporated into each unit.

A strong focus of our program is to encourage students to read and write for pleasure. Students are encouraged to read a range of texts on a regular basis, both in class and at home. Students are required to have a pencil case with basic items, such as pens, a ruler and highlighters. They should also have a display folder and notebook which are kept specifically for English.

The program has also been designed to offer flexibility which will allow units of work that fulfil syllabus requirements, but also cater to the needs of individual classes. By the end of the program, students will have been exposed to all the concepts and skills they will encounter in Senior English and will be well prepared for the challenges they will face in their future studies.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQS

**C STANDARD IN YEAR 9  
ENGLISH**

## ASSESSMENT TECHNIQUES

- Extended written responses
- Spoken tasks
- Multimodal tasks

## SENIOR SCHOOL PATHWAYS

- English
- Essential English
- Short Course in Literacy
- Literature

# ESSENTIAL ENGLISH

## WHY STUDY THIS SUBJECT?

**Literacy is a social practice - a flexible and sustainable mastery of a repertoire of practices with texts using traditional and new communication technologies. It enables individuals to develop knowledge and understanding and is thus integral to learning across all areas of the curriculum.**

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and critical thinking with reading and writing. New technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

Literacy requires teaching, learning and assessment that is: "focused on meaning making ... rather than merely reproducing uncritically what they have been taught." Learners should be able to make sense of the world and develop their own perspectives. This implies both an understanding of the world and the capacity to critically evaluate that world.

## WHAT DO STUDENTS STUDY?

### SEMESTER ONE

Core Unit 1  
Personal Identity and Education Core

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Unit 2 - The Work Environment

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### SEMESTER TWO

Short Course

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SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS AN  
APPLIED SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**NIL**

## ASSESSMENT TECHNIQUES

- Assessment is internal only.

## SENIOR SCHOOL PATHWAYS

Literacy is a short course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

Students gain one QCE point for this subject.



# MATHEMATICAL METHODS

## WHY STUDY THIS SUBJECT?

**Mathematics enhances our understanding of the world and our ability to participate in society. Mathematics aims to ensure that students:**

- are confident, creative users and communicators of mathematics and able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and can pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## WHAT DO STUDENTS STUDY?

All Year 10 Mathematics classes will follow the Australian Curriculum. Students will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. There are four proficiency strands: understanding, fluency, problem-solving and reasoning. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and describe how content is explored or developed; that is, the thinking and doing of mathematics.

Mathematical Methods is often a pre/co-requisite subject for Science and technical subjects. This level of Mathematics will prepare students for developing effective models of the world and solving complex and abstract mathematical problems.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**B STANDARD IN YEAR 9  
MATHEMATICS**

## ASSESSMENT TECHNIQUES

- Examinations
- Tests
- Problem-solving
- Modelling Tasks

## SENIOR SCHOOL PATHWAYS

- Specialist Mathematics
- Mathematical Methods
- General Mathematics
- Essential Mathematics

# GENERAL MATHEMATICS

## WHY STUDY THIS SUBJECT?

**Mathematics enhances our understanding of the world and our ability to participate in society. Mathematics aims to ensure that students:**

- are confident, creative users and communicators of mathematics and able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and can pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## WHAT DO STUDENTS STUDY?

All Year 10 Mathematics classes will follow the Australian Curriculum. They will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. There are four proficiency strands, understanding, fluency, problem-solving and reasoning. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and describe how content is explored or developed; that is, the thinking and doing of mathematics.

General Mathematics develops key mathematical ideas to solve practical problems relevant to their daily lives and communities.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**C STANDARD IN YEAR 9  
MATHEMATICS**

## ASSESSMENT TECHNIQUES

- Examinations
- Tests
- Problem-solving
- Modelling Tasks

## SENIOR SCHOOL PATHWAYS

- General Mathematics
- Essential Mathematics



# ESSENTIAL MATHEMATICS

## WHY STUDY THIS SUBJECT?

**Mathematics enhances our understanding of the world and our ability to participate in society. Mathematics aims to ensure that students:**

- are confident, creative users and communicators of mathematics and able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and can pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## WHAT DO STUDENTS STUDY?

All Year 10 Mathematics classes will follow the Australian Curriculum. They will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. There are four proficiency strands, understanding, fluency, problem-solving and reasoning. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and describe how content is explored or developed; that is, the thinking and doing of mathematics.

General Mathematics develops key mathematical ideas to solve practical problems relevant to their daily lives and communities.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS AN APPLIED SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Examinations
- Tests
- Problem-solving
- Modelling Tasks

## SENIOR SCHOOL PATHWAYS

- General Mathematics
- Essential Mathematics

# BIOLOGY, CHEMISTRY, PHYSICS AND PSYCHOLOGY

## WHY STUDY THIS SUBJECT?

Science impacts on all facets of life. It is a systematic way of thinking, involving creative and critical reasoning. As a human endeavour, science is a collaborative activity that integrates a range of disciplines, technologies and techniques used to investigate natural phenomena. It is the source of innovative and creative solutions through evidence based problem-solving.

## WHAT DO STUDENTS STUDY?

### Physical Sciences: Motion

Students explore how energy conservation in a system can be explained by describing energy transfers and transformations. They examine the relationship between the laws of physics, including force, mass and acceleration, to predict changes in motion of an object.

### Chemical Sciences: Periodic Table and Reaction Rates

Students explore the atomic structure and properties of elements which are used to organize them into the periodic table. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions.

### Biological Sciences: Heredity and Evolution

Students explore the transmission of inheritable characteristics from one generation to the next involving DNA and genes. They investigate the theory of evolution by natural selection and explain the diversity of living things.

### Psychology: What Makes Us Tick?

Students explore the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline; the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**C STANDARD YEAR 9  
SCIENCE**

## ASSESSMENT TECHNIQUES

- Chemistry Student Experiment
- Physics and Chemistry Semester Examination
- Biology Examination
- Psychology Research Investigation

## SENIOR SCHOOL PATHWAYS

- Biology (General Senior Syllabus ATAR)
- Chemistry (General Senior Syllabus ATAR)
- Physics (General Senior Syllabus ATAR)
- Psychology (General Senior Syllabus ATAR)
- Science in Practice (Applied Senior Syllabus – ATAR for one Applied subject taken)

# SCIENCE IN PRACTICE

## WHY STUDY THIS SUBJECT?

Science in Practice is a course offered to Year 10 students who ideally have an interest in science and wish to embark on a career or trade that requires a presumed level of science knowledge, however, do not wish to continue science study at the tertiary level. Generally, students with a defined learning issue and requiring further support in literacy and numeracy would consider this choice of subject. Science in Practice is not an 'easier' course, and success will only come with effort as expected in any other subject.

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, eg. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research and the resources sector. If a career in teaching or as an electrician is being considered, an ATAR Science stream is required.

## WHAT DO STUDENTS STUDY?

Students generally study the same topics as in the Year 10 Science course to meet the standards of the Australian Curriculum. The units are contextualised and structured to link with the Applied Senior Syllabus for Science in Practice, focusing on 'Scientific literacy and working scientifically', 'Workplace health and safety' and 'Communication and self-management'.

### Chemical Sciences: Periodic Table and Reaction Rates

Students explore the atomic structure and properties of elements which are used to organise them into the periodic table. They explain how chemical reactions are used to form particular products and how different factors influence the rate of reactions.

### Physical Sciences: Motion

Students explore how energy conservation in a system can be explained by describing energy transfers and transformations. They examine the relationship between the laws of physics, including force, mass and acceleration, to predict changes in motion of an object.

### Consumer Sciences: How Science Impacts our Lives

Students address a number of consumer science topics that are present and impact our lives on a daily basis. As a blend of the four science disciplines, students will gain and understanding and investigate topics concerning food and drink science, nutrition and wellness, textiles and apparel, tattooing and cosmetics.

### Forensic Sciences: Who Dunn it?

Students learn that much of forensic science is about the collection, careful handling and identification of forms of evidence for the purpose of use in a court of law. They study aspects of fingerprinting, anthropology, odontology, blood types, chemical analysis and facts about trauma and ballistics.

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
APPLIED SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**NIL**

## ASSESSMENT TECHNIQUES

- Chemistry Student Experiment
- Physics and Chemistry Semester Examination
- Biology Examination
- Psychology Research Investigation

## SENIOR SCHOOL PATHWAYS

- Science in Practice (Applied Science Syllabus – contributes to QCE and may contribute to an ATAR if it is the only Applied subject taken).



# PHYSICAL EDUCATION

## WHY STUDY THIS SUBJECT?

**The Year 10 curriculum supports students who are considering undertaking Physical Education as a senior subject in Year 11 and 12. It is also recommended students choose this subject if they believe they may do the Certificate III in Fitness.**

Physical Education students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement as well as demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physical Education learners develop the 21st Century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, as well as information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## WHAT DO STUDENTS STUDY?

**Focus areas studied may include:**

Motor learning

Biomechanics

Energy systems

Training program

Fitness components

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**C STANDARD YEAR 9  
PHYSICAL EDUCATION**

## ASSESSMENT TECHNIQUES

- Examination
- Multimodal Presentation
- Research Report

## SENIOR SCHOOL PATHWAYS

- Physical Education
- Sport and Recreation
- Certificate III in Fitness

# SPORT AND RECREATION

## WHY STUDY THIS SUBJECT?

**In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities.**

These activities will be the medium through which students 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. Sport and Recreation involves students working individually, in groups and in teams. Students will be 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.

Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult lives.

## WHAT DO STUDENTS STUDY?

**Focus areas studied may include:**

Energy systems

Biomechanics

First Aid

Training program

Fitness components

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A  
APPLIED SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Examination
- Physical demonstration
- Multimodal presentation
- Report

## SENIOR SCHOOL PATHWAYS

- Sport and Recreation

# FITNESS

## WHY STUDY THIS SUBJECT?

**This subject reflects the role of instructors who perform a range of activities and functions within the fitness industry. It is recommended that students select this subject if they are not doing senior Physical Education and intend to do the Certificate III in Fitness qualification in Year 11 and 12. This subject serves as an introduction to the ways a certificate course operates and, while it is advantageous to have this introduction, it is not mandatory.**

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

Students will undertake group exercise instruction, delivering exercise sessions designed for participation by a group of clients with a mix of ages/fitness levels. Sessions may be freestyle, pre-choreographed or circuit style. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.

Students will also perform gym instruction, provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs.

## WHAT DO STUDENTS STUDY?

**Focus areas studied may include:**

Energy systems

Training program

Fitness components

SUBJECT TYPE:

**CORE**

(THIS IS OFFERED AS A VET  
SUBJECT IN YEAR 11 AND  
YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**ONE SEMESTER ONLY**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Examination
- Physical demonstration

## SENIOR SCHOOL PATHWAYS

- Certificate III in Fitness



# DESIGN

## WHY STUDY THIS SUBJECT?

**In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments.**

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Through the practical application of technologies including digital technologies, students develop dexterity and coordination through experiential activities. Design and Technologies motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQS

**NIL**

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

The Design Process

Computer Assisted Drawing (CAD)

Product Design

3D Printing Technologies

3D Modelling

Environmental Design

## ASSESSMENT TECHNIQUES

- Folios
- Projects

## SENIOR SCHOOL PATHWAYS

- Digital Solutions
- Design
- Engineering

# DIGITAL SOLUTIONS

## WHY STUDY THIS SUBJECT?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN  
UNDERTAKE THIS  
ELECTIVE FOR A FULL  
YEAR OR 1 SEMESTER  
ONLY.**

PRE REQ

**NIL**

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

Computer Systems and Networks

Computer Programming (coding)

Graphic and Web Design

Designing digital solutions

Social and ethical issues

Databases

Artificial Intelligence

Robotics and Embedded Systems.

## ASSESSMENT TECHNIQUES

- Folios
- Examinations
- Projects

## SENIOR SCHOOL PATHWAYS

- Digital Solutions
- Design
- Engineering

# ENGINEERING

## WHY STUDY THIS SUBJECT?

**Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies.**

**When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.**

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferable 21st Century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQ

**B STANDARD IN YEAR 9 MATHEMATICS**

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

The Design Process

Computer Assisted Drawing (CAD)

Emerging technologies

Engineering Systems and Processes

Creating designed Solutions

Robotics

## ASSESSMENT TECHNIQUES

- Folios
- Projects

## SENIOR SCHOOL PATHWAYS

- Digital Solutions
- Design
- Engineering



# HOSPITALITY PRACTICES

## WHY STUDY THIS SUBJECT?

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and geographic borders.

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

As well, students examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

## WHAT DO STUDENTS STUDY?

Core topic: Hospitality in practice.

Elective: Food and beverage service.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A APPLIED SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Folios,
- Practical Examinations
- Projects

## SENIOR SCHOOL PATHWAYS

- Hospitality Practices

# HOSPITALITY SKILLS

## WHY STUDY THIS SUBJECT?

Hospitality Skills teaches students valuable life skills, not only in meal preparation and cooking techniques. The program also teaches healthy menu planning and budgeting.

## WHAT DO STUDENTS STUDY?

Students learn to cook healthy and budget conscious meals, workout the cost of cooking each dish and analyse the nutritional content of each dish. Students will look at RDI's and serving sizes to determine what constitutes a healthy diet. Students will also plan a food menu on a set budget.

1. Nutrition and healthy food choices – healthy food groups, diets and nutrition, eating behaviours and healthy food choices, the interpretation of food labels and take-away foods.
2. Kitchen hygiene and safety – basic equipment, personal hygiene and food safety, utensils and basic cooking items needed by independent students.
3. Food preparation and recipes – terms and instructions, measurements, cheap options, comparison shopping.
4. Food production and presentation – menu planning, preparing grocery lists, simple meals, simple ingredients, and simple tools.
5. Special dietary considerations – meals for babies and young children, the aged and other special dietary needs.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A APPLIED SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQ

**NIL**

## ASSESSMENT TECHNIQUES

- Practical Examination
- Portfolio

## SENIOR SCHOOL PATHWAYS

- Hospitality Practices

# ECONOMICS

## WHY STUDY THIS SUBJECT?

**Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making.**

The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It helps students gain key employment skills and competencies as well as to participate effectively in, and contribute to, economic decision making.

## WHAT DO STUDENTS STUDY?

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

A framework for developing students' economics knowledge, understanding and skills at this year level is provided by the following key questions:

- How is the performance of an economy measured?
- Why do variations in economic performance in different economies exist?
- What strategies do governments use to manage economic performance?
- How do governments, businesses and individuals respond to changing economic conditions?

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQ

**C STANDARD IN YEAR 9 ENGLISH**

## ASSESSMENT TECHNIQUES

- Short response exam
- Independent research multi-modal task

## SENIOR SCHOOL PATHWAYS

- Economics

# GEOGRAPHY

## WHY STUDY THIS SUBJECT?

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

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

Geography empowers students to shape change for a socially just and sustainable future. It inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

## WHAT DO STUDENTS STUDY?

The curriculum continues to develop students' geographical knowledge and mental map of the world through the investigation of selective studies of world regions and specific countries. Students undertake studies at the full range of scales, from local to global, and in a range of locations.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQ

**C STANDARD YEAR 9 ENGLISH**

## ASSESSMENT TECHNIQUES

- Practical exercise
- Data report

## SENIOR SCHOOL PATHWAYS

- Geography



# LEGAL STUDIES

## WHY STUDY THIS SUBJECT?

**Legal Studies is about developing an understanding of the Australian legal system and how it affects your basic rights, obligations and responsibilities. Students will explore how to become an active and informed citizen and learn how to constructively question and contribute to the improvement of laws and legal processes.**

By examining factors that have led society to create a legal system, students will develop knowledge and understanding of the frameworks which regulate and shape our society.

## WHAT DO STUDENTS STUDY?

The Year 10 curriculum develops student understanding of Australia's system of government through comparison with another system of government in the Asian region. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

A framework for developing students' legal knowledge, understanding and skills at this year level is provided by the following key questions:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the features of a resilient democracy?

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR 1 SEMESTER ONLY.**

PRE REQ

**C STANDARD YEAR 9 ENGLISH.**

## ASSESSMENT TECHNIQUES

- Short response exam
- Independent research task

## SENIOR SCHOOL PATHWAYS

- Legal Studies

# MODERN HISTORY

## WHY STUDY THIS SUBJECT?

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

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

## WHAT DO STUDENTS STUDY?

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

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

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQ

**C STANDARD YEAR 9  
ENGLISH**

## ASSESSMENT TECHNIQUES

- Short response exam
- Research essay
- Independent investigation
- Response to sources essay

## SENIOR SCHOOL PATHWAYS

- Modern History

# INDUSTRIAL TECHNOLOGY SKILLS

## WHY STUDY THIS SUBJECT?

**Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.**

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 pre-defined 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.

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

Furniture & Cabinet Making

Block Steel Metal Working

Fitting

Project Design

Destructive Testing

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A APPLIED SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQ

**NIL**

## ASSESSMENT TECHNIQUES

- Design Folios
- Projects
- Practical Demonstrations

## SENIOR SCHOOL PATHWAYS

- Industrial Technology Skills
- Furnishing Skills
- Certificate I Construction
- Certificate II Engineering Pathways
- Certificate II Resources and Infrastructure work preparation

# MANUFACTURING TECHNOLOGY

## WHY STUDY THIS SUBJECT?

**Manufacturing Technology focuses on the practices and processes required to manufacture products in a variety of industries. This includes utilising technology to assist in manufacturing components from materials such as steel, timber, casting resins and plastics. Manufacturing will be conducted utilising computer-assisted machinery and equipment eg Laser Cutting, CNC Milling/Routing, Vinyl Printing/Cutting and 3D Printing.**

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 pre-defined 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.

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

---

Laser Cutting/Manufacturing Acrylic Components

---

Timber Work/CNC Routing and Epoxy Resin

---

Vinyl Printing/Cutting Project

---

Stainless Steel Laser Cutting (Industry Involvement)

---

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A VET  
SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE  
THIS ELECTIVE FOR A FULL  
YEAR OR 1 SEMESTER ONLY.**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Design Folios
- Projects
- Practical Demonstrations

## SENIOR SCHOOL PATHWAYS

- Certificate II in Manufacturing Technology



# JAPANESE

## WHY STUDY THIS SUBJECT?

**Learning Japanese is intellectually challenging. It can give students:**

- increased problem-solving skills (by developing highly flexible and creative thought patterns)
- improved knowledge of English language structure and usage (by comparing English with Japanese)
- insight into another culture and sensitivity towards its peoples (by learning about Japanese culture, its celebrations and family life, and learning when to use colloquial and formal language)
- a very marketable skill which can expand career options.
- enhanced communication skills and confidence
- new ways of looking at the world
- making friends across the world

Knowledge of another language is an essential component of the package of skills, attitudes and knowledge that young people should take with them from school into society.

The nature of work is changing. The concept of career is changing. Multi-skilling is essential. Having another language in our package of skills gives us an edge.

By studying Japanese, it may give an eligibility of joining the Japan Trip, which occurs every two years.

## WHAT DO STUDENTS STUDY?

**Express and describe about:**

- family/carers and friends
- giving/asking directions
- city vs country by comparing in Japan and Australia
- part-time jobs
- future options and careers
- lifestyle differences between Japan and Australia
- Hiragana and Katakana (Revision)
- Kanji
- comparing the lives of Japanese Australian Teenagers and their future plans

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQS

**C STANDARD IN YEAR 9 JAPANESE**

## ASSESSMENT TECHNIQUES

- Listening
- Speaking
- Reading
- Writing

## SENIOR SCHOOL PATHWAYS

- Japanese

# SPECIALIST MATHEMATICS

## WHY STUDY THIS SUBJECT?

**Mathematics enhances our understanding of the world and our ability to participate in society. Mathematics aims to ensure that students:**

- are confident, creative users and communicators of mathematics and able to investigate, represent and interpret situations in their personal and work lives and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and can pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

## WHAT DO STUDENTS STUDY?

All Year 10 Mathematics classes will follow the Australian Curriculum. They will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. There are four proficiency strands, understanding, fluency, problem-solving and reasoning. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and describe how content is explored or developed; that is, the thinking and doing of mathematics.

General Mathematics develops key mathematical ideas to solve practical problems relevant to their daily lives and communities.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A  
GENERAL SUBJECT IN YEAR 11  
AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**FULL YEAR**

PRE REQ

**B STANDARD YEAR 9  
MATHEMATICS**

## ASSESSMENT TECHNIQUES

- Examinations
- Tests
- Problem-solving
- Modelling Tasks

## SENIOR SCHOOL PATHWAYS

- General Mathematics
- Essential Mathematics

# DRAMA

## WHY STUDY THIS SUBJECT?

**Students of Drama learn to think, move, speak and act with confidence. Drama foster creative and expressive communication to strengthen how students convey their thoughts and feelings. It also develops their communication and builds relationships in a range of contexts.**

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. Students learn to pose and solve problems and work independently and collaboratively. 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 will be required to engage in both practical and written components of the subject to celebrate and challenge perspectives of identity, including those from different cultures and contexts.

In Year 10, students will have the opportunity to gain fundamental skills to perform, create and experience through workshops and view live performances.

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

Elements of Drama

Conflict through the Ages

Social Commentary

Physical Theatre

Comedy

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Folios
- Examinations
- Performances
- Directing
- Script Writing
- Multi-media project

## SENIOR SCHOOL PATHWAYS

- Drama
- Film, Television and New Media

# FILM, TELEVISION AND NEW MEDIA

## WHY STUDY THIS SUBJECT?

For most of us, Film, Television and New Media are our primary sources of information, communication and entertainment. They are important channels for educational and cultural exchange and are vital to our self-expression and identity after expression.

- Critical and creative thinking skills
- Communication, collaboration, problem solving and organisational skills
- Personal and social skills
- Information and communication technology skills.

## WHAT DO STUDENTS STUDY?

### Unit 1:

Students study digital photography. In doing so, they learn the practical skills involved in using a DSLR camera and taking still images that are aesthetically pleasing, construct a particular representation and appeal to a chosen target audience. They also use a professional editing program such as light room to edit their photos before compiling a photography portfolio. Additionally, students explore famous Australian photographers and their work. Students learn to analyse and appraise these iconic photos.

### Unit 2:

Students study consumer culture and the world of advertising. They develop an understanding of persuasive devices commonly used in marketing to provide explicit and subliminal messages to audiences, while also examining the varying platforms available for advertising. Students use film language and critical literacy skills to critique advertising campaigns. They also further their filming skills and use a professional editing program such as Adobe Premiere. They learn the stages of pre-production, before designing and producing their own moving-image advertisement.

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Curational letter
- Photography portfolio and study
- Advertisement design and production
- Analytical Essay

## SENIOR SCHOOL PATHWAYS

- Film, Television and New Media
- Drama
- Visual Art
- Music



# MUSIC

## WHY STUDY THIS SUBJECT?

**Music exists intrinsically in every culture and is a basic expression of human experience. Students' active participation in music fosters an understanding of other times, places, cultures and contexts. Music enhances creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology). Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.**

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 sound as listeners, composers and performers.

Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students.

In Year 10, students develop knowledge, understanding and skills about music as an art form through composition, arrangement, rehearsal and performance. Students develop a distinctive personal voice as they create, perform and respond to music ideas in a range of forms and styles.

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

Creative Industries

Film Music

World Music

Social and Political Protest Music

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQS

**NIL**

## ASSESSMENT TECHNIQUES

- Folios
- Examinations
- Performances
- Compositions

## SENIOR SCHOOL PATHWAYS

- Music
- Film, Television and New Media

# VISUAL ART

## WHY STUDY THIS SUBJECT?

**Visual Art provides students with the opportunity to be expressive, innovative, and creative. Through the process of experimenting with art materials students develop their skills and learn to appreciate the artistic practices demonstrated in the work of other artists.**

By looking at the work of historical, contemporary, national, and international artists' students will be challenged to question their own perception of what art is. In turn, this will encourage discussion and allows students to think critically about the work of others and be inspired to create their own unique visual responses to the world around them. As 21st Century learners they will develop the ability to think critically, interact creatively, and expressive themselves to produce innovative work.

## WHAT DO STUDENTS STUDY?

**Topics studied may include the following:**

Art history

Visual literacy

Analysis and interpretation of artwork

Illustration

Painting

Sculpture

Ceramics

Printmaking

Graphic design

SUBJECT TYPE:

**ELECTIVE**

(THIS IS OFFERED AS A GENERAL SUBJECT IN YEAR 11 AND YEAR 12)

YEAR LEVEL/S /UNIT:

**10**

LENGTH:

**STUDENTS CAN UNDERTAKE THIS ELECTIVE FOR A FULL YEAR OR 1 SEMESTER ONLY.**

PRE REQ

**NIL**

## ASSESSMENT TECHNIQUES

- Folio/Visual diary
- Making tasks – 2D and/or 3D artwork
- Short and Extended Written Responses

Making tasks account for 70% of a student's overall grade, while responding tasks account for 30% of a student's grade.

## SENIOR SCHOOL PATHWAYS

- Visual Art
- Film, Television and New Media





# YEARS 11 & 12

## SELECTING A SENIOR SCHOOLING PATHWAY

Ignatius Park College offers varied and flexible senior schooling pathways. The pathway a student chooses should align with their career goals, interests and current academic capabilities.

Most students will undertake one of the three learning pathways below. In each of these pathways students with undertake a traditional timetable of six subjects.

### ATAR TERTIARY PATHWAY

This pathway is suitable for students who intend to undertake tertiary studies post-school and intend to gain entry into University via their ATAR. These students will undertake one of the following subject combinations:

- At least 5 QCAA General subjects, or
- At least 4 QCAA General subjects and one applied subject
- At least 4 QCAA General subjects and 1 Vocational Education and Training (VET qualification at Certificate III level or higher.

### SKILLS AND TRAINING PATHWAY

Skills and Training Pathway students will undertake:

- A combination of Applied QCAA Subjects and accredited VET qualifications
- No more than three (3) general subjects
- Four (4) weeks industry placement per year.

Skills and Training Pathway students have traditionally intended to seek employment after school. Increasingly, however, it is becoming more common for students to use their training and qualifications as a stepping stone for further studies after school (eg. TAFE, Tertiary).

Students on this pathway will be not eligible to receive an ATAR.

### BLENDED PATHWAY

Students on a Blended Pathway will be ATAR eligible but also undertake at least one (1) VET qualification. Students on this pathway may transition to work or tertiary studies post school. They do not undertake four (4) weeks industry placement but may negotiate work experience at other times through the year.

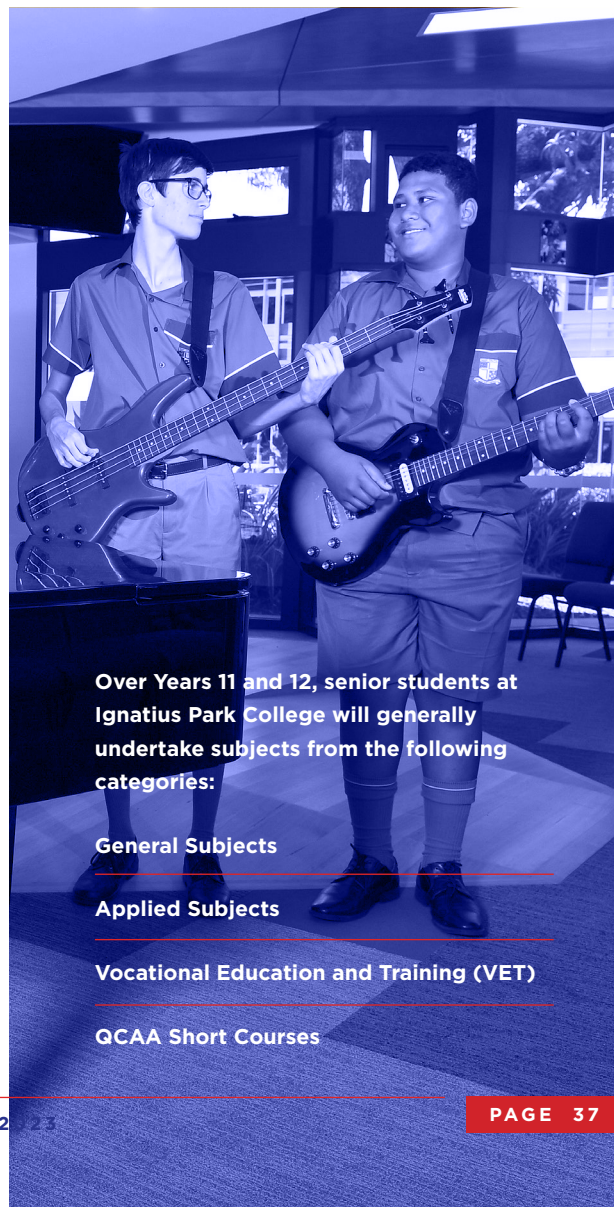
## FLEXIBLE TIMETABLE OPTION

Students can apply to have individual, flexible timetables approved. These students will only select five (5) school-based subjects and undertake additional education and/or training through an external provider. External training and education may include, but is not limited to:

- James Cook University: JCU Now - university at school subjects
- TAFE at School VET Qualifications
- School Based Apprenticeship and Traineeships
- Qualifications in Business (Diploma) and Education Support (Certificate III)

Please note that students must meet course pre-requisites and attain approval from the College to undertake a Flexible Timetable.

For more information on Flexible Timetable options please contact The Dean of Pathways, Mr Grant Rossiter.



Over Years 11 and 12, senior students at Ignatius Park College will generally undertake subjects from the following categories:

General Subjects

Applied Subjects

Vocational Education and Training (VET)

QCAA Short Courses



## SENIOR SCHOOL SUBJECTS

Senior students can undertake a combination of the following categories of subjects below.

### GENERAL SUBJECTS

General subjects are designed to prepare students for tertiary studies (eg. university) after their senior secondary schooling. Despite this, students on a vocational education and/or work pathway may, and often do, still undertake general subjects.

### APPLIED SUBJECTS

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

### VOCATIONAL EDUCATION AND TRAINING (VET)

Students can undertake VET Qualifications either through Ignatius Park College as the Registered Training Organisation (RTO) or with an external provider.

The VET Qualifications are competency-based and range from Certificate I to Diploma level. These electives often have a more practical focus, targeting vocational skills for particular occupations or semi-professional training. These courses enable the student to exit the College with a qualification or statement of attainment. VET qualification at Certificate III level or above may also contribute towards an Australian Tertiary Admission Rank (ATAR).

### SHORT COURSES

Some students may also undertake short courses developed to meet a specific curriculum need. They are largely suited to students interested in pathways that lead to vocational education and training and establish a basis for further education and employment.

## SENIOR SCHOOLING CERTIFICATION AND OUTCOMES

Throughout senior students will be able to achieve a combination of the following certification and outcomes

### AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

ATAR is the primary mechanism used nationally for tertiary (ie. university) admissions. To be eligible to receive an ATAR, students must meet the following criteria:

- Over Year 11 and 12 undertake:
  - At least 5 general subjects, or
  - At least 4 general subjects and 1 applied subject
  - At least 4 general subjects and 1 VET qualification at Certificate III level or higher

- Complete a QCAA English subject at a satisfactory level.

It is important to note that, whilst ATAR is the primary mechanism for entry into tertiary institutions, there are other avenues to gain entry into university courses.

### SENIOR SCHOOL CERTIFICATION

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](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep). The overview of the College's Studies Program can be found below.

### 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 this Certificate during post secondary learning. Learning accounts are closed after nine years, however, a student may apply to the QCAA to have the account reopened and all credit continued.

### 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.

# Subjects on Offer

Students in Year 11/12 are required to choose 2 core subjects for English and Mathematics and 4 elective subjects.

## CORE SUBJECTS

|                    |                                |                               |                                 |
|--------------------|--------------------------------|-------------------------------|---------------------------------|
| <b>ENGLISH</b>     | English (General)              | Essential English (Applied)   |                                 |
| <b>MATHEMATICS</b> | Mathematical Methods (General) | General Mathematics (General) | Essential Mathematics (Applied) |

## ELECTIVE SUBJECTS

|  |                                     |  |  |   |  |
|--|-------------------------------------|--|--|---|--|
| <b>TECHNOLOGY</b>                          | Design (General)                    | Digital Solutions (General)                                    | Engineering (General)  | Information, Communication and Technology |  |
| <b>HOSPITALITY</b>                         | Hospitality Practices               |  |  |   |  |
| <b>HUMANITIES</b>                          | Economics (General)                 | Geography (General)  | Legal Studies (General)                                      | Modern History (General)                  |  |
| <b>INDUSTRIAL TECHNOLOGIES</b>             | Furnishing (Applied)                | Industrial Graphics (Applied)                                  | Industrial Technology Skills (Applied)                       |   |  |
| <b>LANGUAGES</b>                           | Japanese (General)                  |  |  |   |  |
| <b>MATHEMATICS</b>                         | Specialist Mathematics (General)    |  |  |   |  |
| <b>PHYSICAL EDUCATION</b>                  | Physical Education (General)        | Sport & Recreation (Applied)                                   | Certificate III in Fitness (VET)                             |   |  |
| <b>RELIGIOUS EDUCATION</b>                 | Study of Religion (General)         | Catholics Studies (Compulsory if not taking Study of Religion) |  |   |  |
| <b>SCIENCE</b>                             | Biology (General)                   | Chemistry (General)  | Physics (General)  | Psychology (General)                      | Science in Practice (Applied)                    |
| <b>THE ARTS</b>                            | Drama (General)                     | Film, Television & New Media (General)                         | Music (General)  | "Visual Arts" (General)                   |  |
| <b>VOCATIONAL EDUCATION TRAINING (VET)</b> | Certificate I in Construction (VET) | Certificate II Engineering Pathways (VET)                      | Certificate II in Resources & Infrastructure Work Prep (VET) | Certificate III in Fitness (VET)          | Certificate II in Manufacturing Technology (VET) |

# ENGLISH

## WHY STUDY THIS SUBJECT?

The English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

The subject of 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.

SUBJECT TYPE:  
**GENERAL | CORE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Extended written responses
- Spoken tasks
- Multi-modal tasks
- External examination (25%).

## POST SECONDARY PATHWAYS

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The units that students study are listed below:

|               |                                |
|---------------|--------------------------------|
| <b>UNIT 1</b> | Perspectives and Texts         |
| <b>UNIT 2</b> | Texts and Culture              |
| <b>UNIT 3</b> | Textual Connections            |
| <b>UNIT 4</b> | Close Study of a Literary Text |

# ESSENTIAL ENGLISH

## WHY STUDY THIS SUBJECT?

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. 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.

Students who complete this course of study with a grade of C or better will meet the literacy requirement for QCE and should also be able to demonstrate reading, writing and oral communication competencies equivalent to the Australian Core Skills Framework (ACSF) Level 3.

SUBJECT TYPE:  
**APPLIED | CORE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE REQS  
**NIL**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Extended written responses
- Spoken tasks
- Multi-modal tasks

Assessment includes common internal and external instruments.

## POST SECONDARY PATHWAYS

- Apprenticeships
- Employment pathways

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Language that Works                       |
| <b>UNIT 2</b> | Texts and Human Experiences               |
| <b>UNIT 3</b> | Language that influences                  |
| <b>UNIT 4</b> | Representations and Popular Culture Texts |

# ESSENTIAL MATHEMATICS

## WHY STUDY THIS SUBJECT?

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning.

## WHAT DO STUDENTS STUDY?

Essential Mathematics covers mathematical knowledge in the areas of Number, Data, Location and Time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P-10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

SUBJECT TYPE:  
**GENERAL | CORE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**NIL**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Problem-solving and modelling tasks (PSMT)
- Exams
- Common Internal Assessment (CIA)

## POST SECONDARY PATHWAYS

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. 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 will 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.

The units that students study are listed below:

|               |                              |
|---------------|------------------------------|
| <b>UNIT 1</b> | Number, Data and Graphs      |
| <b>UNIT 2</b> | Money, Travel and Data       |
| <b>UNIT 3</b> | Measurement, Scales and Data |
| <b>UNIT 4</b> | Graphs, Chance and Loans     |



# GENERAL MATHEMATICS

## WHY STUDY THIS SUBJECT?

General Mathematics provides students with the opportunity to continue developing mathematical skills that will be useful for further study and independent life beyond schooling. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds and develop a mathematical mindset.

## WHAT DO STUDENTS STUDY?

General Mathematics covers mathematical knowledge in the areas of Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices, building on the content of the P-10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

SUBJECT TYPE:  
**GENERAL | CORE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
GENERAL MATHEMATICS OR  
MATHEMATICAL METHODS**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Problem-solving and modelling tasks (PSMT)
- Exams
- External Examination (50%)

## POST SECONDARY PATHWAYS

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Money, Measurement and Relations                            |
| <b>UNIT 2</b> | Applied Trigonometry, Algebra, Matrices and Univariate Data |
| <b>UNIT 3</b> | Bivariate Data, Sequences and Change, and Earth Geometry    |
| <b>UNIT 4</b> | Investing and Networking                                    |

# MATHEMATICAL METHODS

## WHY STUDY THIS SUBJECT?

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st Century.

## WHAT DO STUDENTS STUDY?

Mathematical Methods covers mathematical knowledge in the areas of Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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 of 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

SUBJECT TYPE:  
**GENERAL | CORE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**B STANDARD IN YEAR 10  
MATHEMATICAL METHODS  
RECOMMENDED**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Problem-solving and modelling tasks (PSMT)
- Exams
- External Examination (50%)

## POST SECONDARY PATHWAYS

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

The units that students study are listed below:

|               |                                   |
|---------------|-----------------------------------|
| <b>UNIT 1</b> | Algebra, Statistics and Functions |
| <b>UNIT 2</b> | Calculus and Further Functions    |
| <b>UNIT 3</b> | Further Calculus                  |
| <b>UNIT 4</b> | Further Functions and Statistics  |

# DESIGN

## WHY STUDY THIS SUBJECT?

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. Students will develop valuable 21st Century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferable, future-focused thinking skills relevant to a global context.

## WHAT DO STUDENTS STUDY?

In Unit 1, students will be introduced to design in practice through the experience of applying a design process. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues.

They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

The units that students study are listed below:

|        |                      |
|--------|----------------------|
| UNIT 1 | Design in Practice   |
| UNIT 2 | Commercial Design    |
| UNIT 3 | Human-centred design |
| UNIT 4 | Sustainable design   |

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
YEAR 10 DESIGN**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Projects
- Examinations
- Practicals
- Folios
- External Examination (25%)

## POST SECONDARY PATHWAYS

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

# DIGITAL SOLUTIONS

## WHY STUDY THIS SUBJECT?

**Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.**

Learning in Digital Solutions provides 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. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st Century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

## WHAT DO STUDENTS STUDY?

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data.

They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
DIGITAL SOLUTIONS**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Projects
- Examinations
- Practicals
- Folios
- External Examination (25%)

## POST SECONDARY PATHWAYS

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

The units that students study are listed below:

|               |                                |
|---------------|--------------------------------|
| <b>UNIT 1</b> | Creating with code             |
| <b>UNIT 2</b> | Application and data solutions |
| <b>UNIT 3</b> | Application and data solutions |
| <b>UNIT 4</b> | Digital impacts                |

# ENGINEERING

## WHY STUDY THIS SUBJECT?

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies.

When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

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

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferable 21st Century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient.

## WHAT DO STUDENTS STUDY?

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions.

They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
MATHEMATICAL METHODS  
AND GENERAL SCIENCES**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Projects
- Examinations
- Practicals
- Folios
- External Examination (25%)

## POST SECONDARY PATHWAYS

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

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Engineering fundamentals and society                   |
| <b>UNIT 2</b> | Emerging technologies                                  |
| <b>UNIT 3</b> | Statics of structures and environmental considerations |
| <b>UNIT 4</b> | Machines and mechanisms                                |



# INFORMATION & COMMUNICATION TECHNOLOGY (VR AND GAME DEVELOPMENT)

## WHY STUDY THIS SUBJECT?

Virtual Reality (VR) is one of the fastest growing areas in technology. The use of virtual reality technology is being incorporated in many industries including gaming, education, healthcare, journalism and entertainment, just to name a few. Predictions are that the rise of VR will lead to a growing number of employment opportunities in these and many other sectors. In particular, the use of VR in training workers like mechanics, pilots, and technicians is set to increase.

ICT prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. ICT develops the 21st Century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

## WHAT DO STUDENTS STUDY?

In Information and Communication Technology, students learn about

- hardware
- software
- ICT in society

Students learn how to create VR experiences for a variety of situations, including entertainment, education and gaming. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

The units that students study are listed below:

|        |                        |
|--------|------------------------|
| UNIT 1 | 3D Modelling           |
| UNIT 2 | UI Development         |
| UNIT 3 | VR Experiences         |
| UNIT 4 | VR Game Development    |
| UNIT 5 | VR Game Development II |
| UNIT 6 | VR Training Modules    |

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE REQS  
**NIL**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Projects
- Extended Responses

## POST SECONDARY PATHWAYS

ICT is an applied subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in ICT can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

# HOSPITALITY PRACTICES

## WHY STUDY THIS SUBJECT?

The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and geographic borders.

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The subject enables students to develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Students also examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

## WHAT DO STUDENTS STUDY?

The core learning for Hospitality Practices is described through three core topics:

- Core topic 1: Navigating the hospitality industry
- Core topic 2: Working effectively with others
- Core topic 3: Hospitality in practice

Electives provide opportunities to build on the core concepts and ideas as well as associated knowledge, understanding and skills through the lens of the food and beverage sector of the hospitality industry. There are three electives –

- Elective 1: Kitchen operations
- Elective 2: Beverage operations and service
- Elective 3: Food and beverage service global impact, and the issues associated with the ethical integration of technology into our daily lives.

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Folio
- Extended response
- Investigation
- Examination

## POST SECONDARY PATHWAYS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

# ECONOMICS

## WHY STUDY THIS SUBJECT?

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. This subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

## WHAT DO STUDENTS STUDY?

The field of economics is typically divided into two areas: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
GENERAL MATHEMATICS  
AND ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Examination — combination response
- Investigation — research report
- Examination — extended response to stimulus
- External Examination (25%)

## POST SECONDARY PATHWAYS

Economics leads to tertiary studies, vocational education or work. A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Topic 1: The basic economic problem<br>Topic 2: Economic flows<br>Topic 3: Market forces   |
| <b>UNIT 2</b> | Topic 1: Markets and efficiency<br>Topic 2: Case options of market measures and strategies |
| <b>UNIT 3</b> | Topic 1: The global economy<br>Topic 2: International economic issues                      |
| <b>UNIT 4</b> | Topic 1: Macroeconomic objectives and theory<br>Topic 2: Economic management               |

# GEOGRAPHY

## WHY STUDY THIS SUBJECT?

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

## WHAT DO STUDENTS STUDY?

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Examination — combination response
- Field report
- Investigation — data report
- External Examination (25%)

## POST SECONDARY PATHWAYS

Geography is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Topic 1: Natural hazard zones<br>Topic 2: Ecological hazard zones  |
| <b>UNIT 2</b> | Topic 1: Challenges facing a place in Australia<br>Topic 2: Challenges facing a megacity                         |
| <b>UNIT 3</b> | Topic 1: Land cover transformations and climate change<br>Topic 2: Managing the local land cover transformations |
| <b>UNIT 4</b> | Topic 1: Population challenges in Australia<br>Topic 2: Global population change                                 |

# LEGAL STUDIES

## WHY STUDY THIS SUBJECT?

**Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.**

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## WHAT DO STUDENTS STUDY?

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Examination — combination response
- Investigation — inquiry report
- Investigation — argumentative essay
- External Examination (25%)

## POST SECONDARY PATHWAYS

Legal Studies is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | <b>Topic 1:</b> Legal foundations<br><b>Topic 2:</b> Criminal investigation process<br><b>Topic 3:</b> Criminal trial process<br><b>Topic 4:</b> Punishment and sentencing |
| <b>UNIT 2</b> | <b>Topic 1:</b> Civil law foundations<br><b>Topic 2:</b> Contractual obligations<br><b>Topic 3:</b> Negligence and the duty of care  |
| <b>UNIT 3</b> | <b>Topic 1:</b> Governance in Australia<br><b>Topic 2:</b> Law reform within a dynamic society   |
| <b>UNIT 4</b> | <b>Topic 1:</b> Human rights<br><b>Topic 2:</b> The effectiveness of international law<br><b>Topic 3:</b> Human rights in Australian contexts                              |



# MODERN HISTORY

## WHY STUDY THIS SUBJECT?

**Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the modern world. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened.**

Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st Century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## WHAT DO STUDENTS STUDY?

Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. It also aims to have students think historically and form a historical consciousness in relation to these same forces. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Examination – essay in response to historical sources
- Investigation – historical essay based on research
- Independent source investigation
- External examination – (25%)

## POST SECONDARY PATHWAYS

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Ideas in the Modern World                    |
| <b>UNIT 2</b> | Movements in the Modern World                |
| <b>UNIT 3</b> | National experiences in the Modern World     |
| <b>UNIT 4</b> | International experience in the Modern World |

# FURNISHING

## WHY STUDY THIS SUBJECT?

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

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

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

## WHAT DO STUDENTS STUDY?

- Furniture making
- Cabinet making
- Upholstery
- Safe working techniques
- Production processes

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**NIL**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Workbook folios
- Projects
- Practical demonstrations
- Examinations

## POST SECONDARY 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.

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Furnishing industry - Introduction to safety, production processes and quality products |
| <b>UNIT 2</b> | Furniture making and applying upholstery  |
| <b>UNIT 3</b> | Cabinet making construction and furniture finishing                                     |
| <b>UNIT 4</b> | Manufacturing Enterprise - Furniture Making   |

# INDUSTRIAL GRAPHICS SKILLS

## WHY STUDY THIS SUBJECT?

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## WHAT DO STUDENTS STUDY?

Students undertake:

### 2 Core Units

- Industry Practices
- Drafting Processes

### 2 Electives

- Building and construction
- Engineering drafting
- Furnishing

### 4 to 8 Modules of work that include drafting tasks

- Building and construction drafting
- Engineering drafting
- Furnishing drafting

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**NIL**

ATAR  
CONTRIBUTOR:  
**NO**

QCE  
POINTS:  
**4**

The units that students study are listed below:

|               |                                    |
|---------------|------------------------------------|
| <b>UNIT 1</b> | Introduction to drafting           |
| <b>UNIT 2</b> | Engineering Drafting I             |
| <b>UNIT 3</b> | Building and Construction drafting |
| <b>UNIT 4</b> | Engineering Drafting II            |

# INDUSTRIAL TECHNOLOGY SKILLS

## WHY STUDY THIS SUBJECT?

**Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.**

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 pre-defined 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.

## WHAT DO STUDENTS STUDY?

- Furniture making
- Epoxy Resin Use (thermosetting and thermoplastics)
- Fibreglass Techniques
- Plate Steel Work
- Sheetmetal Skills

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**NIL**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Workbook folios
- Projects
- Practical demonstrations
- Examinations

## POST SECONDARY PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Fishing Rod Building – Epoxy Resin Skills       |
| <b>UNIT 2</b> | Sheetmetal toolbox building                     |
| <b>UNIT 3</b> | Skateboard Construction – Fibreglass Skills     |
| <b>UNIT 4</b> | Brazier Construction – Plate steel construction |

# JAPANESE

## WHY STUDY THIS SUBJECT?

Japanese is spoken by a population of approximately 130 million people around the world and is the seventh largest used language in the internet environment. The study of Japanese has particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between the two countries.

The study of Japanese contributes to the overall education of Australian students, particularly in the areas of cross-cultural understanding and communication, cultural literacy and general knowledge. In the study of Japanese, students will encounter differences not present in the study of European languages. The most marked of these differences is the need to learn a non-alphabetic writing system. By studying Japanese students therefore gain enormous insights, by comparison, into their own language and culture, attitudes and values within the wider Australian community and beyond.

The ability to communicate in Japanese may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as trade, tourism and hospitality, banking and finance, technology, education and research, the arts, diplomacy, government, law and media.

## WHAT DO STUDENTS STUDY?

Express and describe :

- Family/carers and friends
- Lifestyles and leisure
- Education
- Travel
- Technology and media
- The contribution of Japanese culture to the world
- Role and relationships
- Socialising and connection with own peers
- Groups in society

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR  
10 JAPANESE IS  
RECOMMENDED**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Listening IA1 – Short response
- Speaking IA2 – Combination response
- Reading IA3 – Extended response
- Writing Totalling 75%
- External Examination (25%)

## POST SECONDARY PATHWAYS

Further study at university level. Students will also gain an advantage in these areas:

- Defence Forces
- Government Agencies
- Diplomacy
- Media and Advertising
- Tourism
- International Business
- Banking and Commerce

The units that students study are listed below:

|        |                     |
|--------|---------------------|
| UNIT 1 | My World            |
| UNIT 2 | Exploring our World |
| UNIT 3 | Our Society         |
| UNIT 4 | My Future           |



# SPECIALIST MATHEMATICS

## WHY STUDY THIS SUBJECT?

The study of Specialist Mathematics provides students with advanced mathematical challenges that are both theoretical and practical in nature. Students will develop confidence in their mathematical knowledge and ability. They will gain an appreciation of the true beauty and power of mathematics.

## WHAT DO STUDENTS STUDY?

Specialist Mathematics covers mathematical knowledge in the areas of Vectors and Matrices, Real and Complex Numbers, Trigonometry, and Statistics and Calculus. Topics 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.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**B STANDARD OR HIGHER IN YEAR 10 MATHEMATICAL METHODS AND YEAR 10 SPECIALIST MATHEMATICS RECOMMENDED**

CO-REQUISITE:  
**MATHEMATICAL METHODS**

ATAR CONTRIBUTOR:  
**YES**

QCE POINTS:  
**4**

**This subject will attract "Bonus ATAR points" at many Tertiary Institutions and Universities.**

## ASSESSMENT TECHNIQUES

- Problem-solving and modelling tasks (PSMT)
- Exams
- External Examination (50%)

## POST SECONDARY PATHWAYS

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Combinatorics, Vectors and Proof  |
| <b>UNIT 2</b> | Complex Numbers, Trigonometry, Functions and Matrices                     |
| <b>UNIT 3</b> | Mathematical Induction, and further Vectors, Matrices and Complex Numbers |
| <b>UNIT 4</b> | Further Statistical and Calculus Inference                                |

# PHYSICAL EDUCATION

## WHY STUDY THIS SUBJECT?

Physical Education students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement as well as demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physical Education learners develop the 21st Century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, as well as information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

## WHAT DO STUDENTS STUDY?

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Formative assessment - Project folio, Investigation report and Examination
- Summative internal assessment - Project folios and Investigation report
- External Examination (25%)

## POST SECONDARY PATHWAYS

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. 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.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Motor learning, functional anatomy, biomechanics and physical activity |
| <b>UNIT 2</b> | Sport psychology, equity and physical activity                         |
| <b>UNIT 3</b> | Tactical awareness, ethics and integrity and physical activity         |
| <b>UNIT 4</b> | Energy, fitness and training and physical activity                     |

# SPORT AND RECREATION

## WHY STUDY THIS SUBJECT?

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and Recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of the Australian culture and, for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing. The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students 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. Sport and Recreation involves students working individually, in groups and in teams. Students will be 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. Due to the QCAA's policy on Duplication of Learning this course is incompatible with Certificate III Sport and Recreation and you are advised not to choose both.

## WHAT DO STUDENTS STUDY?

Through the study of Sport and Recreation students will examine:

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

Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult lives.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Sport and recreation in the community                                |
| <b>UNIT 2</b> | Sport, recreation and healthy living                                 |
| <b>UNIT 3</b> | Health and safety in sport and recreation activities                 |
| <b>UNIT 4</b> | Personal and interpersonal skills in sport and recreation activities |

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
ENGLISH**

ATAR  
CONTRIBUTOR:  
**POSSIBLE**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

Assessment instruments could include the following techniques – Folios, Magazine Articles, Journals, Essays, Reports, Digital Presentations, Short and Extended Response Examinations, Organising and Managing Events, Physical skills demonstrated through participation in sport and recreation activities.

## POST SECONDARY PATHWAYS

A course of study in Sport and 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.

# STUDY OF RELIGION

## WHY STUDY THIS SUBJECT?

Spirituality and/or religions are almost universal phenomena through which people seek meaning in their lives. People are faced with a host of world views which influence them. By studying religion in a systematic and critical way, students may come to understand better its place in society, its history, the range of its forms and structures and the relationship it bears to other ways in which human beings attempt to explain themselves and the cosmos in which they exist.

## WHAT DO STUDENTS STUDY?

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exist within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs can co-exist in a pluralist society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. These are explored through sacred texts and religious writings that offer insights into life, and the rituals that mark significant moments and events in the religion itself and the lives of adherents. Sacred texts, religious writings and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on people, society and culture. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to 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. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

The units that students study are listed below:

|        |                                       |
|--------|---------------------------------------|
| UNIT 1 | Sacred Texts and Religious Writing    |
| UNIT 2 | Religion and Ritual                   |
| UNIT 3 | Religious Ethics                      |
| UNIT 4 | Religion, Rights and the Nation-State |

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10 ENGLISH. ONE SEMESTER OF YEAR 10 STUDY OF RELIGION PREFERRED**

ATAR CONTRIBUTOR:  
**YES**

QCE POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Examination – extended response
- Examination – short response
- Investigation – inquiry response
- External Examination (25%)

## POST SECONDARY PATHWAYS

Study of Religion is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.



# CATHOLIC STUDIES

**Catholic studies is a program based on the Edmund Rice values of service, community and engaging with the ‘other’ in society. Students who do not choose Study of Religion will automatically default to Catholic Studies for Years 11 and 12.**

The course features 2 lessons a fortnight; one single lesson which entails theory aligned to briefing/debriefing their volunteer session and includes overarching concepts such as the “Search for Meaning”, “Servant Leadership”, “People of Faith, Men of Action” and “Spirituality and Wellbeing.” In addition to the theory component, is a double whereby the students are out in the community providing valuable

volunteer services to those in need. Examples include: Wellbeing and Resilience Program with the Year Five and Six students from St Benedict’s Catholic School, ground maintenance at Belgian Garden’s Cemetery, reading and ‘school work’ at Cranbrook State School and Holy Spirit Catholic School, working in the St Vincent de Paul warehouse sorting donated items and working with children from the Townsville Community Learning Centre to engage and brighten their day. Students who undertake this course have found it very rewarding and develop skills that will carry them through to young adulthood when they leave Ignatius Park College.





# BIOLOGY

## WHY STUDY THIS SUBJECT?

**Biology provides opportunities for students to engage with living systems. Biology aims to develop students':**

- Sense of wonder and curiosity about life, and a respect for all living things and the environment.
- Understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change.
- Understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics.
- Appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts.
- Ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence.
- Ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.
- Ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## WHAT DO STUDENTS STUDY?

Students explore the structure and function of animal and plant systems at cell and tissue level. They examine their cellular components are related to the need to exchange matter and energy with their immediate environment. Students engage with the responses of the homeostatic mechanisms to stimuli and the human immune system. They gain an understanding of personal and communal responses that are essential to appreciate personal lifestyle choices and community health.

Students describe and explain the biodiversity within ecosystems and interactions. They investigate a range of biotic and abiotic components, adaptations of organisms to their environment, and determine how classification systems are used to identify organisms and aid scientific communication. Students link their knowledge from previous units with concepts of heredity and the continuity of life. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

The units that students study are listed below:

|        |   |
|--------|---|
| UNIT 1 | Cells and Multicellular Organisms               |
| UNIT 2 | Maintaining the Internal Environment            |
| UNIT 3 | Biodiversity and the Interconnectedness of Life |
| UNIT 4 | Heredity and Continuity of Life                 |

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**YEAR 10 BIOLOGY, MATHEMATICAL  
METHODS / GENERAL  
MATHEMATICS, YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Data Tests
- Student Experiments
- Research Investigations
- Written Examinations
- External Examination (50%)

## POST SECONDARY PATHWAYS

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

# CHEMISTRY

## WHY STUDY THIS SUBJECT?

**Chemistry is the study of materials and their properties and structure. Chemistry aims to develop students':**

- Interest in, and appreciation of, chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- Understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- Appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- Expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- Ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- Ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

## WHAT DO STUDENTS STUDY?

Students will study and explore:

- atomic theory
- chemical bonding
- the structure and properties of elements and compounds
- intermolecular forces
- gases
- aqueous solutions
- acidity
- rates of reaction
- equilibrium processes
- redox reactions
- organic chemistry
- characteristic chemical properties and chemical reactions displayed by different classes of organic compounds

The units that students study are listed below:

|        |  |
|--------|--|
| UNIT 1 | Chemical Fundamentals: Structure, Properties and Reactions |
| UNIT 2 | Molecular Interactions and Reactions                       |
| UNIT 3 | Equilibrium, Acids and Redox Reactions                     |
| UNIT 4 | Structure, Synthesis and Design                            |

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**YEAR 10 CHEMISTRY,  
MATHEMATICAL METHODS,  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Data Tests
- Student Experiments
- Research Investigations
- Written Examinations
- External Examination (50%)

## POST SECONDARY PATHWAYS

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chemistry can establish a basis for further education and employment in fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

# PHYSICS

## WHY STUDY THIS SUBJECT?

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

**Physics aims to develop students':**

- Appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- Understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- Understanding of the ways in which matter and energy interact in physical systems across a range of scales
- Understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- Investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- Ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- Ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

## WHAT DO STUDENTS STUDY?

Students examine energy transfers and transformations and how heating processes, nuclear reactions and electricity is essential to meet our global energy needs. Students will examine motion and waves and describe linear motion in terms of displacement, velocity, acceleration and time data. They will examine the relationship between force, momentum and energy for interactions in one dimension. Students will use Newton's Laws of Motion and the gravitational field model to analyse motion on inclined planes, the motion of projectiles and satellite motion. Students examine relative motion, light and matter that could not be explained by classical physics theories. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom and examine the standard model of particle physics and how it relates to the Big Bang Theory.

The units that students study are listed below:

|               |   |
|---------------|---|
| <b>UNIT 1</b> | Thermal, Nuclear and Electrical Physics |
| <b>UNIT 2</b> | Linear Motion and Waves                 |
| <b>UNIT 3</b> | Gravity and Electromagnetism            |
| <b>UNIT 4</b> | Revolutions in Modern Physics           |

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**YEAR 10 PHYSICS,  
MATHEMATICAL METHODS,  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Data Tests
- Student Experiments
- Research Investigations
- Written Examinations
- External Examination (50%)

## POST SECONDARY PATHWAYS

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering and information technology.

# PSYCHOLOGY

## WHY STUDY THIS SUBJECT?

**As a science, psychology is the study of the human mind and its wide-ranging functions and influences. Psychology aims to develop students':**

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

## WHAT DO STUDENTS STUDY?

Students examine individual development in the role of the brain, cognitive development, human consciousness and sleep. Students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour.

Students examine individual thinking and how it is determined by the brain, including perception, memory and learning. Students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**YEAR 10 PSYCHOLOGY,  
MATHEMATICAL METHODS,  
YEAR 10 ENGLISH**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Data Tests
- Student Experiments
- Research Investigations
- Written Examinations
- External Examination (50%)

## POST SECONDARY PATHWAYS

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

The units that students study are listed below:

|               |                         |
|---------------|-------------------------|
| <b>UNIT 1</b> | Individual Development  |
| <b>UNIT 2</b> | Individual Behaviour    |
| <b>UNIT 3</b> | Individual Thinking     |
| <b>UNIT 4</b> | The Influence of Others |

# SCIENCE IN PRACTICE

## WHY STUDY THIS SUBJECT?

The core of Science in Practice focuses on three (3) interrelated topics: 'Scientific literacy and working scientifically', 'Workplace health and safety', and 'Communication and self-management'. Each core topic has concepts and ideas that exploration in an interrelated way and are not intended to be treated in isolation. Science in Practice uses a contextualised approach, where modules of work deliver the core through electives – 'Science for the Workplace', 'Resources, Energy and Sustainability', 'Health and Lifestyles', 'Environments', and 'Discovery and Change'.

Learning experiences within modules of work are interdisciplinary, including aspects of at least two science disciplines – Biology, Chemistry, Earth and Environmental Science and Physics. The objectives of the course ensure that students apply what they know and understand to plan investigations, analyse research and evaluate evidence.

## WHAT DO STUDENTS STUDY?

Students will study and explore eight (8) modules of work across the 2 years:

- Health Hazards (includes field work)
- Water Studies (includes compulsory field work)
- Rocket Man
- Plugged In
- Let's Go Fishing (includes compulsory field work)
- Consumer Protection
- Microorganisms in Food Production
- Road Safety

SUBJECT TYPE:  
**APPLIED | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**YEAR 10 SCIENCE IN PRACTICE, YEAR 10 SCIENCE**

ATAR CONTRIBUTOR:  
**POSSIBLE**

QCE POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Collection of Work
- Investigation
- Project
- Examination

## POST SECONDARY 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. trades in construction, materials, mechanical and manufacturing industries, animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Health hazards                                   |
| <b>UNIT 2</b> | Water Studies                                    |
| <b>UNIT 3</b> | Rocket Man (Rocket design and construction)      |
| <b>UNIT 4</b> | Plugged In ( Energy generation and distribution) |
| <b>UNIT 5</b> | Let's go fishing                                 |
| <b>UNIT 6</b> | Consumer protection                              |
| <b>UNIT 7</b> | Microorganisms and food production               |
| <b>UNIT 8</b> | Road Safety                                      |



# DRAMA

## WHY STUDY THIS SUBJECT?

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

The objectives of the Drama course are to develop 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. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

## WHAT DO STUDENTS STUDY?

Across the course of study, students will develop a range of interrelated skills of Drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of 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, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD ENGLISH AND  
DRAMA IS RECOMMENDED**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Performance
- Dramatic concept
- Project - practice-led Directorial Vision
- Examination – Extended written
- External Examination (25%)

## POST SECONDARY PATHWAYS

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | Share. How does Drama promote shared understandings of the human experience? |
| <b>UNIT 2</b> | Reflect. How is Drama shaped to reflect lived experience?                    |
| <b>UNIT 3</b> | Challenge. How can we use Drama to challenge our understanding of humanity?  |
| <b>UNIT 4</b> | Transform. How can you transform dramatic practice?                          |

# FILM, TELEVISION AND NEW MEDIA

## WHY STUDY THIS SUBJECT?

Film, Television and New Media are our primary sources of information, communication and entertainment. They are important channels for educational and cultural exchange and are vital to our self-expression. Moving-image media enables us to understand and express ourselves and engage meaningfully with others. This subject equips students for a future of unimagined possibilities with highly transferable and flexible skills. Students develop valuable 21st century attributes including:

- Critical and creative thinking
- Communication, collaboration and teamwork skills
- Personal and social skills
- Information and communication technologies skills

## WHAT DO STUDENTS STUDY?

Across the course of study, students will develop a range of interrelated skills, processes and critical literacies in Film, Television and New Media. They will draw on a range of contemporary media theories to create meaning in moving-image media production through the study of five key concepts: technologies, representations, audiences, institutions and languages. Students will investigate the structure of story forms and learn that story forms change according to contexts of production and use. They will also examine historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media, in a range of local, national and global contexts.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10 ENGLISH, MUSIC AND/ OR FILM, TELEVISION AND NEW MEDIA IS RECOMMENDED**

ATAR CONTRIBUTOR:  
**YES**

QCE POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Storyboard
- Reflective statement
- Film treatment
- Genre film
- Music video
- Multi-platform project
- External Examination (25%)

## POST SECONDARY PATHWAYS

Studies in this area can lead to employment in diverse fields such as

- advertising
- design
- education
- film and television
- public relations and journalism

Career pathways include;

- social media content creators
- videographers
- photographers
- digital nomads

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | <b>Foundation:</b> Students learn the codes and conventions used in storytelling and focus on the horror genre.  |
| <b>UNIT 2</b> | <b>Story Forms:</b> Students investigate the ways in which story takes various forms in different contexts and focus on the music video genre image.         |
| <b>UNIT 3</b> | <b>Participation:</b> Students explore how audiences participate with moving-image media across multiple platforms and focus on multi-platform storytelling. |
| <b>UNIT 4</b> | <b>Identity:</b> Students experiment with moving-image media technologies to express their artistic identity and focus on foreign film movements.            |

# MUSIC

## WHY STUDY THIS SUBJECT?

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of Music.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience and learning in Music prepares students to engage in a multimodal world. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

## WHAT DO STUDENTS STUDY?

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD IN YEAR 10  
ENGLISH AND MUSIC  
RECOMMENDED**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Performance
- Composition
- Integrated project
- Examination
- External Examination (25%)

## POST SECONDARY PATHWAYS

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

The units that students study are listed below:

|               |  |
|---------------|--|
| <b>UNIT 1</b> | <b>Designs.</b> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?   |
| <b>UNIT 2</b> | <b>Identities.</b> How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music? |
| <b>UNIT 3</b> | <b>Innovations.</b> How do musicians incorporate innovative music practices to communicate meaning when performing and composing?  |
| <b>UNIT 4</b> | <b>Narratives.</b> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?   |

# VISUAL ARTS

## WHY STUDY THIS SUBJECT?

This subject 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.

## WHAT DO STUDENTS STUDY?

Students will explore various concepts to construct knowledge as artist and audience. Through inquiry learning students will build on their foundational knowledge to explore art conventions in contemporary, cultural and personal contexts. Using different lenses and coded visual languages students will study art-making processes in 2D, 3D and time-based media. Students may create images, objects, environments or events to communicate meaning aesthetically. Students will consolidate their learning as they engage in various art techniques as well as develop greater independence as learners.

SUBJECT TYPE:  
**GENERAL | ELECTIVE**

YEAR LEVEL/S /UNIT:  
**11 AND 12**

PRE-REQUISITES:  
**C STANDARD LEVEL IN  
ENGLISH AND VISUAL ART IS  
RECOMMENDED**

ATAR  
CONTRIBUTOR:  
**YES**

QCE  
POINTS:  
**4**

## ASSESSMENT TECHNIQUES

- Students complete both making and responding tasks
- External Examination (25%)

## POST SECONDARY 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.

The units that students study are listed below:

|               |                         |   |
|---------------|-------------------------|---|
| <b>UNIT 1</b> | <b>Art as Lens</b>      | Lenses to explore the material world with a focus on people, place, objects                                   |
| <b>UNIT 2</b> | <b>Art as Code</b>      | Art as a coded visual language with a focus on codes, symbols, signs and art conventions                      |
| <b>UNIT 3</b> | <b>Art as Knowledge</b> | Constructing knowledge as artist and audience with a student-directed focus                                   |
| <b>UNIT 4</b> | <b>Art as Alternate</b> | Evolving alternate representations and meaning with a continued exploration of Unit 3 student-directed focus. |

# CERTIFICATE I IN CONSTRUCTION (CPC10120)

## WHY STUDY THIS SUBJECT?

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of basic tools and materials.

## UNIFORM OR EQUIPMENT REQUIREMENTS

Students will wear safety personal protective equipment (PPE) that is provided in the workshop. Students will need to purchase Ignatius Park College branded work shirts and long pants and steel capped boots which will be worn during work placement weeks in both Year 11 and 12.

## COST

Free of charge for students who access VETiS funding. Students who have already used their VETiS funding with another RTO provider will incur a 'Fee for Service' charge of \$1200. Please contact the Dean of Pathways for more information.

## WHY STUDY THIS SUBJECT?

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of basic tools and materials.

SUBJECT TYPE:  
**VET**

YEAR LEVEL/S:  
**11 AND 12**

PRE-REQUISITES:  
**C standard result in Industrial Arts in Years 9 and 10 is recommended**

REQUIREMENTS:  
**There are no entry requirements for this qualification, although a C standard result in Industrial Arts and year 9 and 10 is recommended.**

ATAR CONTRIBUTOR:  
**NO**

MAXIMUM QCE:  
**3**

DURATION: **4 SEMESTERS / 2 YEARS**

RTO: **BLUEDOG TRAINING (RTO CODE: 31193)**

## ASSESSMENT TECHNIQUES

Assessment is competency based and therefore no levels of achievement are awarded. To achieve this qualification, students must demonstrate competency in all the 8 core units and the 3 elective units of competency. Most Units of Competency involve online theory as well as practical components covered through projects, practical activities or student demonstration of skills.

## POST SECONDARY PATHWAYS

Completion of this certificate is a useful step towards the following career pathways:

- Carpenter
- Bricklayer
- Tiler
- Plasterer
- Painter
- Plumber

## CORE UNITS

|              |   |
|--------------|---|
| CPCCCM2004*  | Handle construction materials   |
| CPCCCM2005*  | Use construction tools and equipment  |
| CPCCCM1011   | Undertake basic estimation and costing                                      |
| CPCCOM1012   | Work effectively and sustainability in the construction industry            |
| CPCCOM1013   | Plan and organise work  |
| CPCCVE1011*  | Undertake a basic construction project                                      |
| CPCCWHS1001# | Prepare to work safely in the construction industry                         |
| CPCCWHS2001  | Apply WHS requirement, policies and procedures in the construction industry |

## ELECTIVE UNITS

|             |   |
|-------------|---|
| CPCCOM1014  | Conduct workplace communication             |
| CPCCOM1015  | Carry out measurements and calculations     |
| CPCCOM2001* | Read and interpret plans and specifications |



# CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20413)

## WHY STUDY THIS SUBJECT?

This certificate course is developed from a nationally recognised training package for the Metals and Engineering Industries. Students undertaking this course should have a strong interest in these trade areas and be looking to pursue a career or apprenticeship in this area.

This course is conducted over two years. It is a preparatory course that provides students with basic industry skills and knowledge of processes, workplace practices and workplace health and safety. Students will complete a range of exercises and projects over the two years providing experiences in a range of engineering trade areas such as machining, oxy-acetylene welding and cutting, arc welding, MIG welding and metal fabrication that contribute toward a range of competency standards within the following units.

## UNIFORM OR EQUIPMENT REQUIREMENTS

Students will wear safety personal protective equipment (PPE) that is provided in the workshop. Students will need to purchase Ignatius Park College branded work shirts and long pants and steel capped boots which will be worn during work placement weeks in both Year 11 and 12.

## COST

Free of charge for students who access VETiS funding. Students who have already used their VETiS funding with another RTO provider will incur a 'Fee for Service' charge of \$1200. Please contact the Dean of Pathways for more information

## WHAT DO STUDENTS STUDY?

| CORE UNITS     |  |
|----------------|--|
| MEM13014A      | Apply principles of occupational health and safety in the work environment |
| MEMPE005A      | Develop a career plan for the engineering and manufacturing industry       |
| MEMPE006A      | Undertake a basic engineering project                                      |
| MSAENV272B     | Participate in environmentally sustainable work practices                  |
| ELECTIVE UNITS |  |
| MEM18001C      | Use hand tools   |
| MEM16008A      | Interact with computing technology   |
| MEM18002B      | Use power tools/hand held operations                                       |
| MEMPE002A      | Use electric welding machines  |
| MEM16006A      | Organise and communicate information                                       |
| MSAPMSUP106A   | Work in a team   |
| MEMPE007A      | Pull apart and reassemble engineering machines                             |
| MEMPE001A      | Use engineering workshop machines  |

|   |                                   |
|---|-----------------------------------|
| SUBJECT TYPE:<br><b>VET</b>   | YEAR LEVEL/S:<br><b>11 AND 12</b> |
| PRE-REQUISITES:<br><b>C standard result in Industrial Arts in Years 9 and 10 is recommended</b><br><br>REQUIREMENTS:<br><b>Good quality written and spoken communication skills</b> |                                   |
| ATAR CONTRIBUTOR:<br><b>NO</b>  | MAXIMUM QCE:<br><b>4</b>          |
| DURATION: <b>4 SEMESTERS / 2 YEARS</b>  |                                   |
| RTO: <b>BLUEDOG TRAINING (RTO CODE: 31193)</b>  |                                   |

## ASSESSMENT TECHNIQUES

Assessment is competency based and therefore no levels of achievement are awarded. To achieve this qualification, students must demonstrate competency in all the 4 core units and the 8 elective units of competency. Most units of competency involve online theory as well as practical components. Students will undertake practical and theory projects relating to:

Environmental sustainability, Workplace Health and Safety, Electric welding, Thermal welding and cutting, Lathe and milling operations, Fabrication techniques, Utilising hand and power tools

## POST SECONDARY PATHWAYS

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace. Possible apprenticeship career pathways include boilermaking / Welding, Sheetmetal working, Fitting and/or Turning, Machining, Diesel Fitting, Mobile Plant Mechanic



# CERTIFICATE III IN FITNESS (SIS30321)

AND

# CERTIFICATE II SPORT AND RECREATION (SIS20115)

## WHY STUDY THIS SUBJECT?

**This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs. They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes.**

Students who specialise in Group Exercise Instruction deliver exercise sessions designed for participation by a group of clients with a mix of ages/fitness levels. Sessions may be freestyle, pre-choreographed or circuit style. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.

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

## UNIFORM OR EQUIPMENT REQUIREMENTS

Students will be working offsite representing themselves and the school whilst completing the Certificate III Fitness/ Certificate II Sport and Recreation course. This requires students to dress appropriately to conduct fitness training and assessment. Ignatius Park College has available branded training shirts which students are required to wear to practical lessons and during work placement.

## COST

\$365 Binnacle Training Fees  
\$100 Provides First Aid (HLTAID003) and includes a shirt

|  |                                   |
|--|-----------------------------------|
| SUBJECT TYPE:<br><b>VET</b>  | YEAR LEVEL/S:<br><b>11 AND 12</b> |
| PRE-REQUISITES:<br><b>Good quality written and spoken communication skills</b> |                                   |
| ATAR CONTRIBUTOR:<br><b>POSSIBLE</b>   | MAXIMUM QCE:<br><b>8</b>          |
| DURATION: <b>4 SEMESTERS / 2 YEARS</b>   |                                   |
| RTO: <b>BINNACLE TRAINING (RTO CODE: 31319)</b>                                |                                   |

## ASSESSMENT TECHNIQUES

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

## SUBJECT INFORMATION OVER PAGE

## WHAT DO STUDENTS STUDY?

| UNIT CODE  | UNIT TITLE  | SIS20115<br>Certificate II in Sport and Recreation | SIS30321<br>Certificate III in Fitness |
|------------|---|--|--|
| HLTWHS001  | Participate in workplace health and safety                                  | CORE   | CORE                                   |
| SISXEMR001 | Respond to emergency situations   | CORE   | ELECTIVE - LISTED                      |
| SISXIND001 | Work effectively in sport, fitness and recreation environments              | CORE   | ELECTIVE - IMPORTED                    |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge                   | CORE   | ELECTIVE - IMPORTED                    |
| SISXCAI002 | Assist with activity sessions   | CORE   |  |
| SISXCCS001 | Provide quality service   | CORE   |  |
| BSBWOR202  | Organise and complete daily work activities                                 | CORE   |  |
| ICTICT203  | Operate application software packages                                       | ELECTIVE - GENERAL                                 |  |
| BSBTEC201  | Use business software applications  | ELECTIVE - IMPORTED                                |  |
| BSBTEC202  | Use digital technologies to communicate in a work environment               | ELECTIVE - IMPORTED                                |  |
| BSBTEC203  | Research using the internet   | ELECTIVE - IMPORTED                                |  |
| BSBSUS201  | Participate in environmentally sustainable work practices                   | ELECTIVE - GENERAL                                 |  |
| BSBSUS211  | Participate in sustainable work practices                                   |  | ELECTIVE - LISTED                      |
| HLTAID011  | Provide first aid   |  | CORE                                   |
| BSBPOPS304 | Deliver and monitor a service to customers                                  |  | CORE                                   |
| BSBPEF301  | Organise personal work priorities   |  | CORE                                   |
| SISFFIT032 | Complete pre-exercise screening and service orientation                     |  | CORE                                   |
| SISFFIT033 | Complete client fitness assessments   |  | CORE                                   |
| SISFFIT035 | Plan group exercise sessions  |  | CORE                                   |
| SISFFIT036 | Instruct group exercise sessions  |  | CORE                                   |
| SISFFIT040 | Develop and instruct gym based exercise programs for individual clients     |  | CORE                                   |
| SISFFIT047 | Use anatomy and physiology knowledge to support safe and effective exercise |  | CORE                                   |
| SISFFIT052 | Provide healthy eating information  |  | CORE                                   |

## POST SECONDARY PATHWAYS

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: Exercise Physiologist, Teacher – Physical Education, Sport Scientist. Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. Students may also choose to continue their study by completing the Certificate IV in Fitness.

Due to the QCAA's policy on Duplication of Learning this course is incompatible with Certificate III Sport and Recreation and you are advised not to choose both.



# CERTIFICATE II IN RESOURCES AND INFRASTRUCTURE WORK PREPARATION (RII20120)

## WHY STUDY THIS SUBJECT?

This qualification reflects the roles of individuals who perform mainly routine resource and infrastructure industry related tasks and procedures, using limited practical skills and fundamental operational knowledge, and taking some responsibility for the quality of the work outcomes.

This course is conducted over two years and provides students with basic industry skills and knowledge of processes, workplace practices and workplace health and safety. Students will complete a range of exercises and projects over the two years providing experiences in a range of areas such as levelling and surveying, concreting and operating a forklift that contribute toward a range of competency standards within the following units.

## UNIFORM OR EQUIPMENT REQUIREMENTS

Students will wear safety personal protective equipment (PPE) that is provided in the workshop. Students will need to purchase Ignatius Park College branded work shirts and long pants and steel capped boots which will be worn during work placement weeks in both Year 11 and 12.

## COST

Material and tuition costs are covered through student school fees.

## POST SECONDARY PATHWAYS

RII20120 Certificate II in Resources and Infrastructure Work Preparation is a pathway qualification and will prepare an individual to successfully undertake a sector specified Certificate III from the Resources and Infrastructure Industry Training Package. This may provide a pathway to a range of employment opportunities in Civil Construction trade occupations as well as supervisory and/or management roles.

## WHAT DO STUDENTS STUDY?

| CORE UNITS     |  |
|----------------|--|
| RIICOM201E     | Communicate in the workplace   |
| RIIENV201E     | Identify and assess environmental and heritage concerns                                |
| RIIRIS201E     | Conduct local risk control   |
| RIIWS201E      | Work safely and follow WHS policies and procedures                                     |
| ELECTIVE UNITS |  |
| RIIBEF201E     | Plan and organise work   |
| RIICCM201E     | Carry out measurements and calculations  |
| RIIHAN201E*    | Operate a forklift   |
| RIISAM201E     | Handle resources and infrastructure materials and safely dispose of nontoxic materials |
| RIISAM203E     | Use hand and power tools   |

|   |                                   |
|---|-----------------------------------|
| SUBJECT TYPE:<br><b>VET</b>   | YEAR LEVEL/S:<br><b>11 AND 12</b> |
| PRE-REQUISITES:<br><b>C standard result in Industrial Arts in Years 9 and 10 is recommended</b><br><br>REQUIREMENTS:<br><b>Good quality written and spoken communication skills</b> |                                   |
| ATAR CONTRIBUTOR:<br><b>NO</b>  | MAXIMUM QCE:<br><b>4</b>          |
| DURATION: <b>4 SEMESTERS / 2 YEARS</b>  |                                   |
| RTO: <b>IGNATIUS PARK COLLEGE (RTO CODE: 30303)</b>   |                                   |

## ASSESSMENT TECHNIQUES

Assessment is competency based and therefore no levels of achievement are awarded. To achieve this qualification, students must demonstrate competency in all the four core units and the five elective units of competency. All units of competency involve theory as well as practical components covered through projects, practical activities or student demonstration of skills. Evidence gathering methods include observation, online activities, portfolios, questioning and feedback from workplace supervisors.

Students will undertake practical and theory projects relating to:

- Workplace health and safety
- Environmental sustainability
- Identifying and managing risks
- Forklift driving
- Landscaping operations
- Fencing
- Hand and power tool operations
- Concreting

# CERTIFICATE II IN MANUFACTURING TECHNOLOGY (MSM20216)

## WHY STUDY THIS SUBJECT?

This qualification will give individuals broad foundation skills and new technological skills that are required in the manufacturing and engineering industry. Workforce skills in these areas are key to increasing efficiency, productivity and competitiveness of modern manufacturing. This will increase employability for apprenticeships, traineeships or employment in an engineering work environment.

This program will utilise drawing packages combined with intermediate technology tools such as 3D printers, laser cutters, CNC machines, vinyl cutters and printers to incorporate design and operational skills. A manufacturing production operator is the obvious career pathway for this certificate or it may be used as a foundation for higher qualifications.

## UNIFORM OR EQUIPMENT REQUIREMENTS

Students will wear safety personal protective equipment (PPE) that is provided in the workshop. Students will need to purchase Ignatius Park College branded work shirts and long pants and steel capped boots which will be worn during work placement weeks in both Year 11 and 12.

## COST

Students who qualify for VETiS Funding and undertake this course as part of their senior studies will not be required to pay tuition fees. Students who have already used their VETiS funding allocation will incur a fee for service cost of \$450.

## WHAT DO STUDENTS STUDY?

### CORE UNITS

|           |   |
|-----------|---|
| MSMENV272 | Participate in environmentally sustainable work practices |
| MSMWHS200 | Work safely   |
| MSS402001 | Apply competitive systems and practices                   |
| MSS402051 | Apply quality standards                                   |
| MSS402080 | Undertake root cause analysis                             |

### ELECTIVE UNITS

|            |   |
|------------|---|
| MSMPCII295 | Operate manufacturing equipment         |
| MSMPCII299 | Make an object from plastic             |
| MSMPCII296 | Make a small furniture item from timber |
| MSMPCII298 | Make an object from Metal               |
| MSS402002  | Sustain Process Improvement             |

|  |                                   |
|--|-----------------------------------|
| SUBJECT TYPE:<br><b>VET</b>            | YEAR LEVEL/S:<br><b>11 AND 12</b> |
| ATAR CONTRIBUTOR:<br><b>NO</b>         | MAXIMUM QCE:<br><b>4</b>          |
| DURATION: <b>4 SEMESTERS / 2 YEARS</b> |                                   |
| RTO: <b>TAFE QUEENSLAND (RTO0275)</b>  |                                   |

## INDUSTRY PLACEMENT

In Industry Placement weeks, students are encouraged to seek industry work placement to gain the maximum benefit from the course. This is an opportunity to not only apply and practice the skills acquired in a formal work environment but to improve their capabilities. As a result, the student will not only meet but exceed their learning outcomes.

## POST SECONDARY PATHWAYS

Career Pathways include:

- Designer
- CAD Draftsperson / operator
- Technical Officer in engineering / construction



# Growing Strong Minds

## Building a Brotherhood

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