Dear Students, Parents and Caregivers,

Ignatius Park College is a school for boys that promotes the spiritual, intellectual, physical and social development of each member of the College community. Your son is about to embark on a very significant and important part of their education. While their studies in Year 10 has provided an important foundation for their Senior Schooling, Years 11 and 12 represent the platform from which they will leave the College learning environment and transition to employment, further training, university study or a combination of these. It is, therefore, critical they make the most of the next two years in order to provide themselves with every chance of success in their future endeavours. Their studies over the next two years will provide them with an unprecedented opportunity to explore specialised subjects and courses that are of interest to them and that align with their future career plans.

As a college we are committed, in co-operation with parents, to engage students in a liberating educational experience within the context of an Edmund Rice community which is fulfilling and rewarding. Our vision is to deliver academic excellence in boys’ education through the provision of a transformative, vibrant and reflective learning community that equips and inspires our students to confidently and successfully participate as men of integrity in a changing world. Society has rapidly evolved in the last century and the needs of learners have changed. The redeveloped QCAA syllabus calls our students to develop the skills of the 21st Century, to be critical thinkers, problem solvers, strong communicators, collaborators, global citizens and creative learners. In other words, holistic education with the student at the centre of learning. Today the goal of study is not just an accumulation of facts and figures but sharing in knowledge and wisdom so that we can serve and improve our local and global communities. It means an education that promotes the development of a deep understanding of self and of the complex nature of our local, national and global environments. Therefore, one of the most important responsibilities of this and future generations is to build a just and viable global order, where all people have a sense and belief of true value and can live together in peace and mutual respect.

The 2021 Curriculum Handbook assists students in making choices which will broaden and deepen their educational experience. Subject selection is very important in shaping future pathways and links between school, further study and the world of work. The information has been prepared to assist students and families in considering the range of course options available to students at Ignatius Park College. The important subject choices that your son makes at the senior years now will prepare them for a future beyond school. A learning journey that engages their hearts and minds to become self-directed learners, compassionate leaders and responsible and active citizens in our community. Education is no longer about preparing students for a specific career, it is about teaching students’ lifelong values, discipline, and the ability to explore new ideas and to think independently. Students need to develop their creativity, think strategically, communicate astutely, collaborate and apply creative algorithms to address complex problems. These skills will help them drive and empower their own careers in a competitive global marketplace.

Please take time to read the Ignatius Park College 2021 Curriculum Handbook with your son. Through discernment and the guidance of parents and teachers it is my hope that all students will successfully map their learning pathway through to the completion of QCE.

Shaun Clarke
Principal
The College motto *Seek Truth* reflects both the spirit of the College and the virtues of Blessed Edmund who lived these values every day in his life. Edmund Rice schools, since 1802, have always reflected a holistic approach to education, where students are provided with a quality, relevant and critical education which offered students formative experiences, aiming to nurture personal meaning, ethical living, upward social mobility that challenged them to ask questions and explore social norms and existing social divisions. Edmund Rice was always sensitive to the needs of his students and knew that education was transformative, by opening new doors and possibilities. He stated, “Knowledge is the price of freedom”. His schools acknowledged the divine in each person and nurtured in his students a “liberationary” education aiming at personal and social transformation, through a culture respectful of the sacred, and mediated by caring and dedicated teachers.

The education that Edmund Rice pioneered was an initiative within the ‘evangelising mission of the Church’. It was distinguished by the following characteristics and their expressions:

**Presence:** leading to a respectful sense of the sacred:
- A profound belief in the equal dignity of persons.
- Nurturing a culture of faith.
- A scholarly approach to education of the spirit.

**Compassion:** nurturing authentic community:
- Honouring of a caring family spirit.
- Solidarity with the unimportant, the poor and the neglected.

**Liberation:** underpinning the provision of education:
- Relevant, quality and critical education.
- An interdependent system of education focusing on mission authenticity.

Our curriculum today reflects a Ricean Education where our College is a vibrant community of learning, faith and life, dedicated to academic excellence, fostering quality interpersonal relationships, with a strong sense of belonging and safety. Liberating Education is one of the key touchstones of Ignatius Park College. It calls us to open our hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all. For our College, this means encouraging our students to achieve their best academically, by providing each student with excellent teachers, a broad curriculum choice, appropriate technology and innovative, collaborative classrooms. But we also recognise that not every student is an academic at heart and, above all, we hope to produce well-balanced, accomplished graduates, whatever their strengths.

Our ultimate aim is to help our students think critically, be hope-filled and leave us feeling determined that they can make a strong positive contribution to their chosen profession and to the broader community.

---

**Loving God**

You remind us in John’s Gospel that you desire the fullness of life for all creation

Help us to open the hearts and minds of the young people in our school

To the vision of compassion, justice and shalom

That you desire for all creation

May our school use education as a tool for liberation

Not just for our students, but for all who desire to live life to the full

Live Jesus in our hearts: Forever!
Our Vision for Learning

Since the first Edmund Rice School opened in Ireland in 1803, our schools have been charged with the responsibility to educate boys in a holistic manner taking care of their mental, spiritual and physical life. At Ignatius Park College, this tradition continues to this day with parents and teachers working together to ensure the best possible outcomes for our students.

The College upholds the Christian Brothers’ proud tradition of educating young men as leaders of the community. Since opening in 1969, Ignatius Park College has built on this tradition of academic, personal and sporting excellence by providing the highest standard of staff, facilities and opportunities for students in a caring, Christian environment. Ignatius Park College has a fine tradition of personal and community excellence which is based on the pride and participation of all members.

The Ignatius Park College whole of school curriculum plan is underpinned by the vision of Edmund Rice Education Australia, “Founded in values espoused in the Gospel, we seek to transform the hearts and minds of young Australians through education to build a more just and inclusive community through presence, compassion and liberation”. Furthermore we aim to “open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement, each person is hope-filled and free to build a better world for all”. Our challenging academic programs revolve around a recognition that boys think and learn differently from girls. Our curriculum is therefore carefully structured to allow maximum personal growth within an environment tailored specifically to cater for boys’ academic, physical and emotional development.

Our College Learning Framework expresses our vision for learning. We aspire for our boys to be:

- Created in the likeness of God
- Lifelong learners
- Successful, through differing journeys
- Community contributors
- Effective communicators
- Quality producers
- Information literate
- Collaborators
- Critical thinkers
- Problem solvers
Middle School Program

At Ignatius Park College, students in Years 7 to 10 undertake a program of study to prepare them with the knowledge, understanding and skills needed for work and life in the 21st Century. The middle school curriculum program is fully aligned to the requirements of the Australian Curriculum and, as such, content includes both knowledge and skills. These are defined by discipline-based key learning areas as well as the general capabilities and cross-curriculum priorities which are transferrable across all disciplines. Students study the Key Learning Areas of:

- Religious Education
- English
- Mathematics
- Science
- Humanities and Social Sciences
- Health and Physical Education
- The Arts
- Technologies
- Languages

The general capabilities are addressed in each of these Key Learning Areas and this curriculum plan maps how and when these are embedded, to ensure there are multiple opportunities across all subjects and all year levels. “In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.” (ACARA, 2016)

The Australian Curriculum also includes cross-curriculum priorities. These have been drawn from the Melbourne Declaration which identified three key areas to be addressed. These are not taught as subjects alone but again embedded in the disciplines. The three priorities are: Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s Engagement with Asia and Sustainability.

The overview of the College’s Studies Program can be found on pages 9 to 22.
Program of Studies

Senior School Program
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. The overview of the College's Studies Program can be found on pages 8 to 18.

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 post secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years, however, a student may apply to the QCAA to have the account reopened and all credit continued.

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

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

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

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

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

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

Senior External Examination
The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.
Short Courses
Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

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

Underpinning Factors
All senior syllabuses are underpinned by:

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

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

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

Applied Syllabuses
- In addition to literacy and numeracy, Applied syllabuses are underpinned by:
- applied learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts.
- community connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom.
- core skills for work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)
Students can access VET Qualifications through the college with either Ignatius Park as the registered RTO or with an external RTO provider.
The VET Qualifications offered are competency based and range from Certificate I to Certificate III. These electives typically 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 certificate of attainment. Certificate III courses may also contribute towards an Australian Tertiary Admission Rank (ATAR).

English requirement
- Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.
- Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature, English and Literature Extension or English as an Additional Language.
- While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student’s English result to be included in the calculation of their ATAR.
Studies Overview
Religious Education

- **Year 7**: Religion
- **Year 8**: Religion
- **Year 9**: Religion
- **Year 10**: Study of Religion, Religion and Ethics
- **Year 11 and 12**: Study of Religion, Religion and Ethics

- Core/Compulsory Subject
- Elective Subject
- Compulsory Subject where one strand must be selected
- VET Certificate Course
- Required Co-requisite
- Required Pre-requisite
- Recommended Pre-requisite
English

Year 7
English

Year 8
English

Year 9
English

Year 10
English
Essential English

Year 11 and 12
English
Essential English

Core/Compulsory Subject
Elective Subject
Compulsory Subject where one strand must be selected
VET Certificate Course
Required Co-requisite
Required Pre-requisite
Recommended Pre-requisite
STEM (Science, Technology, Engineering and Mathematics) is embedded in the Year 8 and 9 Mathematics and Science Programs.
STEM (Science, Technology, Engineering and Mathematics) is embedded in the Year 8 and 9 Mathematics and Science Programs.
<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 and 12</th>
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<tbody>
<tr>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Health and Physical Education</td>
<td>Physical Education</td>
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<td>Sport and Recreation</td>
<td>Sport and Recreation</td>
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<td>Fitness (Semester 2)</td>
<td>Certificate III Fitness</td>
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</tbody>
</table>

- **Core/Compulsory Subject**
- **Elective Subject**
- **Compulsory Subject (where one strand must be selected)**
- **VET Certificate Course**
- **Required Co-requisite**
- **Required Pre-requisite**
- **Recommended Pre-requisite**
<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 and 12</th>
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<tbody>
<tr>
<td>Industrial Arts</td>
<td>Industrial Arts</td>
<td>Industrial Arts</td>
<td>Industrial Technology Skills</td>
<td>Industrial Technology Skills</td>
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<td></td>
<td>Advanced Manufacturing</td>
<td>Construction</td>
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<td>Engineering Pathways</td>
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<td>Resources, Infrastructure and Work Preparation</td>
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<td>Certificate II Manufacturing Technology (2022 onwards)</td>
</tr>
</tbody>
</table>

- **Core/Compulsory Subject**
- **Elective Subject**
- **Compulsory Subject where one strand must be selected**
- **VET Certificate Course**
- **Required Co-requisite**
- **Required Pre-requisite**
- **Recommended Pre-requisite**
# Languages Other Than English (LOTE)

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<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11 and 12</th>
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</thead>
</table>

- **Core/Compulsory Subject**
- **Elective Subject**
- **Compulsory Subject where one strand must be selected**
- **VET Certificate Course**
- **Required Co-requisite**
- **Required Pre-requisite**
- **Recommended Pre-requisite**
The Arts

Year 11 and 12:
- Music
- Drama
- Visual Art
- Film, Television and New Media

Year 10:
- Music
- Drama
- Visual Art
- Film, Television and New Media

Year 9:
- Music
- Creative Futures
- Visual Art
- Film, Television and New Media

Year 8:
- Music
- Creative Futures
- Visual Art
- Film, Television and New Media

Year 7:
- Music
- Creative Futures
- Visual Art

Legend:
- Red: Core/Compulsory Subject
- Orange: Elective Subject
- Yellow: Compulsory Subject where one strand must be selected
- Green: VET Certificate Course
- Blue: Required Co-requisite
- Red: Required Pre-requisite
- Blue: Recommended Pre-requisite
The Purpose of Assessment

“Assessment is the purposeful and systematic collection of information about students’ achievements. All Queensland students deserve to benefit from high-quality assessment programs” (QCAA, 2016).

At Ignatius Park College, we believe that assessment is an integral part of learning and teaching. Assessment supports student learning. It supports students in being able to achieve the highest standards that they can; it improves teaching and learning and it provides meaningful information to students, teachers and their families about students’ progress. (QCAA, 2017).

**Assessment for Learning:**
Our teachers use information about student progress to guide and support targeted teaching. (Diagnostic Assessment)

**Assessment as Learning:** Our teachers provide regular feedback to students about how they can improve their learning. Students can reflect on and monitor their own progress. (Formative Assessment)

**Assessment of Learning:** Our teachers ensure that students have multiple opportunities to demonstrate the depth and breadth of their learning and use this evidence to make defensible on-balance judgements about students’ work against standards. (Summative Assessment)

In order for students to have the opportunity to show the depth and breadth of their learning, it is critical that there is very strong alignment between the enacted curriculum, pedagogy and assessment. This fundamental principle of alignment underpins assessment development at Ignatius Park College.

Range and Balance of Summative Assessment Tasks

Equally important in ensuring students can demonstrate their depth and breadth of learning is the principle of providing a range and balance of appropriate assessment types. In doing so, students are provided with multiple opportunities to demonstrate their knowledge, understanding and skills in a range of assessment types that cater for individual learning styles.

The following table captures the range of assessment tasks as suggested by the Queensland, Curriculum and Assessment Authority (QCAA), many of which are used at the College:

<table>
<thead>
<tr>
<th>Assessment Techniques or Task</th>
<th>Types of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Assessment</td>
<td>Multi Choice</td>
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<tr>
<td></td>
<td>Short Response</td>
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<td></td>
<td>Extended Response</td>
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<tr>
<td>Practical Performance</td>
<td>Physical</td>
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<tr>
<td>Collection of work</td>
<td>Student responses to a small number of tasks across a series of lessons</td>
</tr>
<tr>
<td>Research</td>
<td>Oral report</td>
</tr>
<tr>
<td></td>
<td>Written Report – description, explanation, exposition, feature article, action plan</td>
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<td></td>
<td>Interview/debate</td>
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<td></td>
<td>Multimodal presentation</td>
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<td>Seminars and conferences</td>
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<td>Digital Presentation</td>
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<td></td>
<td>Role play</td>
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<td></td>
<td>Podcasts and webcasts</td>
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<td>Journals</td>
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<td></td>
<td>Speeches</td>
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<tr>
<td></td>
<td>Analytical essay</td>
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<tr>
<td></td>
<td>Written piece that tests hypothesis or answers a research question</td>
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<td></td>
<td>Case study</td>
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<td></td>
<td>Critical Review</td>
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<tr>
<td>Assessment and Reporting</td>
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</table>

<table>
<thead>
<tr>
<th>Texts (Oral and Written)</th>
<th>Imaginative</th>
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<tbody>
<tr>
<td></td>
<td>Informative</td>
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<td></td>
<td>Persuasive</td>
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</table>

| Modelling and Problem Solving     | Mathematical  |

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<thead>
<tr>
<th>Investigation</th>
<th>Mathematical</th>
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<tr>
<td></td>
<td>Experimental</td>
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<table>
<thead>
<tr>
<th>Digital Projects</th>
<th>Apps</th>
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<tr>
<td></td>
<td>Robotics</td>
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<tr>
<td></td>
<td>Web</td>
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<tr>
<td></td>
<td>Simulations, games and quizzes</td>
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<tr>
<td></td>
<td>Programmable multimedia assets</td>
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<tr>
<td></td>
<td>Programmable multi-media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Projects</th>
<th>Designed solutions to meet local and community needs and current and future needs and use considering environmental, economic and social sustainability factors in:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Engineering principles and systems</td>
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<tr>
<td></td>
<td>• Food and Fibre production</td>
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<tr>
<td></td>
<td>• Food Specialisations</td>
</tr>
<tr>
<td></td>
<td>• Materials and Technologies specialisations</td>
</tr>
</tbody>
</table>

| Making                            | Making or Performing Artworks                  |

| Responding                        | Respond to, analyse and interpret Artworks     |
Our Middle School establishes the conditions that encourage all students in early adolescence to want to pursue productive learning within the College and experience success.
Why study this subject?
Creative Futures engages, inspires and enriches students, exciting the imagination and encouraging them to reach their creative and expressive potential. Study in Creative Futures explores personal, cultural and social worlds through the fusion of drama, media and visual arts. Drawing on key transferrable knowledge and 21st Century skills students create meaning as arts makers, performers and audience as they enjoy and analyze their own and others’ work and points of view.

Students will use:
• Drama components to think, move, speak and act with confidence through role and dramatic action to tell their stories.
• Media Arts components to identify how representations of social values and points of view are portrayed in the media artworks they make, distribute and view.
• Visual Arts to interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing.

It reveals a sense of who we are and who we might become as we make connections and new meaning of the world around us and our place in it. Creative Futures prepares young people for the 21st Century with the ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

In Years 8 and 9, students will have the opportunity to gain imperative skills to perform, create, view live performances/exhibits by amateurs and professionals, and attend workshops. Students will be required to participate in both the written components of the subject which are often text based along with the creative elements of the course. Skills that are developed in Creative Futures are transferrable to a range of contexts and are useful in other subjects offered at the College.

Assessment Techniques
Making Task, Folio/Visual diary, Performances, Directing, Script Writing, Storyboard, Responding task, Treatment

Senior School Pathways
• Drama
• Film, Television and New Media
• Visual Arts

What do students study?
Topics studied may include the following:
• The Elements of Drama, Media and Visual Arts
• Drawing
• Visual Literacy
• Still and moving images
• Contemporary Australian Drama
• Painting and Sculpting

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRFT1</td>
<td>Superheroes and Villains</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>CRFT2</td>
<td>I am Legend</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>CRFT3</td>
<td>2 Faced</td>
<td>✓</td>
<td>CRFT 1 or 2 recommended</td>
</tr>
<tr>
<td>CRFT4</td>
<td>Right Here, Right Now</td>
<td>✓</td>
<td>CRFT 1 or 2 recommended</td>
</tr>
</tbody>
</table>
**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 as well as 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.

**What do students study?**

Topics studied may include the following:
- The Design Process
- Computer Assisted Drawing (CAD)
- Product Design
- 3D Printing Technologies
- Emerging Technologies
- Engineering Systems and Processes
- Creating Designed Solutions
- Robotics

**Assessment Techniques**

- Folios
- Examinations
- Projects

**Senior School Pathways**

- Digital Solutions
- Design
- Engineering

---

**Subject Code** | **Unit Title** | **Semesters Available** | **Pre-requisites**
---|---|---|---
DAT1 | Designing the Future | ✓ | ✓ | ✓ | ✓ | NIL
DAT2 | Product Design | ✓ | ✓ | ✓ | ✓ | NIL
Digital Technologies

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 empower 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. The subject helps students to become innovative creators of digital knowledge and 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.

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

Subject Code | Unit Title | Semesters Available | Pre-requisites
--- | --- | --- | ---
DITE1 | Digital Systems | ✓ | |
DITE2 | Coding your future | | ✓ | DITE1
DITE3 | Living in a webbed world | | ✓ | DITE2
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.

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 to his potential in understanding and using Australian English.

Assessment Techniques

Extended written responses, spoken tasks, multimodal tasks.

Senior School Pathways

English, Essential English, Short Course in Literacy, Literature

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 the 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. They are required to have a pencil case with basic items, such as pens, a ruler and highlighters. Students 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.
Why study this subject?

Ever wondered how fresh your apple really is? Want to know the difference between lamb and hogget, or how to create a jus to accompany your kangaroo sausages with caramelised onion? If you have a passion for creating and eating fantastic food and learn about selecting and preparing the freshest produce, Food Technologies is the subject for you.

Food Technologies offers a vibrant hand on learning environment through which students may explore and develop essential life skills including the preparation, cooking and presentation of food, problem solving, communication, interpersonal and team building skills, as well as hygiene, health and safety requirements.

Senior School Pathways

- Hospitality VET, Hospitality Practices, Food & Nutrition

What do students study?

Semester 1:
- Fresh foods – A look at selecting and preparing everything from fruits and vegetables to meats, game and seafood

Semester 2:
- Food in Australia – A look at the development of Australian cuisine through immigration.

Semester 3:
- Food for me – A look at the dietary requirements for adolescents and developing products suitable for both an active and sedentary lifestyle.

Semester 4:
- Food production looking at the bulk production of food from a catering perspective (catering event)

Assessment Techniques

- Folios
- Practical Assessments

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOTE1</td>
<td>Fresh food fast</td>
<td>✓ ✓ ✓</td>
<td></td>
</tr>
<tr>
<td>FOTE2</td>
<td>Foods in Australia</td>
<td>✓ ✓ ✓</td>
<td>FOTE1</td>
</tr>
<tr>
<td>FOTE3</td>
<td>Foods product development</td>
<td>✓ ✓</td>
<td>FOTE2</td>
</tr>
<tr>
<td>FOTE4</td>
<td>Food for me</td>
<td></td>
<td>FOTE3</td>
</tr>
</tbody>
</table>
The Year 8 and 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### Why study this subject?

The Year 8 and 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

### What do students study?

Focus Areas studied may include:
- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

### Assessment Techniques

- Examination
- Research Report
- Multimodal Presentation
- Essay
- Practical Assessments

### Senior School Pathways

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

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*Studying Health and Physical Education is an investment in your future health.*
Why study this subject?
In a world that is increasingly culturally diverse and dynamically interconnected, it is important that students come to understand their world, past and present, and develop a capacity to respond to challenges, now and in the future, in innovative, informed, personal and collective ways.

What do students study?
The Year 8 and 9 Humanities and Social Sciences (HASS) learning area is made up of the following four subjects:

- History
- Civics and Citizenship
- Geography
- Economics and Business

Assessment Techniques
- Folios
- Assignments
- Exams

Senior School Pathways
Accounting, Ancient History, Business, Economics, Geography, Legal Studies, Modern History

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>History 1 - Western and Islamic World</td>
</tr>
<tr>
<td>Unit 2</td>
<td>History 2 - Black Death</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Civics and Citizenship - Shaping Citizenship within Australia’s Democracy</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Economics and Business - Seeking Success in the Market</td>
</tr>
</tbody>
</table>

| Unit 1 | History 1 - Making a Nation |
| Unit 2 | History 2 - World War I |
| Unit 3 | Geography - Landforms and Landscapes |
| Unit 4 | Economics and Business - Risk vs Reward |

“The calling of the humanities is to make us truly human in the best sense of the word.”
- J. Irwin
Why study this subject?

In the Australian Curriculum: Design and Technologies the two strands — Knowledge and Understanding, and Processes and Production Skills — are interrelated and inform and support each other.

Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions.

They use criteria for success that are predetermined, negotiated with the class or developed by students. The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- Generating
- Producing
- Evaluating
- Collaborating and Managing

Industrial technology encompasses skills in a number of fields including woodwork, metalwork, and technologies. Core skills are developed throughout the two years (Years 7 and 8) in relation to practical skills and knowledge of materials and processes, while design components are developed gradually once these skills are gained. The use of technology may be integrated into a number of projects throughout the course.

Students will also be required to complete a number of safety modules using the On-Guard Safety Training program and workshop inductions.

Year 8

This elective builds on the basic skills gained throughout Year 7 and students design and produce more complex projects over the period of a semester. The projects they produce will be made from either timber or metal or a combination of these.

Year 9

Students work more independently in this semester elective producing a design portfolio and producing a more complex project. Students have the option to select a second semester in Year 9.
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 the edge.

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

Language Skills + Other Skills = Greater Job Prospects, Wider Career Options and Opportunities to Work Overseas

What do students study?

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPA1</td>
<td>All About Me (one term rotation)</td>
<td>✓ ✓ ✓ ✓</td>
<td>Year 7 Japanese</td>
</tr>
<tr>
<td>JAPA2</td>
<td>My Busy Life</td>
<td>✓</td>
<td>JAPA1</td>
</tr>
<tr>
<td>JAPA3</td>
<td>Hobbies and Appearance</td>
<td>✓</td>
<td>JAPA2</td>
</tr>
<tr>
<td>JAPA3</td>
<td>Food and Festivals</td>
<td>✓</td>
<td>JAPA4</td>
</tr>
<tr>
<td>JAPA3</td>
<td>Travel and School Events</td>
<td>✓</td>
<td>JAPA5</td>
</tr>
</tbody>
</table>

“You can never understand one language until you understand at least two.” – Geoffrey Willans

Express and describe own:

- lifestyles
- feeling using adjectives
- spare time
- favourite and least favourite
- opinions in simple form
- experiences

Hiragana (Revision)
Katakana
Kanji
Adjectives
Verb (negative, past, te forms)
Compare life styles of Japanese and Australian Teenagers

Assessment Techniques

- Listening
- Speaking
- Reading
- Writing

Senior School Pathways

Further study of Japanese in Year 11 and Year 12. (pre-requisite will be applied).
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, 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 are able to 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?
Mathematics in Year 7 consolidates the foundational knowledge of the Australian Curriculum and provides students with the opportunity to develop their essential mathematics skills and knowledge in number and algebra, measurement and geometry, statistics, and probability. Students will receive a rounded and differentiated introduction to mathematics in the secondary school through a variety of classroom experiences, including rich learning tasks, targeted mini-lessons, tailored feedback, direct teacher instruction and self-directed learning.

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.

Assessment Techniques
- Examinations
- Projects
- Tests
- Collections of Work

Senior School Pathways
Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics

Specialist Equipment
Students are required to have a laptop, scientific calculator (available for purchase from the IPC Uniform Shop), exercise book, ruler, and pens/pencils with them for each lesson.

“Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country”
- David Hilbert
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, 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 are able to 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?
Mathematics in Year 8 consolidates and extends the foundational knowledge of the Australian Curriculum and provides students with the opportunity to develop their essential mathematics skills and knowledge in number and algebra, measurement and geometry, statistics, and probability. Students will receive a rounded and differentiated introduction to mathematics in the secondary school through a variety of classroom experiences, including rich learning tasks, targeted mini-lessons, tailored feedback, direct teacher instruction and self-directed learning. Furthermore, students can be accelerated to advanced aspects of the Australian Curriculum.

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.

Assessment Techniques
- Examinations
- Projects
- Tests
- Collections of Work
- Problem-Solving and Modelling Tasks

Senior School Pathways
Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics

Specialist Equipment
Students are required to have a laptop, scientific calculator (available for purchase from the IPC Uniform Shop), exercise book, ruler, and pens/pencils with them for each lesson.

"Mathematics knows no races or geographic boundaries; for mathematics, the cultural world is one country."
- David Hilbert
Mathematics

Type of Subject: Core
Year Level/s: 9
Unit Length: Full Year

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, 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 are able to 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?
Mathematics in Years 7 – 9 follows the Australian Curriculum and provides students with essential mathematics skills and knowledge in number and algebra, measurement and geometry, 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.

Assessment Techniques
• Examinations
• Extended Examinations
• Topic Tests
• Problem-solving and Modelling Tasks

Senior School Pathways
Specialist Mathematics, Mathematical Methods, General Mathematics, Essential Mathematics

Specialist Equipment
Students are required to have a text book (Cambridge Essential Mathematics, issued through the Library), scientific calculator (available for purchase from the IPC Uniform Shop), exercise book, ruler, and pens/pencils with them for each lesson.

“Without Mathematics, there’s nothing you can do. Everything around you is Mathematics. Everything around you is numbers.”
- Shakuntala Devi
Why study this subject?

Music exists distinctively in every culture and is a basic expression of human experience. Students active participation in music fosters understanding of other times, places, cultures and contexts. Through continuous and sequential music learning, students listen to, compose and perform with increasing depth and complexity. Through performing, composing and listening with intent to music, students have access to knowledge, skills and understanding which can be gained in no other way. Learning in Music is aurally based and can be understood without any recourse to notation. Learning to read and write music in traditional and graphic forms enables students to access a wide range of music as independent learners.

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.

As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.

In Years 8 and 9, 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, shape and respond to music ideas in a range of forms and styles.

What do students study?

Topics studied may include the following:

- Rock and Popular Music
- Music History Through the Ages
- Film Music
- Australian Music
- World Music
- Creative Industries
- Music and Social Media Networks

Assessment Techniques

- Folios, Examinations, Performances, Compositions

Senior School Pathways

- Music, Music Extension, Film, Television and New Media

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS1</td>
<td>Rock and Pop- Music for a New Age</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>MUS2</td>
<td>Score it! – Music for Film</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>MUS3</td>
<td>From Handel to Hip Hop! – Music History</td>
<td>✓</td>
<td>MUS 1 or 2 recommended</td>
</tr>
<tr>
<td>MUS4</td>
<td>Sounds of the Southern Cross</td>
<td>✓</td>
<td>MUS 1 or 2 recommended</td>
</tr>
</tbody>
</table>
Religious Education challenges students to be a religious voice in the world. This subject emphasises critical interpretation and evaluation of culture. Through engaging in Religious Education, students become active constructors of culture rather than passive consumers. In this way, students are challenged to live the gospel of Jesus Christ in their everyday lives. Religious Education seeks to develop the religious literacy of students in light of the Catholic Christian tradition, so that they might participate critically and authentically in contemporary culture. Students become religiously literate as they develop the knowledge, skills and dispositions to interpret and use language confidently in and for faith contexts and the wider society.

Why study this subject?
Religious Education is compulsory for students at Ignatius Park College.

What do students study?
- Edmund Rice (The Founder) and other inspirational people of Church
- Scripture studies
- Catholic Social Teaching
- Social and Ecological Justice
- Catholic History
- Rituals – Abrahamic Religions
- Good and Evil

Assessment Techniques
- Project
- Examination
- Extended Response
- Oral presentations

Senior School Pathways
General – Study of Religion
Applied – Religion and Ethics
Why study this subject?
At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge about the world we live in and what it is to be human. Scientists recognise that knowledge is not fixed, but is always fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st Century.

What do students study?
In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Assessment Techniques
The assessment techniques in Year 8 will be mirrored in Year 9, whereby one assessment is conducted each term. These techniques include:
- Collection of Work
- Experimental Investigation
- Research Assignment
- Written Examination

Senior School Pathways
Year 10 Science, Year 10 Science in Practice
Ignatius Park College is committed to the academic care and success of all students. This includes a strong focus on the successful transitioning of students between the Middle School and Senior Years of secondary schooling. Year 10 allows our students to experience senior subjects, because for young men, knowing what to expect gives them a sense of belonging and enhances their wellbeing.
Advanced Manufacturing

**Why study this subject?**
In the Australian Curriculum: Design and Technologies the two strands — Knowledge and Understanding, and Processes and Production Skills — are interrelated and inform and support each other. Students work independently and collaboratively on projects as they critique, explore and investigate needs and opportunities; generate, develop and evaluate ideas; and plan, produce and evaluate designed solutions. They use criteria for success that are predetermined, negotiated with the class or developed by students. The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:
- Generating
- Producing
- Evaluating
- Collaborating and Managing

Manufacturing technology encompasses skills in several fields including woodwork, metalwork, and machinery and/or equipment encompassing computer technologies. Core skills are developed throughout the two years (Years 7 and 8) in relation to practical skills and knowledge of materials and processes, while design components are developed gradually once these skills are gained. The use of computer and advanced technology will be integrated into a number of projects throughout the course.

Students will also be required to complete a number of safety modules using the On-Guard Safety Training program and workshop inductions.

**What do students study?**

**Knowledge and Understanding**
This includes knowledge of:
- Tools and computer assisted machinery
- Materials – timber, metals and acrylic
- Processes – NC Router, Laser Cutting and vacuum forming
- Their ability to apply these in familiar situations.

**Processes and Production Skills**
Assessment of the quality of the workmanship displayed by the finished product, including their ability to follow general workshop practices including safety.

**Assessment Techniques**
Design folios and project production

**Senior School Pathways**
The skills and knowledge gained throughout the middle school enables the student to be competently able to follow a pathway of technology either in Industrial Technology or the VET programs on offer in Year 11 and Year 12.
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.

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
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.

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

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>DITE4</td>
<td>Creating Digital Solutions</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>DITE5</td>
<td>Programming with Unity</td>
<td></td>
<td>✓ DITE4</td>
</tr>
</tbody>
</table>

Taking Digital Technologies is an investment in your future.
Why study this subject?

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

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

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

In Year 10, students will have the opportunity to gain imperative skills to perform on stage, view live performances by amateurs and professionals, and attend performance workshops. Students will be required to participate in both the written components of the subject which are often text based along with the creative elements of the course.

What do students study?

Topics studied may include the following:

- The Elements of Drama.
- Conflict through the Ages
- Documentary Drama
- Social Commentary
- Physical Theatre
- Comedy

Assessment Techniques

- Folios, Examinations, Performances, Directing, Script Writing

Senior School Pathways

Drama, Film, Television and New Media

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAM4</td>
<td>Conflict through the Ages</td>
<td>✓</td>
<td>Recommended to have studied Drama in Years 8 and/or 9</td>
</tr>
<tr>
<td>DRAM5</td>
<td>Physical Theatre: Cultural Collisions</td>
<td>✓</td>
<td>Recommended to have studied Drama in Years 8 and/or 9</td>
</tr>
</tbody>
</table>
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?

Assessment Techniques
- Short response exam, Independent research task

Senior School Pathways
Economics, Business

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON1</td>
<td>Economic Performance and Living Standards</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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 transferrable 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?

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

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTEC1</td>
<td>Engineering</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
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.

**Assessment Techniques**
Extended written responses, spoken tasks, multimodal tasks.

**Senior School Pathways**
English, Essential English, Short Course in Literacy, Literature.

**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. They 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. Students 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.
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: Mainstream Curriculum
Core Unit 1 - Personal Identity and Education
Core Unit 2 - The Work Environment

Semester Two: Short Course

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.
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 communication. 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 twenty-first century attributes including:
- Critical and creative thinking skills
- Communication, collaboration and teamwork skills
- Personal and social skills
- Information and communication technologies skills.

What do students study?

**Unit 1:**
Students study digital photography. 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 to edit their photos before compiling a photography portfolio. Additionally, students explore famous Australian photographers and analyse and appraise their work.

**Unit 2:**
Students study consumer culture and the world of advertising. They learn persuasive devices commonly used in marketing to provide explicit and subliminal messages to audiences, while also examining the varying platforms available for advertising. They develop filming skills and learn to use a professional editing program to make their own moving-image advertisement.

Assessment Techniques
Assessment techniques include:
- Curational letter
- Photography portfolio
- Case study investigation and written report
- Advertisement treatment and storyboard
- Moving image advertisement

Senior School Pathways
Students with an aptitude for this subject are encouraged to study Film, Television and New Media in Year 11 and 12. The processes and practices of this subject develop transferable skills that are highly valued in many areas of employment. Studies in this area can lead to and benefit careers in diverse fields such as advertising, arts administration and management, communication, design, education, film and television, and public relations.

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTVNM1</td>
<td>Smile: You’re on Camera!</td>
<td>✓</td>
<td>Sound (C) in English</td>
</tr>
<tr>
<td>FTVNM2</td>
<td>Selling the Great Australian Dream</td>
<td>✓</td>
<td>Sound (C) in English; FTVNM1 is preferred</td>
</tr>
</tbody>
</table>
Why study this subject?
This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Possible job titles include:
- bar useful
- food runner
- glass runner
- housekeeping assistant
- kitchen steward
- kitchen useful
- Apprentice chef
- Kitchen hand

What do students study?
As we need to emulate Industry as closely as possible, students are to be dressed in appropriate clothes i.e. Chef’s Uniform. More importantly, these clothes are required for protection, to uphold Workplace Health and Safety Legislation. To help in defraying the costs, the School has purchased these uniforms. The course costs $60 including laundry fees for the uniforms.

Assessment Techniques
Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous. Evidence gathering methods include observation, portfolios, questioning and feedback from workplace supervisors. Students who complete all requirements of the course will be issued with the full qualification. Students who meet partial requirements will be issued with a statement of attainment.

Students will undertake practical and theory projects relating to the following:
- Coffee Shop
- High Tea

Post Secondary Pathways
After achieving SIT10216 Certificate I in Hospitality, individuals could progress to a wide range of other qualifications in hospitality, commercial cookery and broader service industries.
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 prepares students for adult life by developing in them an informed perspective. This perspective will develop across the two-year course of study through a range of perspectives, including local, regional, national and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

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?

Assessment Techniques
Practical exercise, Field trip report

Senior School Pathways
• Geography

Units available for selection:

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<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG</td>
<td>Geographies of human wellbeing</td>
<td>1 2</td>
<td>✔️ ✔️</td>
</tr>
<tr>
<td></td>
<td>Environmental change and management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GEOG Geographies of human wellbeing Environmental change and management
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 transferrable 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.

Assessment Techniques
Folios, Practical Examinations, Projects

Senior School Pathways
• Hospitality Practices, Hospitality VET

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOSP1</td>
<td>Hospitality in Practice</td>
<td>1, 2</td>
<td>Nil</td>
</tr>
</tbody>
</table>
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 predefined specifications.

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

What do students study?
The following are topics the students will be studying:
- Tiling
- Welding and Fabrication - Metal Fabrication
- Furniture Making
- Sheet Metal Working
- Fitting

Assessment Techniques
- Design Folios
- Projects
- Practical Demonstrations
- Examinations

Senior School Pathways
The skills and knowledge gained throughout the Middle School enables the student to be competently able to follow a pathway of technology either in Industrial Technology or the VET programs on offer in Year 11 and Year 12.
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 the 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 job
- future options and career
- lifestyle differences between Japan and Australia
- Hiragana and Katakana (Revision)
- Kanji
- Adjectives (negative, past forms)
- Compare ideas of Japanese and Australian Teenagers about their future plans

Assessment Techniques
- Listening
- Speaking
- Reading
- Writing

Senior School Pathways
Further study of Japanese in Year 11 and 12. ATAR points will be accelerated by successful completion of Year 12 Japanese (conditions apply).

Units available for selection:

<table>
<thead>
<tr>
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<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAPA5</td>
<td>Place to Live and Visit / Working Class Man</td>
<td>✓</td>
<td>JAPA6 (Year 9)</td>
</tr>
<tr>
<td>JAPA6</td>
<td>When I Grow up and Hello My Hostfamily</td>
<td>✓</td>
<td>JAPA7</td>
</tr>
</tbody>
</table>
**Legal Studies**

**Type of Subject:** Elective  
**Year Level/s:** 10  
**Unit Length:** One semester

**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 studies 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?

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?

**Assessment Techniques**

- Short response exam, Independent research task

**Senior School Pathways**

Legal Studies

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**Units available for selection:**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>LEGAL1</td>
<td>Examining how Australia’s political and legal systems enable change Government, Laws, Citizenship, Diversity and Identity</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Mathematical Methods

Type of Subject: Core
Year Level/s: 10
Unit Length: Full year

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 are able to 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: Mathematics. They will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, 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.

Assessment Techniques
Examinations, Extended Examinations, Topic Tests, Problem-solving and Modelling Tasks

Senior School Pathways
- Specialist Mathematics
- Mathematical Methods
- General Mathematics
- Essential Mathematics

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAME</td>
<td>Mathematical Methods</td>
<td>✓</td>
<td>B standard or higher in Year 9 Mathematics. C standard assessed on an individual basis.</td>
</tr>
</tbody>
</table>
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, 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 are able to 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, 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.

Assessment Techniques
Examinations, Extended Examinations, Topic Tests, Problem-solving and Modelling Tasks

Senior School Pathways
• General Mathematics
• Essential Mathematics

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEMA</td>
<td>General Mathematics</td>
<td>✓</td>
<td>C standard or higher in Year 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓</td>
<td>Mathematics</td>
</tr>
</tbody>
</table>
Essential Mathematics

Type of Subject: Core
Year Level/s: 10
Unit Length: Full year

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, 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 are able to 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 follow the Australian Curriculum. They will learn the essential mathematics skills and knowledge in number and algebra, measurement and geometry, 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.

Essential Mathematics focuses on mathematics in real contexts such as the workplace, personal finances and community settings.

Assessment Techniques

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESMA</td>
<td>Essential Mathematics</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Type of Subject: Elective  
Year Level/s: 10  
Unit Length: One semester minimum must be nominated

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.

Assessment Techniques
- Short response exam, Research essay, Independent investigation, Response to sources essay

Senior School Pathways
Modern History

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MOD1</td>
<td>World War II</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>MOD2</td>
<td>Civil Rights</td>
<td>2</td>
<td>✓ MOD1</td>
</tr>
</tbody>
</table>
Music

Type of Subject: Elective
Year Level/s: 10
Unit Length: One semester

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

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
- Music History Through the Ages
- Film Music
- World Music
- Social and Political Protest Music

Assessment Techniques
- Folios, Examinations, Performances, Compositions

Senior School Pathways
Music, Music Extension, Film, Television and New Media

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS4</td>
<td>One World - Modern music practices</td>
<td>✓</td>
<td>Recommended to have studied Music in Years 8 and/or 9</td>
</tr>
<tr>
<td>MUS5</td>
<td>Revolutionary Masters - Music creating change</td>
<td>✓</td>
<td>Recommended to have studied Music in Years 8 and/or 9</td>
</tr>
</tbody>
</table>
The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 10, students learn to apply more specialised movement skills and complex movement strategies as well as concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Focus Areas studied may include:
- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Assessment Techniques
- Examination, Multimodal Presentation, Research Report, Analytical Essay

Senior School Pathways
Physical Education, Sport and Recreation, Certificate III in Fitness, Certificate III in Sport and Recreation
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 are related to their beliefs. A search for meaning assists students to learn about and reflect on the richness of religious and ethical worldviews.

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?

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.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. The focus of Religion and Ethics is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

In both Year 10 Religion and Ethics and Year 10 Study of Religion the same content will be covered. The difference will be in the level of detail and the assessment items – Study of Religion is more rigorous than Religion and Ethics.

Topics covered are:

- Spirituality
- Peace and conflict
- Social justice
- Men’s mental health

Assessment Techniques

- Project
- Investigation
- Extended Response
- Examination

Senior School Pathways

- Religion and Ethics – Applied
- Study of Religion – General
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 endeavor, 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: Hereditary 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: Introduction
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.

Assessment Techniques
- Physics / Chemistry Semester Examination
- Chemistry Student Experiment
- 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)

Specialist Equipment or Requirements
Nil
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 require further support in literacy and numeracy would consider this choice of 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.

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’.

Biological Sciences: Hereditary 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.

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.

Psychology: Introduction
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.

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.

Assessment Techniques
• Physics / Chemistry Semester Examination
• Chemistry Student Experiment
• 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).
**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, 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 are able to 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, 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.

Specialist Mathematics is an elective subject and will prepare students for the advanced mathematical challenges of Specialist Mathematics in senior classes.

**Assessment Techniques**

Examinations, Extended Examinations, Topic Tests, Problem-solving and Modelling Tasks

**Senior School Pathways**

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

**Units available for selection:**

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMAT</td>
<td>Specialist Mathematics</td>
<td>✓</td>
<td>B Grade or higher in Year 9 Mathematics</td>
</tr>
</tbody>
</table>
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 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.

Topics covered are:
- Spirituality - Sacred Texts
- Peace and Conflict - Rituals
- Social Justice - Ethics
- Men’s mental health - Religion / Relationships

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

Senior School Pathways
- Religion and Ethics – Applied
- Study of Religion – General
Why study this subject?
Visual Art engages, inspires and enriches students, exciting the imagination and encouraging them to reach their creative and expressive potential. Study in Visual Arts interrogates the human experience and challenges our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. It enables us to know and observe our world collectively and as individuals. It reveals a sense of who we are and who we might become as we make connections and new meaning of the world around us and our place in it.

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

What do students study?
- Acrylic on canvas painting
- Clay sculpture
- Multi-colour lino printing
- Graphic design
- Art history
- Visual literacy
- Analysis and interpretation of artwork
- Introspection
- Social commentary

Units available for selection:

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Unit Title</th>
<th>Semesters Available</th>
<th>Pre-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART5</td>
<td>Modern Art – Painting 'There be Dragons' - Sculpture</td>
<td>✓ 1, 2</td>
<td>A C standard in 9 English and Visual Art is recommended.</td>
</tr>
<tr>
<td>ART6</td>
<td>'Read the fine print' – Lino Print Graphic Design – Mixed Media</td>
<td>✓ 1, 2</td>
<td>A C standard in 9 English and Visual Art is recommended.</td>
</tr>
</tbody>
</table>

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

Assessment techniques include:
- Making task
- Folio/Visual diary
- Responding task

Senior School Pathways
- Visual Art (General)
"The new QCE system will continue to offer students flexibility in what they learn, and when and where learning occurs. Students will have a wide range of learning options including General and Applied subjects, vocational education and training, workplace and community learning, as well as university subjects undertaken while at school." (QCAA, 2017)
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.

**Why study this subject?**

**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 life style 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.

**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.

"Biology is the study of the complex things in the Universe." - Richard Dawkins
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 cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Students should have a genuine interest in the construction industry but the qualification does cater for students with limited previous experience in construction.

Skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

Uniform or Equipment Requirements

Students are working in an industrial environment whilst undertaking construction projects. This dictates that Industry Standard safety equipment, including steel capped boots and clothing, needs to be worn to fully simulate work place expectations. IPC has available for purchase branded work shirts and long pants which students are required to wear to class and during work placement.

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.

Students will undertake practical and theory projects relating to:

- Attainment of Construction Industry White Card
- Workplace health and safety
- Basic surveying
- Wall construction
- Block laying
- Furniture manufacture
- Tiling
- Basic carpentry

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 VET Program Leader for more information.

Post Secondary Pathways

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

- Carpenter
- Bricklayer
- Tiler
- Plasterer
- Painter
- Plumber
- Civil construction

What do students study?

Core Units

- CPCCM1012A Work effectively and sustainably in the construction industry
- CPCCM1013A Plan and organise work
- CPCCM1014A Conduct workplace communication
- CPCCM2001A Read and interpret plans and specifications
- CPCCM2005B Use construction tools and equipment
- CPCCHS1001 Prepare to work safely in the construction industry
- CPCCHS2001A Apply OHS requirements, policies and procedures in the construction
- CPCCVE1011A Undertake a basic construction project

Elective Units

- CPCCM1015A Carry out measurements and calculations
- CPCCM2004A Handle construction materials
- CPCCM1011A Undertake basic estimation and costing
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 are working in an industrial environment whilst undertaking engineering projects. This dictates that Industry Standard safety equipment, including steel capped boots and clothing, needs to be worn to fully simulate work place expectations. IPC has available for purchase branded work shirts and long pants which students are required to wear to class and during industry placement.

What do students study?

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM13014A</td>
<td>Apply principles of occupational health and safety in the work environment</td>
</tr>
<tr>
<td>MEMPE005A</td>
<td>Develop a career plan for the engineering and manufacturing industry</td>
</tr>
<tr>
<td>MSAENV272B</td>
<td>Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>MEMPE006A</td>
<td>Undertake a basic engineering project</td>
</tr>
</tbody>
</table>

Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEM16006A</td>
<td>Organise and communicate information</td>
</tr>
<tr>
<td>MEM16008A</td>
<td>Interact with computing technology</td>
</tr>
<tr>
<td>MEM18001C</td>
<td>Use hand tools</td>
</tr>
<tr>
<td>MEM18002B</td>
<td>Use power tools/hand held operations</td>
</tr>
<tr>
<td>MEMPE001A</td>
<td>Use engineering workshop machines</td>
</tr>
<tr>
<td>MEMPE002A</td>
<td>Use electric welding machines</td>
</tr>
<tr>
<td>MEMPE003A</td>
<td>Use oxy-acetylene and soldering equipment</td>
</tr>
<tr>
<td>MSAPMSUP106A</td>
<td>Work in a Team</td>
</tr>
</tbody>
</table>

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 covered through projects, practical activities or student demonstration of skills.

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
- Marking out
- Fabrication techniques
- Utilising hand and power tools

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 VET Program Leader for more information.

Post Secondary Pathways

Completion of this certificate is a useful step towards the following career pathways:
- Metal and Steel Fabrication
- Fitter and Turner/Machinist
- Diesel Fitter
- Sheet Metal Worker
- Boilermaker
Certificate II in Resource and Infrastructure and Work Preparation (RII20115)

Type of Subject: VET  
RTO: Ignatius Park College (RTO 30303)  
Year Level/s: 11 and 12  
ATAR Contributor: No  
Pre-requisites: C standard result in Industrial Arts in Years 9 and 10 is recommended.  
Co-requisites: Nil  
QCE Points: 4  
Duration: 4 Semesters/2 years

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 operating a forklift, pipe laying, levelling and concreting that contribute toward a range of competency standards within the following units.

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 six elective units of competency. Most 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
- Forklift driving
- Landscaping operations
- Fencing
- Hand and power tool operations
- Paver Production
- Concreting

Cost

Material and tuition costs are covered through student school fees.

Uniform or Equipment Requirements

Students are working in an industrial environment whilst undertaking construction projects. This dictates that Industry Standard safety equipment, including steel capped boots and clothing, needs to be worn to fully simulate work place expectations. IPC has available for purchase branded work shirts and long pants which students are required to wear to class and during work placement.

Post Secondary Pathways

RII20115 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

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIIWHS201D</td>
<td>Work safely and follow WHS policies and procedures</td>
</tr>
<tr>
<td>RIIRIS201D</td>
<td>Conduct local risk control</td>
</tr>
<tr>
<td>RIINEV201D</td>
<td>Identify and assess environmental and heritage concerns</td>
</tr>
</tbody>
</table>

Elective Units

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RIICCM201D</td>
<td>Carry out measurements and calculations</td>
</tr>
<tr>
<td>RIIHAN201E</td>
<td>Operate a forklift</td>
</tr>
<tr>
<td>RIISAM201D</td>
<td>Handle resources and infrastructure materials and safely dispose of nontoxic materials</td>
</tr>
<tr>
<td>RIICOM201D</td>
<td>Communicate in the workplace</td>
</tr>
<tr>
<td>RIISAM203D</td>
<td>Use hand and power tools</td>
</tr>
<tr>
<td>RIIBEF201D</td>
<td>Plan and organise work</td>
</tr>
</tbody>
</table>
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 who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries. No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication. 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.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued requirements apply to this qualification at the time of publication.

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.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

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.

What do students study?

Core Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
</tr>
</tbody>
</table>
Certificate III in Fitness (SIS30315) and Certificate II Sport and Recreation (SIS20115)

Elective Units

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
</tr>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
</tr>
<tr>
<td>SISSSPT303A</td>
<td>Conduct basic warm up and cool down programs</td>
</tr>
<tr>
<td>HLTAID001</td>
<td>Provide cardiopulmonary resuscitation</td>
</tr>
</tbody>
</table>

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. IPC has available branded training shirts which students are required to wear to practical lessons and during work placement.

Cost

- The cost incurred by the student will be determined by whether they access their VETiS subsidy for this qualification with Binnacle as Pre-qualified supplier.
- Students enrolled in Certificate I Construction or Certificate II in Engineering Pathways would usually use their one-off subsidy for the more expensive qualification.
- The cost using VETiS is $100 which covers the first aid course, branded training shirt and excursions whereas the total fee for service without VETiS is $400.

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.
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
• Understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
• 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

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.

“Every aspect of the world today – even politics and international relations – is affected by chemistry.” - Linus Pauling
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 new 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 transferrable, 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.

Assessment Techniques

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

Post Secondary Pathways

Unit 1 Design in practice
Unit 2 Commercial design
Unit 3 Human-centered design
Unit 4 Sustainable design

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.

Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.
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.

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.

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.
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.

Assessment Techniques
- Performance
- Project - dramatic concept
- Project - practice-led project
- Examination
- External Examination (25%)

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

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.

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.
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: 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.

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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic 1: The basic economic problem</th>
<th>Topic 2: Economic flows</th>
<th>Topic 3: Market forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Topic 1: Markets and efficiency</td>
<td>Topic 2: Case options of market measures and strategies</td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td>Topic 1: The global economy</td>
<td>Topic 2: International economic issues</td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td>Topic 1: Macroeconomic objectives and theory</td>
<td>Topic 2: Economic management</td>
<td></td>
</tr>
</tbody>
</table>

“I got into economics because I wanted to make things better for the average person.” - Ben Bernanke
**Engineering**

<table>
<thead>
<tr>
<th>Type of Subject:</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Level/s:</td>
<td>11 and 12</td>
</tr>
<tr>
<td>ATAR Contributor:</td>
<td>Yes</td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>Passing grade in Enriched Mathematics and Science</td>
</tr>
<tr>
<td>Co-requisites:</td>
<td>Nil</td>
</tr>
<tr>
<td>QCE Points:</td>
<td>4</td>
</tr>
</tbody>
</table>

**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 transferrable 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.

**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 problem-solving process in Engineering involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Engineering fundamentals and society</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Emerging technologies</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Statics of structures and environmental considerations</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Machines and mechanisms</td>
</tr>
</tbody>
</table>
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.

What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Perspectives and Texts</th>
<th>Texts and Culture</th>
<th>Textual Connections</th>
<th>Close Study of a Literary Text</th>
</tr>
</thead>
</table>

Assessment Techniques

Extended written responses, spoken tasks, multimodal tasks. Assessment includes common internal and external instruments.

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.
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.

What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Language that Works</td>
</tr>
<tr>
<td>2</td>
<td>Texts and Human Experiences</td>
</tr>
<tr>
<td>3</td>
<td>Language that Influences</td>
</tr>
<tr>
<td>4</td>
<td>Representations and Popular Culture Texts</td>
</tr>
</tbody>
</table>

Assessment Techniques

Extended written responses, spoken tasks, multimodal tasks. Assessment includes common internal and external instruments.

Post Secondary Pathways

Apprenticeships, employment pathways.

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.
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 and communication. 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 skills
- Communication, collaboration and teamwork skills
- Personal and social skills
- Information and communication technologies skills

Assessment Techniques

Example assessment techniques include:

- Case study investigation and written report
- Storyboard
- Reflective statement
- Film treatment
- Genre film
- Music video
- Transmedia project
- External Examination

Post Secondary Pathways

The processes and practices of Film, Television and New Media develop transferable skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. Studies in this area can lead to, and benefit careers in, diverse fields such as advertising, arts administration and management, communication, design, education, film and television, public relations, human resources, marketing and management.

What do students study?

**Unit 1**
**Foundation:** Students learn the codes and conventions used in storytelling and appreciate that moving-image media languages are reliant on shared understandings. They focus on the horror genre.

**Unit 2**
**Story Forms:** Students investigate the ways in which story takes different forms in different contexts. They focus on the music video genre image.

**Unit 3**
**Participation:** Students explore how audiences participate with moving-image media across multiple platforms. They investigate different historical and contemporary contexts in which audience participation has been made possible by technologies and institutions. Students focus on the transmedia genre.

**Unit 4**
**Identity:** Students experiment with moving-image media technologies to express their artistic identity. They examine historical events, cultural contexts, ideas and aesthetic traditions that have influenced styles and approaches in moving-image media. Students focus on the German Expressionist and French New Wave film movements.

“**The future belongs to young people with an education and the imagination to create.**”

**Barack Obama**
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.

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.

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.
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 transferrable 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?

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

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.
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 predefined specifications.

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

The following are topics the students will be studying:
- Welding and Fabrication
- Furniture making
- Sheet metal working
- Engineering drafting
- Fitting and machining

Uniform or Equipment Requirements

Students are working in an industrial environment whilst undertaking engineering projects. This dictates that industry standard safety equipment, including steel capped boots and clothing, needs to be worn to fully simulate work place expectations.

IPC has available for purchase branded work shirts and long pants which students are required to wear to class and during industry placement.

Assessment Techniques

- Design 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.
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 medias.

What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My World</td>
</tr>
<tr>
<td>2</td>
<td>Exploring our World</td>
</tr>
<tr>
<td>3</td>
<td>Our Society</td>
</tr>
<tr>
<td>4</td>
<td>My Future</td>
</tr>
</tbody>
</table>

Express and describe about
- 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
- Post-school future:

Assessment Techniques
- Listening 1A - Short response
- Speaking 1A2 - Combination response
- Reading 1A3 - 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
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.

Assessment Techniques

- Examination — combination response
- Investigation — inquiry report
- Investigation — argumentative essay

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.
Why study this subject?

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

What do students study?

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills needed to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- enjoyment and appreciation of literary texts and the aesthetic use of language
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Assessment Techniques

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to literary studies</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Intertextuality</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Literature and identity</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Independent explorations</td>
</tr>
</tbody>
</table>

Assessment will be in the form of extended written responses, including imaginative and analytical genres, and extended multimodal presentations.

Post Secondary Pathways

Literature 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 Literature 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.
Mathematical Methods

Why study this subject?
The study of Mathematical Methods 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?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Combinatorics, Vectors and Proof</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2</td>
<td>Complex Numbers, Trigonometry, Functions and Matrices</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Mathematical Induction, and further Vectors, Matrices and Complex Numbers</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Further Statistical and Calculus Inference</td>
</tr>
</tbody>
</table>

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

Assessment Techniques
- Problem-solving and modelling tasks (PSMT)
- Examinations
- 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 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.
**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.

**Assessment Techniques**

- Problem-solving and modelling tasks (PSMT)
- Examinations
- 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.

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**Essential Mathematics**

**Type of Subject:** Applied  
**Year Level/s:** 11 and 12  
**ATAR Contributor:** Possible  
**Pre-requisites:** Nil  
**Co-requisites:** Nil  
**QCE Points:** 4

**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.

**Assessment Techniques**

- Problem-solving and modelling tasks (PSMT)
- Examinations
- 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.
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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Ideas in the Modern World</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Movements in the Modern World</td>
</tr>
<tr>
<td>Unit 3</td>
<td>National experiences in the Modern World</td>
</tr>
<tr>
<td>Unit 4</td>
<td>International experience in the Modern World</td>
</tr>
</tbody>
</table>

Assessment Techniques
- Examination – essay in response to historical sources
- Investigation – historical essay based on research
- Independent source investigation
- External examination – short responses to historical sources

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.
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.

Assessment Techniques

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities.

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.
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.

Physically educated 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.

Assessment Techniques
- Formative assessment - Project folio, Investigation report and Examination
- Summative internal assessment – Project folios
- 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Sport psychology, equity and physical activity</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
</tbody>
</table>

Physical Education fosters an appreciation of the values and knowledge within and across disciplines...
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 how 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 skepticism 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?

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<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Thermal, Nuclear and Electrical Physics</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Linear Motion and Waves</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Gravity and Electromagnetism</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Revolutions in Modern Physics</td>
</tr>
</tbody>
</table>

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.

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.
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?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Individual Development</td>
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<tr>
<td>Unit 2</td>
<td>Individual Behaviour</td>
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<tr>
<td>Unit 3</td>
<td>Individual Thinking</td>
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<tr>
<td>Unit 4</td>
<td>The Influence of Others</td>
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</tbody>
</table>

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.

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.

“Don’t become a mere recorder of facts, but try to penetrate the mystery of their origin.”
- Ivan Pavlov
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 are related to their beliefs. A search for meaning assists students to learn about and reflect on the richness of religious and ethical worldviews.

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?
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.

Religion and Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. The focus of Religion and Ethics is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Assessment Techniques
- Project
- Investigation
- Extended Response
- Examination

Post Secondary Pathways
A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles. It helps students develop an understanding of themselves in the context of their family, their community and the workplace.

A sense of purpose and personal integrity are essential for participative and contributing members of society.
### Science in Practice

**Type of Subject:** Applied  
**Year Level/s:** 11 and 12  
**ATAR Contributor:** Possible  
**Pre-requisites:** Year 10 Science in Practice, Year 10 Science  
**Co-requisites:** Nil  
**QCE Points:** 4

#### 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?

- Health Hazards (includes 1 hour field work)
- Solving Workplace Problems
- Let’s Go Fishing (includes 5 hours field work)
- Plugged In
- Deconstructing Construction (includes 1 hour field work)
- Future Foods (includes 5 hours field work)
- Consumer Science
- Road Safety

**Assessment Techniques**

- Collection of Work  
- Investigation  
- Extended Response to Stimulus  
- 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. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

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*“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less.”* - Marie Curie
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 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.

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

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 life.

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. 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.

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.

Study of Religion is the investigation and study of religions 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.

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.

Students develop critical thinking skills, including those of analysis, reasoning and evaluation.
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.

Uniform or Equipment Requirements:
Students who are new to the subject will receive an arts pack containing all equipment required for the subject. Students continuing from junior will be expected to bring the arts pack already provided. It is the responsibility of the student to replace supplies as they run out.

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.

What do students study?

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
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</thead>
<tbody>
<tr>
<td><strong>Art as Lens</strong>&lt;br&gt;Concept: lenses to explore the material world&lt;br&gt;Contexts: personal and contemporary&lt;br&gt;Focus: People, place, objects&lt;br&gt;Media: 2D, 3D, and time-based</td>
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<tr>
<td><strong>Art as Code</strong>&lt;br&gt;Concept: art as a coded visual language&lt;br&gt;Contexts: formal and cultural&lt;br&gt;Focus: Codes, symbols, signs and art conventions&lt;br&gt;Media: 2D, 3D, and time-based</td>
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<tr>
<td><strong>Art as Knowledge</strong>&lt;br&gt;Concept: constructing knowledge as artist and audience&lt;br&gt;Contexts: contemporary, personal, cultural and/or formal&lt;br&gt;Focus: student-directed&lt;br&gt;Media: student-directed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Art as Alternate</strong>&lt;br&gt;Concept: evolving alternate representations and meaning&lt;br&gt;Contexts: contemporary and personal, cultural and/or formal&lt;br&gt;Focus: continued exploration of Unit 3 student-directed focus&lt;br&gt;Media: student-directed</td>
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“For anyone to grow up complete, art is imperative.” – Paul Harvey
Why study this subject?
The field of visual arts is expansive, encompassing art forms created primarily for visual perception. This subject Visual Arts in Practice focuses on student engagement in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas of study — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning. The aesthetic meaning will be conveyed in response to a particular purpose and for a particular audience. While this will always be personal, students may also be asked to consider, use, or appropriate aesthetic qualities from various sources, cultures, times and places. Students’ perspectives and visual literacies are shaped by these aesthetic considerations when creating communications and artworks.

Students will learn about the production of artworks in at least two areas of study. In each area of study undertaken in Visual Arts in Practice, students will develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’.

What do students study?

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Human Form – Sculpting, Drawing, Illustration and Painting</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Scape – Photography, Drawing and Painting</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Social Commentary – 2D artwork, student to select medium and style</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Social Commentary – 3D artwork, student to select medium and style</td>
</tr>
</tbody>
</table>

Uniform or Equipment Requirements:
Students who are new to the subject will receive an arts pack containing all equipment required for the subject. Students continuing from junior will be expected to bring the arts pack already provided. It is the responsibility of the student to replace supplies as they run out.

Assessment Techniques
- Folio of practical work.
- Theory examinations.

Post Secondary Pathways
A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

“Creativity is intelligence having fun” – Albert Einstein