

HANDBOOK





The Cathedral School of St Anne & St James T O W N S V I L L E

Nelcome

Welcome to Senior Schooling at The Cathedral School. With this comes the realisation you are closer to finishing your schooling journey, and hence our programs are developed to align with the many post-school pathways available in the 21st century.

Commencing in Year 10 is the first opportunity for a Certificate subject to be undertaken, as well the availability of TAFE subjects and/or the commencement of traineeships and work placements.

Within the core offerings of Science and Humanities, you also have the opportunity to sample the individual subject offerings within these learning areas, coupled with mandatory study of Maths and English together with some elective choices from other learning areas. During Year 10, students undertake a three day career planning session, along with Natural Abilities testing. Towards the end of Year 10, the development of a pathway for each individual is fine tuned through the completion of a Student Education and Training Plan (SETP), managed by our Careers Advisor.

Year 11 provides an extensive range of traditional academic subjects that will position students for an ATAR score and tertiary study after Year 12. Alternatively, students may choose from a range of applied and vocational subjects, often coupled with courses undertaken through external providers eg TAFE with a view to successful completion of a Queensland Certificate of Education (QCE).

I trust you will find the curriculum offerings within The Cathedral School's Senior School to be engaging and inspiring, and provide the required stepping stones for your successful entry into the 21st century workforce.

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Mr Andrew Arratoon Director of Studies

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INTRODUCTION

YEAR 10

In Year 10 students take a group of core subjects (taken by all students) and elective subjects (taken by some students).

The core subjects are English, Mathematics

(Advanced, General or Essential), Science, Humanities, Christian Education, Lifeskills Physical Education and Personal Development.

Elective subjects consist of Drama, Music, Japanese, Visual Art, Food Technology, Digital Technology, Production Design Technology, Graphical Design Technology, Health & Physical Education and Certificate II in Workplace Skills.

Music, Japanese and the Certificate II in Business (aimed at vocational students), are yearlong electives and all other electives are studied for one semester. Students taking Japanese or Music in Year 10 are expected to have studied these subjects in Year 9.

YEARS 11 AND 12

There are many pathways that students in their senior years can take. It is important in the first instance for students to have a general idea of what they wish to do on leaving school as this will determine a student's choice of academic program. Students at Cathedral will study English and Mathematics and will choose four other electives.

University Entrance

Students who are planning to go to university after graduating will generally study six general subjects or five general subjects and one applied subject or one Certificate course of Cert III or higher. A prerequisite for most University courses is a satisfactory grade in English or EAL (English as an Additional Language). However, it is important to be aware of other prerequisite subjects that may be needed for entry into a specific Undergraduate degree. Please note that all tertiary providers have Foundation or Pathway courses for initial entry into University, if the required ATAR or prerequisites are not met from school study.

Vocational Study Options

Students who wish to combine school studies with vocational studies can do so at Cathedral. Some students even keep the tertiary study option open while taking up vocational studies. Within the six subjects students elect to study over years 11 and 12, internal and external Certificate courses, school-based traineeships and apprenticeships and regular work experience can all be included. In this way, students can learn valuable skills (while still at school) which they can demonstrate to an employer on graduation. A robust and full school-leavers resume can be an important component of a vocational student's repertoire of learning upon completing Year 12. For a more thorough list of vocational courses, please turn to pages 60-62.

At the end of Year 12 all students are eligible for a Queensland Certificate of Education(QCE). This certificate records a student's performance in a wide range of studies that can be undertaken in Years 10, 11 and 12, including both academic and vocational forms of learning. The management of a student's eligibility for a QCE occurs on an individual basis at the school. This process is managed by the Careers Advisor and Director of Studies.

ENGLISH

The Australian Curriculum (English) involves learning about English language, literature and literacy. These three interrelated areas of learning form the core of the English curriculum.

Through studying English, students learn to listen, read and view, speak, write and create increasingly complex and sophisticated texts with accuracy, fluency and purpose. Students come to an explicit understanding and appreciation of the nature of the English language and how it works to create various kinds of meanings. The study of English helps students to extend and deepen their relationships, to understand their identities and their place in a changing world, and to become citizens and workers who are ethical, thoughtful and informed. It also helps students to engage imaginatively with literature, to understand and value informed appreciation, criticism and literary history.w

At The Cathedral School, the language, literature and literacy strands provide students with the opportunity to:

- understand and use Standard Australian English in its spoken and written forms in combination with other
- non-linguistic forms of communication;
- develop a sense of the capacity of Standard Australian English to evoke feelings, and to organise and convey
- information and ideas;
- use language to inform, persuade, entertain and argue;
- understand, interpret, reflect on and create an increasingly broad repertoire of spoken, written and multimodal texts across a growing range of settings;
- develop interest and skill in inquiring into the aesthetic aspects of texts, an informed appreciation of literature, and an understanding of literary criticism, heritage and values;
- develop proficiency in the increasingly specialised written and spoken language forms of schooling.

The general capabilities are embedded in the English units. These capabilities are: literacy, numeracy, information and communication technology competence (ICT), critical and creative thinking, ethical understanding, personal and social capabilitiy and intercultural understanding.

Three cross-curriculum priorities are designed to support relevance and address contemporary issues: Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, Sustainability.

COURSE OUTLINE

Each teacher devises his or her own course based around a series of units. The units will focus on a novel, play, poetry, a genre, a theme – or a combination.

A range of texts is studied including both literary and non literary texts. Grammar, spelling and punctuation are explicitly taught in all units.

Assessment

Students will complete three written and one spoken assessment task for the year. The written tasks are imaginative, analytical and persuasive/reflective/informative. The spoken task is an individual speech. The assessment is completed under a range of conditions that become more stringent as the year progresses.

ENGLISH (SUPPORTED CLASS)

Based on diagnostic tests, NAPLAN results and work from previous years, some students will be offered extra support in a class designed to suit their needs. In consultation with the Head of English, resources and strategies will be chosen to enable students to engage with the course.



MATHEMATICS

Mathematics curriculum offerings at The Cathedral School follow the P-10 Australian Curriculum material for Mathematics until Year 10, and the new QCAA Senior Secondary Mathematics syllabus material in Years 11 and 12.

The Nature of Mathematics – Mathematics from Prep through to Year 12 is taught in a developmental manner. Topics are constantly being revisited each year, with the depth of coverage within any given topic increasing each time. During Year 10, some of these topics reach their endpoint in relation to new material, while new topics are introduced, particularly in Advanced Mathematics and continuing in Mathematical Methods and Specialist Mathematics in Years 11 and 12. An emphasis is placed on the life applications of mathematical concepts so students can gain an appreciation for their worth.

CHOICES AVAILABLE

Year 10 is the first instance where the P-10 Mathematics curriculum provides an element of choice. This element of choice provides the opportunity for students to make subject selections best suited to their anticipated career pathways, while also considering current abilities.

All students must study a Mathematics subject, choosing one of:

- Advanced Mathematics
- General Mathematics
- Essential Mathematics

The flow chart below shows likely progression pathways within Middle and Senior School Mathematics, dependent on various subject selections.

MATHEMATICS OPTIONS & PATHWAYS



The table below summarizes key differences between the Year 10 Mathematics options.

	A D V A N C E D M A T H E M A T I C S	G E N E R A L M A T H E M A T I C S	ESSENTIAL MATHEMATICS
YEAR 9 RECOMMENDED RESULTS	Year 9 Mathematics – minimum B recommended Any student with less than a consistent B throughout Year 9 will need to devote considerable time to addressing topics that have not been fully understood.	Year 9 Mathematics – minimum C recommended Some prior knowledge generally associated with a C standard in Year 9 Mathematics is expected. Extra work may be necessary for students below this standard should General Mathematics be selected.	Year 9 Mathematics – no minimum requirement In particular, students who are currently in a Year 9 supported Mathematics class should consider selecting Essential Mathematics. Check with teacher if General Mathematics is being considered.
BEYOND YEAR 10	Refer to progression pathways flow chart. Advanced Mathematics prepares students for entry into Year 11 Mathematics Methods and Specialist Mathematics, but students may also progress into General Mathematics.	Refer to progression pathways flow chart. General Mathematics prepares students for entry into Year 11 General Mathematics or Essential Mathematics. It does not provide sufficient coverage for entry into Mathematics Methods or Specialist Mathematics.	Refer to progression pathways flow chart. Essential Mathematics prepares students for entry into Year 11 Essential Mathematics. It does not provide sufficient coverage for entry into any other Year 11 Mathematics subject
CAREER PATHWAYS	 Advanced Mathematics needs to be undertaken by students who wish to keep tertiary pathways open within these fields of study: Natural and physical sciences (especially physics and chemistry) Education (if secondary mathematics or science selected) Medical and health sciences(some) Engineering (all fields) Computer science (including electronics and software design) Psychology (some) Business (some) 	General Mathematics provides the necessary skills to lead toward careers involving tertiary study, vocational education or workforce entry. Suitable tertiary fields of study include business, commerce, education, IT, finance, social science and arts.	Essential Mathematics provides the necessary numeracy skills for vocational pathways and workforce entry. It may also contribute towards at ATAR score, depending on other subjects studied.

HUMANITIES

All Year 10 students study the core subject Humanities and rotate through units of Economics, Geography, History and Legal Studies.

The course is structured to introduce students to the Senior General Syllabus Humanities subjects offered in Years 11 and 12. Through studying Humanities, students develop a broad understanding of the world in which we live, and the skills required for people to participate as active and informed citizens.

Year 9

History

Core Humanities: Geography

Elective: Economics and Business

Year 10

Core Humanities (Rotation Units):

The Australian Economy The Geographies of Human Wellbeing and Environmental Management The History of the Modern World and Australia from 1918 to the Present The Australian Legal System Accounting in the Real World

Elective:

Certificate II in Workplace Skills

Year 11 & 12

Humanities General Subjects:

- Accounting Economics
- .
- Geography
- Legal Studies
- Modern History

Elective:

Certificate III in Business

LANGUAGES

JAPANESE

The aim of the course is to enable students to develop an in-depth understanding of the Japanese language and culture. There is an emphasis on achieving effective communication in practical and realistic situations. Equal weighting is given to proficiency in each of the four macro skills, listening, speaking, reading and writing.

PREREQUISITE

Students starting Year 10 Japanese must have completed Year 9 Japanese. Students should be proficient in reading and writing both hiragana and katakana scripts.

COURSE OUTLINE

Students will continue to develop language skills, which will enable them to communicate effectively in everyday situations. Topics covered include Neighbourhoods, Daily Routines and Leisure, Homestay, Health, Shopping, Entertainment and Travel.



SCIENCES

Students at The Cathedral School study science based on the Australian Curriculum.

The curriculum provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes. Science understanding is broken into four sub-strands: Psychology, Physical Sciences, Biological Sciences and Chemical Sciences. One of these topics is studied each term.

STRAND	TOPIC
Physical Sciences:	Moving Along and Energy of Motion
Biological Sciences:	Let's Look at Your Genes
Psychology:	Human Behaviour
Chemical Sciences:	Chemical Reactions Matter



FOOD TECHNOLOGY (FT)

A significant proportion of the Food Technology course is devoted to further developing the practical skills of the student through workshop-based activities in Nutrition and Food Technology.

The program consists of a Food and Nutrition unit that will develop the students' skills in making healthy dietary choices as well as developing the practical skills to do so through participation in weekly practical workshops. The course also has a related theory component.

Types of assessment will include:

- Practical Cookery
- Written Process Journals (based on practical tasks)
- Written Exam

GRAPHICAL DESIGN TECHNOLOGY (GDT)

The aim of Graphical Design Technology is to develop and extend students' understanding of graphical communication through a variety of areas.

Students will learn basic Sketching, Orthographic Projection, Plane and Solid Geometry, Perspective, Solid Modelling, Diagrams and Charts and Pictorial Drawing. At the end of the one semester course students will have an understanding of Two – and Three-Dimensional Drafting using AutoCAD software.

Assessment tasks include:

- Classwork Tasks
- Assignments
- Exams

DIGITAL SOLUTIONS (DS)

Learning in Digital Solutions focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites. To develop real world solutions, Digital Solutions balances learning new practical skills like; Web interface development, conceptual skills of defining, collecting and categorising data with the algorithmic thinking needed to structure queries to access the desired outcomes. These are critical skills to compete in today's global, knowledge-based, and innovation-centred economy.

Assessment

- Assignment (Database)
- Web Interface

PRODUCTION DESIGN TECHNOLOGY (PDT)

Production Design Technology is a practical subject centred on design and problem solving.

The subject aims to:

- develop in students' knowledge, understanding and skills related to the design and construction of projects that help to enhance our lifestyle and standard of living
- evaluate good and bad design and so make educated choices as a consumer when buying products
- develop problem solving skills, responsible attitudes, self-reliance and creativity
- help students realise the importance of careful planning to avoid wasting valuable resources and materials

Other important skills:

- emphasise safety with hand tools and machinery
 used within the areas experienced in the workshop
- develop a sense of awareness of safe and clean workshop practices
- co-ordinate the students' learning experiences so that increasing demands are made upon them to plan procedures, to solve problems and to make decisions
- develop ability to apply design procedures
- develop student's technical vocabulary
- develop a knowledge and appreciation of materials, equipment, processes and work methods
- develop technical skills and psychomotor co-ordination
- foster interest and skills in graphical representation
- relate workshop and drawing experiences to leisure activities, industry and other areas of study
- provide a sound basis for employment or further education within a technical arts area

COURSE OUTLINE

- Construction of one major design project using wood, wood products and a second material e.g. plastic/glass
- The design project will centre on the use of specialised machines. Students are encouraged to use their design skills to solve design problems in their own creative way. This part of the course is great for students who have special interests or ability in specialised areas of technology
- Design brief research assignments. Students research a design problem and on the basis of their research come up with practical solutions to the problem. The best solution is then selected and constructed as described above

Assessment

Design folio and practical design project work.

THE ARTS

DRAMA

Students who enjoy the challenges of performing in front of an audience and creating drama will relish in the opportunities presented in this subject.

Group work is imbedded into most class and assessment tasks, so being a collaborative, positive and interested participant is vital for success. Students who experience difficulty learning lines, or lack confidence when presenting in front of an audience, will find this course very confronting. Throughout the semester, students learn about the different conventions associated with each genre. They participate in activities that help them develop their skill set, as well as how best to create meaningful, entertaining drama.

Students are assessed across two different dimensions:

MAKING

RESPONDING

Focuses on the student's ability to devise engaging and creative dramatic form as well as their performance skills in specific genres.

Focuses on the student's understanding of drama theory (elements of drama, conventions of style and skills of drama).

PREREQUISITES

Previous experience in drama can be very beneficial and it is always preferable that students have studied Drama in Year 9.

COURSE OUTLINE

There are a number of different conventions of forms and styles offered in Year 10 Drama. The genres of Realism, Soap Opera, Shakespeare and Greek Theatre are common elements. Assessment tasks include; group performances, directing, designing and examinations related to drama theory.

MUSIC

Year 10 Music consolidates the foundational knowledge learned in Year 8 & 9 while preparing students for Senior Music.

The course provides students with the opportunities to study a variety of styles and genres while gaining a more thorough and in-depth understanding of the structure and purpose of music.

There are three main areas that students will be working within: Performing, Composing and Musicology.

Learning Experiences

Students will continue developing their music literacy skills in the following ways:

- Performing a variety of repertoire from a range of genres and styles
- Analysing known and unknown repertoire
- Learning the basic tools of composition, writing melodies and harmonies using basic chordal structures.
- Develop skills appropriate for working effectively as a musician including discussion and collaboration of ideas, working as an ensemble, performing, composing, arranging and analysing repertoire.

Instrumental and Vocal Ensembles

Music is an important part of the cultural life at the Cathedral School. Students who choose to study Music beyond Year 8 are expected to participate in at least one of the performance groups offered by the school.

PREREQUISITES

Year 9 Music OR private music tuition (teacher consultation required).





VISUAL ART

The Art program aims:

- to provide a sequential development of art content and skills;
- to give all students the opportunity to discover, discuss and respond to art concepts and works;
- to encourage students to respond visually to the environment;
- to encourage students to think creatively by presenting them with activities which may involve a range of responses from problem solving to emotive awareness;
- to encourage students to appreciate qualities of artistic integrity and craftsmanship;
- to develop the understanding that a function of art is to stimulate thought and improve society;
- to develop skills of understanding and communication;
- to develop skills of handling and equipment in 2D and 3D;
- to have direct contact with media in a variety of areas;

The course involves both practical and theoretical work with an emphasis on practical activities.

PREREQUISITES

Preferably Year 9 Art.

COURSE OUTLINE

In Year 10, the course is organised around themes that are relevant to students and which incorporate tasks using a variety of two and three-dimensional media. Examples of themes are the Human Figure, Surrealism and Popular Culture.

Related Art history from a variety of social and cultural contexts is incorporated into the themes to enhance understanding and appreciation of important art movements and individual artists and their work.

Students are encouraged to analyse critically their work and that of others.

Assessment

Assessment is covered by two main objectives – Making and Appraising.

Making is the production of artworks. The effects of past and present social and cultural contexts on the meanings and aesthetic values of artwork need to be considered. In Art, the formulation of ideas and the creating and thinking processes are as significant as the final product and in some cases even more so. Students should engage in a variety of experiences that encourage creative expression.

By the conclusion of the course, students should be able to demonstrate this objective through visual literacy and application.

Visual literacy entails understanding and applying visual language and concepts through researching, developing and resolving individualised ideas. Application entails understanding, selecting and manipulating art materials, techniques and processes through researching, developing and resolving.

Appraising is the appreciation of artworks. It entails describing, analysing, interpreting and evaluating information (visual, verbal or sensory) through researching, developing and resolving individualised responses. By the conclusion of the course, students should be able to demonstrate these objectives.



HEALTH & PHYSICAL EDUCATION

The Health and Physical Education course reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in modern Australian society.

The course offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- The health of individuals and communities
- Development concepts and skills for physical activity
- Enhancing personal development

PREREQUISITE

Strong INTEREST in physical activity is essential. All students must swim in regulation school swimmers.

COURSE OUTLINE

Active engagement in physical activity is a major emphasis in this course. These activities may include aquatics, athletics, outdoor pursuits, dance and a variety of games and sports.

Theory lessons and topics will relate directly to the physical activities and include three major content areas:

- Learning Physical Skills
- Biological Bases of Training and Exercise
- Physical Activity in Australian Society

Assessment

Students will complete one oral/written assessment each term. Each physical activity will be assessed in terms of students' ability to acquire skills, apply skills and evaluate the activity in a competitive situation.

LIFESKILLS PHYSICAL EDUCATION

Aspects of the Physical Education Program include crosscountry, athletics, aquatics, dance and several ball games and sports that aim to develop the students' fitness, skills and ability in a wide range of activities offered during the course of the year. All year levels participate in a regular weekly program of sport/PE.

Students are prepared for Inter School Sport Competitions in the weeks immediately prior to swimming, cross country and athletics carnivals and are encouraged to represent their House in the school's Inter House Competition and at the Inter School level.

CHRISTIAN EDUCATION

The Christian Education course is focused on what makes us human and how should we live. We begin with a look at the 'what makes life meaningful' through the twin lenses of the book of Ecclesiastes and the movie Ground Hog Day.

We then look at the messages in the media, and how these support or challenge human dignity and strong communities. In third term, we consider our responsibilities to others in the community; a unit that includes a week of volunteer work serving our community. In fourth term, we explore ethics, covering both philosophical and practical dimensions. Come prepared to think!

PERSONAL DEVELOPMENT

Personal Development is a school course that is presented as a compulsory subject to students in Year 10.

Units include: Vocational Guidance, Career Education, Subject Selections, Study and Homework Skills, Building Positive Relationships, Sexual Health Education, Drug Education and an innovative Young Entrepreneur Program.

The School places priority on Career Education and Academic matters in the Personal Development Program to ensure students are given the direction and assistance required to help them make better-informed decisions about their future.

VOCATIONAL COURSES

BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (APPROX. \$200)

Students start to bank QCE points by undertaking a Certificate II in Workplace Skills in Year 10. Students can opt to study the Certificate III in Business in Years 11 and 12 to value add to this qualification.

What do students achieve?

- obtain a Certificate II in Workplace Skills (BSB20120)
- gain 4 QCE points

BSBPEF202	Plan and apply time management
BSBTWK201	Work effectively with others
BSBPEF302	Develop self-awareness
BSBWHS211	Contribute to health and safety of self and others
BSBSUS211	Participate in sustainable
	work practices
BSBCMM211	Apply communication skills
BSBTEC201	Use business software applications
BSBTEC202	Use digital technologies to
	communicate in a work environment
BSBOPS201	Work effectively in
	business environments
BSBCRT201	Develop and apply thinking and problem solving skills

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COURSE OUTLINE

Each student studies English or English as an Additional Language (both are general subjects) or Essential English (applied subject that meets the literacy requirements of the QCE). All students study General Mathematics or Mathematical Methods (both ATAR subjects) or Essential Mathematics (applied subject that meets QCE numeracy requirements).

All students have lessons in Christian Education, Lifeskills Physical Education and Personal Development (these are subjects offered only by Cathedral – school subjects).

Students choose up to four subjects (depending on their pathway) from the list of subjects below. Columns of subject choices are developed after students have indicated their preferences – clashes on a student timetable may occur. (Note: one VET or Applied Subject can be used in the ATAR calculation).

- Accounting
- Biology
- Business Certificate III VET subject 4 QCE points
- Chemistry
- Design
- Digital Solutions
- Drama
- Economics
- Engineering
- Furnishing Skills applied subject 4 QCE points
- Geography
- Hospitality Practices (with embedded Employability Units)
- Industrial Graphics Skills applied subject – 4 QCE points
- Japanese
- Legal Studies
- Mandarin (Year 12 only)
- Modern History
- Music
- Music Extension (Year 12 only, by audition, may require students to study outside normal hours)
- Physical Education
- Physics
- Psychology
- Specialist Mathematics
- Sports and Recreation applied subject – 4 QCE points
- Visual Art
- Visual Arts in Practice applied subject – 4 QCE points

Most subjects can also be offered at a non ATAR level i.e. a school subject. This means that it will not contribute towards an ATAR or be recorded on the QCE but will be recorded on the school report issued by Cathedral.

Music, Music Extension and Mandarin classes may occur outside normal lesson times depending on student numbers.

Japanese may also occur outside of normal lesson times depending on student numbers.

Where the total number of students enrolled in any course is 10 or less, the subject cannot be guaranteed but an attempt will be made to offer it.

A request for a change in a subject must be made to the Director of Studies early in the first semester. The granting of such a request may occur after consultation with the student, Head of Department, Head of House, Careers Coordinator and parents.



SENIOR EDUCATION PROFILE

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

- Statement of results
- Queensland Certificate of Education (QCE)

• Queensland Certificate of Individual Achievement (QCIA). For more information about the SEP see: gcaa.gld.edu.au/senior/certificates-gualifications/sep.

STATEMENT OF RESULTS

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

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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

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.

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 & 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 programs at The Cathedral School through:

- a third-party arrangement with an external provider for an "on campus" VET course (Certificate II and III in Business offered through Binnacle Training).
- External RTO courses with facilities off campus, i.e. TAFE, TCTC (Townsville Creative Technologies College) and Learning Partnerships.
- opportunities for students to undertake schoolbased apprenticeships or traineeships.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) ELIGIBILITY

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

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations which include applying scaling subjects prior to identifying a student's 'best' subjects.

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.

GENERAL SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE if achievement is at a satisfactory standard. Students must complete Units 1 and 2 before starting Units 3 and 4. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension syllabuses course overview

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

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

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

ASSESSMENT

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Schools also report the satisfactory completion of Units 1 and 2 to the QCAA.

Units 3 and 4 assessments

Students complete a total of four summative assessments – three internal and one external – that count towards the overall subject result in each General subject.

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

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

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

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

External assessment

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

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

The external assessment contributes a determined percentage (see specific subject guides – assessment) to the student's overall subject result and is conducted over a 3 - 4 week period in Term 4.

REPORTING

Reporting in General Syllabus subjects takes the form of:

- numerical grades for each assessment item
- an overall letter grade on completion of Units 1 and 2
- a written report at the end of each UNits 1, 2, 3 and 4.

APPLIED SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

ASSESSMENT AND REPORTING

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

In preparation for this, four assessments will also be administered In Units 1 and 2 to provide an opportunity to become familar with the assessment techniques used. Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics – Common internal assessment

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

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

The CIA is:

- developed by the QCAA
- common to all schools
- administered under supervised conditions at a time to be advised during Unit 2
- marked by the school according to a common marking scheme developed by the QCAA
- quality assured by QCAA.

QCAA SENIOR SYLLABUSES AVAILABLE FOR STUDY

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GENERAL MATHEMATICS

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

- C standard in Year 10 Mathematics or
- Year 10 Advanced Mathematics

Structure

UNIT 1

Money, measurement and relations

- Consumer arithmetic
- Shape and measurement
- Linear equations and their graphs

UNIT 2

Applied trigonometry, algebra, matrices and

- univariate dataApplications of trigonometry
- Algebra and matrices
- Univariate data analysis

UNIT 3

Bivariate data, sequences and change, and Earth geometry

- Bivariate data analysis
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

UNIT 4

Investing and networking

- Loans, investments and annuities
- Graphs and networks
- Networks and decision mathematics

Assessment

Schools develop 3-4 assessments items within Units 1 and 2. These are designed to model the assessment techniques and conditions to be encountered in Units 3 and 4. Within Units 3 and 4, students complete 4 summative assessments. Three of these are internal, the final piece is an external assessment. The results from all fours pieces contribute to the subject score.

At the completion of Unit 1 and 2, and again on completion of Unit 3 and 4, an overall result is also provided on an A-E scale.

Summative assessments

UNIT 3

Summative internal assessment 1 (IA1): Problem-solving and modelling task 	20%
Summative internal assessment 2 (IA2): Examination 	15%
UNIT 4	
Summative internal assessment 3 (IA3): Examination 	15%
UNIT 3 and 4 Summative external assessment (EA): • Examination	50%

MATHEMATICAL METHODS

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

B standard in Year 10 Advanced Mathematics.

Structure

UNIT 1

Algebra, statistics and functions

- Arithmetic and geometric sequences and series 1
- Functions and graphs
- Counting and probability
- Exponential functions 1
- Arithmetic and geometric sequences

UNIT 2

Calculus and further functions

- Exponential functions 2
- The logarithmic function 1
- Trigonometric functions 1
- Introduction to differential calculus
- Further differentiation and applications 1
- Discrete random variables

UNIT 3

Further calculus

- The logarithmic function 2
- Further differentiation and applications 2
- Integrals

UNIT 4

Further functions and statistics

- Further differentiation and applications 3
- Trigonometric functions 2
- Discrete random variables 2
- Continuous random variables and the normal distribution
- Interval estimates for proportions

Assessment

Schools develop 3-4 assessments items within Units 1 and 2. These are designed to model the assessment techniques and conditions to be encountered in Units 3 and 4. Within Units 3 and 4, students complete 4 summative assessments. Three of these are internal, the final piece is an external assessment. The results from all fours pieces contribute to the subject score.

At the completion of Unit 1 and 2, and again on completion of Unit 3 and 4, an overall result is also provided on an A-E scale.

UNIT 3	
Summative internal assessment 1 (IA1): Problem-solving and modelling task 	20%
Summative internal assessment 2 (IA2): Examination 	15%
UNIT 4	
Summative internal assessment 3 (IA3): Examination 	15%
UNIT 3 and 4 Summative external assessment (EA): • Examination	50%

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

• High B standard in Year 10 Advanced Mathematics.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

UNIT 1

Combinatorics, vectors and proof

- Combinatorics
- Vectors in the plane
- Introduction to proof

UNIT 2

- Complex numbers, trigonometry, functions and matrices
- Complex numbers 1
- Trigonometry and functions
- Matrices

UNIT 3

Mathematical induction, and further vectors, matrices and complex numbers

- Proof by mathematical induction
- Vectors and matrices
- Complex numbers 2

UNIT 4

Further statistical and calculus inference

- Integration and applications of integration
- Rates of change and differential equations
- Statistical inference

Assessment

Schools develop 3-4 assessments items within Units 1 and 2. These are designed to model the assessment techniques and conditions to be encountered in Units 3 and 4. Within Units 3 and 4, students complete 4 summative assessments. Three of these are internal, the final piece is an external assessment. The results from all fours pieces contribute to the subject score.

At the completion of Unit 1 and 2, and again on completion of Unit 3 and 4, an overall result is also provided on an A-E scale.

UNIT 3	
Summative internal assessment 1 (IA1):Problem-solving and modelling task	20%
Summative internal assessment 2 (IA2): Examination 	15%
UNIT 4	
Summative internal assessment 3 (IA3): Examination 	15%
UNIT 3 and 4 Summative external assessment (EA): • Examination	50%

ESSENTIAL MATHEMATICS APPLIED SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

UNIT 1

Number, data and graphs

- Fundamental topic: Calculations
- Number
- Representing data
- Graphs

UNIT 2

Money, travel and data

- Fundamental topic: Calculations
- Managing money
- Time and motion
- Data collection

UNIT 3

Measurement, scales and data

- Fundamental topic: Calculations
- Measurement
- Scales, plans and models
- Summarising and comparing data

UNIT 4

Graphs, chance and loans

- Fundamental topic: Calculations
- Bivariate graphs
- Probability and relative frequencies
 - Loans and compound interest

Assessment

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

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

Summative assessments

UNIT 3

Summative internal assessment 1 (IA1):

- Problem-solving and modelling task
- Summative internal assessment 2 (IA2):
- Common internal assessment (CIA)

UNIT 4

- Summative internal assessment 3 (IA3):
- Problem-solving and modelling task

Summative internal assessment (IA4):

Examination

ENGLISH

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

• At least a C level in Year 10 English

Structure

UNIT 1

Perspectives and texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts

UNIT 2

Texts and culture

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts, including a focus on Australian texts
- Creating persuasive and analytical texts

UNIT 3

Textual connections

- Exploring connections between texts
- Examining different perspectives of the same issue in texts and shaping own perspectives
- Creating responses for public audiences and persuasive texts

UNIT 4

Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

Assessment

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

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

UNIT 3	
 Summative internal assessment 1 (IA1): Extended response – written response for a public audience 	25%
 Summative internal assessment 2 (IA2): Extended response – persuasive spoken response 	25%
UNIT 4	
 Summative internal assessment 3 (IA3): Extended response – imaginative written response 	25%
Summative external assessment (EA): Examination – analytical written response 	25%

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

UNIT 1

Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating multimodal and written texts

UNIT 2

Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating spoken and written texts

UNIT 3

- Language that influences
 Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

UNIT 4

Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identifies, places, events and concepts

Assessment

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

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

Summative assessments

UNIT 3

Summative internal assessment 1 (IA1):

Extended response – spoken/signed response

Summative internal assessment 2 (IA2):

Common internal assessment (CIA)

UNIT 4

- Summative internal assessment 3 (IA3):
- Extended response Multimodal response

Summative internal assessment (IA4):

• Extended response – Written response

ACCOUNTING

GENERAL SENIOR SUBJECT

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

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

PATHWAYS

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience

Structure

UNIT 1

Real world accounting

- Accounting for a service business cash, accounts receivable, accounts payable and no GST
- End-of-month reporting for a service business

UNIT 2

Management effectiveness

- Accounting for a trading GST business
- End-of-year reporting for a trading GST business

UNIT 3

Monitoring a business

- Managing resources for a trading GST business noncurrent assets
- Fully classified financial statement reporting for a trading GST business

UNIT 4

Accounting – the big picture

- Cash management
- Complete accounting process for a trading
 GST business
- Performance analysis of a listed public company

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Examination – combination response 	25%
Summative internal assessment 2 (IA2): Examination – short response 	25%
UNIT 4	
Summative internal assessment 3 (IA3): Project – cash management 	25%
 Summative external assessment (EA): Examination – short response 	25%

ECONOMICS

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

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

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning

Structure

UNIT 1

- Markets and models
- The basic economic problem
- Economic flows
- Market forces

UNIT 2

- Modified markets
 - Markets and efficiency
- Case options of market measures and strategies

UNIT 3

- International economics
- The global economy
- International economic issues

UNIT 4

Contemporary macroeconomics

- Macroeconomic objectives and theory
- Economic management

Assessment

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

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

Summative assessments

UNIT 3 Summative internal assessment 1 (IA1): 25% Examination – combination response Summative internal assessment 2 (IA2): 25% Investigation – research report • UNIT 4 Summative internal assessment 3 (IA3): Examination – extended response 25% to stimulus Summative external assessment (EA): 25% Examination – combination response

GEOGRAPHY

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding

Structure

UNIT 1

- Responding to risk and vulnerability in hazard zones
- Natural hazard zones
- Ecological hazard zones

UNIT 2

Planning sustainable places

- Responding to challenges facing a place in Australia
- Managing the challenges facing a megacity

UNIT 3

Responding to land cover transformations

- Land cover transformations and climate change
- Responding to local land cover transformations

UNIT 4

- Managing population change
- Population challenges in Australia
- Global population change

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1):Examination – combination response	25%
Summative internal assessment 2 (IA2):Investigation – field report	25%
UNIT 4	
Summative internal assessment 3 (IA3): Investigation – data report 	25%
 Summative external assessment (EA): Examination – combination response 	25%

LEGAL STUDIES

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

UNIT 1

Beyond reasonable doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

UNIT 2

Balance of probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

UNIT 3

Law, governance and change

- Governance in Australia
- Law reform within a dynamic society

UNIT 4

Human rights in legal contexts

- Human rights
- The effectiveness of international law
- Human rights in Australian contexts

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1):Examination – combination response	25%
Summative internal assessment 2 (IA2): Investigation – inquiry report 	25%
UNIT 4	
Summative internal assessment 3 (IA3):Investigation – argumentative essay	25%
Summative external assessment (EA): Examination – combination response 	25%

MODERN HISTORY

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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.

OBJECTIVES

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

UNIT 1

Ideas in the modern world

- Industrial Revolution,
- 1760s–1890s
- French Revolution,
- 1789–1799

UNIT 2

Movements in the modern world

- Australian Indigenous rights movement since 1967
- African-American civil rights movement, 1954–1968

UNIT 3

National experiences in the modern world

- China, 1931–1976
- Germany, 1914–1945

UNIT 4

International experiences in the modern world

- Cold War, 1945–1991
- Australian engagement with Asia since 1945

Assessment

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

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

Summative assessments

UNIT 3

 Summative internal assessment 1 (IA1): Examination – essay in response to historical sources 	25%
Summative internal assessment 2 (IA2): Independent source investigation 	25%
UNIT 4	
 Summative internal assessment 3 (IA3): Investigation – historical essay based on research 	25%
Summative external assessment (EA): Examination – short responses to 	25%

DESIGN

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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.

OBJECTIVES

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

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts

Structure

UNIT 1

- Design in practice
- Experiencing design
- Design process
- Design styles

UNIT 2

- Commercial design
- Explore client needs and wants
- Develop collaborative design

UNIT 3

Human-centred design

Designing with empathy

UNIT 4

Sustainable design

- Explore sustainable design opportunities
- Develop redesign

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1):Examination – design challenge	15%
Summative internal assessment 2 (IA2): Project	35%
UNIT 4	
Summative internal assessment 3 (IA3): Project	25%
Summative external assessment (EA):Examination – design challenge	25%

DIGITAL SOLUTIONS

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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.

OBJECTIVES

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts

Structure

UNIT 1

Creating with code

- Understanding digital problems
- User experiences and interfaces
- Algorithms and programming techniques
- Programmed solutions

UNIT 2

Application and data solutions

- Data-driven problems and solution requirements
- Data and programming techniques
- Prototype data solutions

UNIT 3

Digital innovation

- Interactions between users, data and digital systems
- Real-world problems and solution requirements
- Innovative digital solutions

UNIT 4

Digital impacts

- Digital methods for exchanging data
- Complex digital data exchange problems and solution requirements
- Prototype digital data exchanges

Assessment

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

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

Summative assessments

UNIT 3

Summative internal assessment 1 (IA1): Investigation – technical proposal 	20%
Summative internal assessment 2 (IA2): Project – digital solution	30%
UNIT 4	
Summative internal assessment 3 (IA3): • Project – folio	25%
Summative external assessment (EA): Examination 	25%

ENGINEERING

GENERAL SENIOR SUBJECT

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problembased learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

PATHWAYS

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.

OBJECTIVES

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

- recognise and describe engineering
 problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria
 for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use modeappropriate features, language and conventions for particular purposes and contexts

Structure

UNIT 1

Engineering fundamentals and society

- Engineering history
- The problem-solving process in Engineering
- Engineering communication
- Introduction to engineering mechanicsIntroduction to engineering materials

UNIT 2

Emerging technologies

- Emerging needs
- Emerging processes and machinery
- Emerging materials
- Exploring autonomy

UNIT 3

Statics of structures and environmental considerations

- Application of the problem-solving process in Engineering
- Civil structures and the environment
- Civil structures, materials and forces

UNIT 4

Machines and mechanisms

- Machines in society
- Materials
- Machine control

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Project – folio	25%
Summative internal assessment 2 (IA2): Examination 	25%
UNIT 4	
Summative internal assessment 3 (IA3): Project – folio	25%
Summative external assessment (EA): • Examination	25%

FURNISHING SKILLS APPLIED SENIOR SUBJECT

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

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

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

CORE TOPICS

- Industry practices
- Production processes

ELECTIVE TOPICS

- Cabinet-making
- Furniture finishing
- Furniture-making
- Glazing and framing
- Upholstery

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

PROJECT

A response to a single task, situation and/or scenario.

A project consists of a product component and at least one of the following components:

- written: 500–900 words
- spoken: 21/2-31/2 minutes
- multimodal
- non-presentation: 8 A4 pages max (or equivalent)
- presentation: 3-6 minutes
- product: continuous class time.

PRACTICAL DEMONSTRATION

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

Students demonstrate production skills and procedures in class under teacher supervision.

EXAMINATION

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

HOSPITALITY PRACTICES APPLIED SENIOR SUBJECT

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students 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.

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.

OBJECTIVES

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

CORE TOPICS

- Navigating the hospitality industry
- Working effectively with others
 Hospitality in practice

Hospitality in practice ELECTIVE TOPICS

- Kitchen operations
- Beverage operations and service
- Food and beverage service

Assessment

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

- at least two projects
- at least one investigation or an extended response

PROJECT

A response to a single task, situation and/or scenario.

A project consists of a product and performance component and one other component from the following:

- written: 500–900 words
- spoken: 21/2-31/2 minutes
- multimodal: 3–6 minutes
- product and performance: continuous class time

INVESTIGATION

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

EXTENDED RESPONSE

A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken:
- 3–4 minutes
- multimodal: 4–7 minutes

EXAMINATION

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

INDUSTRIAL GRAPHICS SKILLS APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- · create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations

Structure

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

CORE TOPICS

- Industry practices
- Drafting processes

ELECTIVE TOPICS

- Building and construction drafting
- Engineering drafting
- Furnishing drafting

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

PROJECT

A response to a single task, situation and/or scenario.

A project consists of a technical drawing (which includes a model) component and at least one of the following components:

- written: 500–900 words
- spoken: 21/2-31/2 minutes
- multimodal
- non-presentation: 8 A4 pages max (or equivalent)
- presentation: 3-6 minutes
- product: continuous class time.

PRACTICAL DEMONSTRATION

A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

Students demonstrate production skills and procedures in class under teacher supervision.

EXAMINATION

A response that answers a number of provided questions, scenarios and/or problems.

- 60–90 minutes
- 50–250 words per item

PHYSICAL EDUCATION

GENERAL SENIOR SUBJECT

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

UNIT 1

Sport psychology, equity and physical activity

- Sport psychology integrated with a selected physical activity
- Equity barriers and enablers

UNIT 2

Motor learning, functional anatomy, biomechanics and physical activity

- Motor learning integrated with a selected physical activity
- Functional anatomy and biomechanics integrated with a selected physical activity

UNIT 3

Tactical awareness, ethics and integrity and physical activity

Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity
Ethics and integrity

UNIT 4

Energy, fitness and training and physical activity

 Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Project – folio 	25%
Summative internal assessment 2 (IA2): Investigation – report 	20%
UNIT 4	
Summative internal assessment 3 (IA3): • Project – folio	30%
Summative external assessment (EA): Examination – combination response 	25%



QCAA SENIOR SYLLABUSES

BIOLOGY

GENERAL SENIOR SUBJECT

Biology provides opportunities for students to engage with living systems.

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

At least a B standard in Year 10 Science

Structure

UNIT 1

- Cells and multicellular organisms
- Cells as the basis of life
- Multicellular organisms

UNIT 2

Maintaining the internal environment

- Homeostasis
- Infectious diseases

UNIT 3

Biodiversity and the interconnectedness of life

- Describing biodiversity
- Ecosystem dynamics

UNIT 4

- Heredity and continuity of life
- DNA, genes and the continuity of life
- Continuity of life on Earth

Assessment

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

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

Summative assessments

UNIT 3

Summative internal assessment 1 (IA1): Data test	10%
Summative internal assessment 2 (IA2): Student experiment 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Research investigation 	20%
Summative external assessment (EA): Examination 	50%

CHEMISTRY

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

At least a B standard in Year 10 Science and Year 10 Advanced Mathematics

Structure

UNIT 1

Chemical fundamentals – structure, properties and reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions —reactants, products and energy change

UNIT 2

Molecular interactions and reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

UNIT 3

Equilibrium, acids and redox reactions

- Chemical equilibrium systems
- Oxidation and reduction

UNIT 4

Structure, synthesis and design

- Properties and structure of organic materials
- Chemical synthesis and design

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Data test	10%
Summative internal assessment 2 (IA2):Student experiment	20%
UNIT 4	
Summative internal assessment 3 (IA3): Research investigation 	20%
Summative external assessment (EA): Examination 	50%

PHYSICS

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

Prerequisites

At least a B standard in Year 10 Science and Year 10 Advanced Mathematics

Structure

UNIT 1

- Thermal, nuclear and electrical physics
- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

UNIT 2

Linear motion and waves

- Linear motion and force
- Waves

UNIT 3

Gravity and electromagnetism

- Gravity and motion
- Electromagnetism

UNIT 4

Revolutions in modern physics

- Special relativity
- Quantum theory
- The Standard Model

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Data test	10%
Summative internal assessment 2 (IA2): Student experiment 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Research investigation 	20%
Summative external assessment (EA): Examination 	50%

PSYCHOLOGY

GENERAL SENIOR SUBJECT

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

PATHWAYS

A course of study in 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.

OBJECTIVES

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

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

Prerequisites

At least a B standard in Year 10 Science

Structure

UNIT 1

Individual development

- Psychological science A
- The role of the brain
- Cognitive development
- Human consciousness and sleep

UNIT 2

Individual behaviour

- Psychological science B
- Intelligence
- Diagnosis
- Psychological disorders and treatments
- Emotion and motivation

UNIT 3

Individual thinking

- Localisation of function in the brain
- Visual perception
- Memory
- Learning

UNIT 4

The influence of others

- Social psychology
- Interpersonal processes
- Attitudes
- Cross-cultural psychology

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Data test	10%
Summative internal assessment 2 (IA2): Student experiment 	20%
UNIT 4	
UNIT 4 Summative internal assessment 3 (IA3): • Research investigation	20%

JAPANESE

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

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

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese

PREREQUISITE

Year 10 Music or equivalent of AMEB Year 3.

Structure

UNIT 1

- 私のくらし
- My world
- Family/carers and friends
- Lifestyle and leisure
- Education

UNIT 2

私達のまわり

Exploring our world

- Travel
 - Technology and media
- The contribution of Japanese culture to the world

UNIT 3

私達の社会

- Our society
- Roles and relationships
- Socialising and connecting with my peers
 Groups in society

UNIT 4

私の将来

My future

- Finishing secondary school, plans and reflections
- Responsibilities and moving on

Assessment

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

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

Summative assessments

INIT 3	
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Summative internal assessment 1 (IA1): Examination – short response 	15%
Summative internal assessment 2 (IA2): Examination – combination response 	30%
UNIT 4	
Summative internal assessment 3 (IA3): Extended response 	30%
Summative external assessment (EA):Examination – combination response	25%

DRAMA

GENERAL SENIOR 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.

PATHWAYS

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

OBJECTIVES

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

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

PREREQUISITE

For all Music Extension Strands equivalent to an A in Unit 1 and 2 and must be invited.

Structure

UNIT 1

Share

How does drama promote shared understandings of the human experience?

- cultural inheritances of storytelling
- oral history and emerging practices
- a range of linear and non-linear forms

UNIT 2

Reflect

How is drama shaped to reflect lived experience?

Realism, including Magical Realism, Australian Gothic
associated conventions of styles and texts

UNIT 3

Challenge

How can we use drama to challenge our understanding of humanity?

- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- associated conventions of styles and texts

UNIT 4

Transform

How can you transform dramatic practice?

- Contemporary performance
- associated conventions of styles and texts
- inherited texts as stimulus

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Performance 	20%
 Summative internal assessment 2 (IA2): Project – dramatic concept 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Project – practice-led project 	35%
Summative external assessment (EA): • Examination – extended response	25%

MUSIC

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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.

OBJECTIVES

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas

PREREQUISITE

Year 10 Music or equivalent of AMEB Year 3.

Structure

UNIT 1

Designs

Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?

UNIT 2

Identities

Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

UNIT 3

Innovations

Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?

UNIT 4

Narratives

Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Performance 	20%
Summative internal assessment 2 (IA2): Composition 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Integrated project 	35%
Summative external assessment (EA): Examination 	25%

MUSIC EXTENSION (COMPOSITION) GENERAL SENIOR SUBJECT

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

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

PATHWAYS

A course of study in Music Extension 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.

OBJECTIVES

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas

PREREQUISITE

For all Music Extension Strands Equivalent to an A in Unit 1 and 2 Music and must be invited.

Structure

UNIT 3

Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

UNIT 4

Emerge

Key idea 3: Independent best practice

Assessment

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

UNIT 3	
Summative internal assessment 1 (IA1): Composition 1 	20%
Summative internal assessment 2 (IA2): Composition 2	20%
UNIT 4	
Summative internal assessment 3 (IA3): Composition project 	35%
Summative external assessment (EA): Examination – extended response 	25%

MUSIC EXTENSION (MUSICOLOGY)

GENERAL SENIOR SUBJECT

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

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

PATHWAYS

A course of study in Music Extension 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.

OBJECTIVES

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information

PREREQUISITE

For all Music Extension Strands equivalent to an A in Unit 1 and 2 and must be invited.

Structure

UNIT 3

Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

UNIT 4

Emerge

Key idea 3: Independent best practice

Assessment

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

UNIT 3	
Summative internal assessment 1 (IA1): Investigation 1 	20%
Summative internal assessment 2 (IA2): Investigation 2 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Musicology project 	35%
Summative external assessment (EA):Examination – extended response	25%

MUSIC EXTENSION (PERFORMANCE) GENERAL SENIOR SUBJECT

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

development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

PATHWAYS

A course of study in Music Extension 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.

OBJECTIVES

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

PREREQUISITE

For all Music Extension Strands equivalent to an A in Unit 1 and 2 and must be invited.

Structure

UNIT 3

Explore

- Key idea 1: Initiate best practice
- Key idea 2: Consolidate best practice

UNIT 4

Emerge

Key idea 3: Independent best practice

Assessment

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

UNIT 3	
Summative internal assessment 1 (IA1): Investigation 1 	20%
Summative internal assessment 2 (IA2): Investigation 2 	20%
UNIT 4	
Summative internal assessment 3 (IA3): Performance project 	35%
Summative external assessment (EA):	

VISUAL ART

GENERAL SENIOR SUBJECT

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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

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

PATHWAYS

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

OBJECTIVES

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

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

Structure

UNIT 1

Art as lens

Through inquiry learning, the following are explored:

- Concept: lenses to explore the material world
- Contexts: personal and contemporary
- Focus: People, place, objects
- Media: 2D, 3D, and time-based

UNIT 2

Art as code

Through inquiry learning, the following are explored:

- Concept: art as a coded visual language
- Contexts: formal and cultural
- Focus: Codes, symbols, signs and art conventions
- Media: 2D, 3D, and time-based

UNIT 3

Art as knowledge

Through inquiry learning, the following are explored:

- Concept: constructing knowledge as artist
 and audience
- Contexts: contemporary, personal, cultural and/ or formal
- Focus: student-directed
- Media: student-directed

UNIT 4

Art as alternate

Through inquiry learning, the following are explored:

- Concept: evolving alternate representations
 and meaning
- Contexts: contemporary and personal, cultural and/ or formal
- Focus: continued exploration of Unit 3 studentdirected focus
- Media: student-directed

Assessment

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

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

UNIT 3	
Summative internal assessment 1 (IA1): Investigation – inquiry phase 1 	15%
Summative internal assessment 2 (IA2): Project – inquiry phase 2	25%
UNIT 4	
Summative internal assessment 3 (IA3): Project – inquiry phase 3 	35%
Summative external assessment (EA): Examination 	25%

VISUAL ARTS IN PRACTICE APPLIED SENIOR SUBJECT

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' artmaking processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

PATHWAYS

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, makeup artistry, advertising, game design, photography, animation or ceramics.

OBJECTIVES

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes
 for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and idea

Structure

The Visual Arts in Practice course is designed around core and elective topics.

CORE

- Visual mediums, technologies, techniques
- Visual literacies and contexts
- Artwork realisation

ELECTIVES

•	2D		Design	Digital and 4D
•	3D	•	Craft	

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

Summative assessments

PROJECT

A response to a single task, situation and/or scenario that contains two or more components.

A project consists of:

- a product component: variable conditions
- at least one different component from the following
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
 - non-presentation: 8 A4 pages max (or equivalent)
 - presentation: 3–6 minutes.

PRODUCT

A technique that assesses the application of identified skills to the production of artworks.

• variable conditions

EXTENDED RESPONSE

A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
 - non-presentation: 10 A4 pages max (or equivalent)
 presentation: 4–7 minutes.
 - presentation. 4–7 minu

INVESTIGATION

A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Presented in one of the following modes:

- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
 - non-presentation: 10 A4 pages max (or equivalent)
 - presentation: 4–7 minutes.

VOCATIONAL EDUCATION COURSES

In society, there is an increasing need for highly skilled workers. Today's school leavers entering the workforce need skills that meet the expectations of the 21st Century, and VET (Vocational Education and Training) programs have been developed and supported by the QLD Education System to assist students to meet these challenges.

WHAT DOES A VET PROGRAM OFFER YOU?

With VET in Schools, you can:

- Combine a vocational pathway with your studies at school
- Complete a Certificate III in Business
 in regular school classes
- Complete a variety of Certificate II IV qualifications or a Diploma of Business outside regular school classes (e.g. TAFE, TCTC, Learning Partnerships) in an off-campus arrangement.
- Keep options open to pursue further vocational education courses post school
- To strengthen employment opportunities post school
- Keep both the ATAR and vocational pathways open simultaneously
- Completion of Certificate III, IV and Diploma level courses will provide a standalone ATAR value and may be used for entry into some University courses (providing other prerequisites are met)

At The Cathedral School we are committed to supporting a range of VET opportunities, both within the school and in partnership with other RTO's (Registered Training Organisations), both on and off our school campus. Some VET courses may also be sourced on-line.

ENTERING VOCATIONAL EDUCATION STUDIES AT THE CATHEDRAL SCHOOL

Students who choose Vocational education courses at Cathedral will firstly undertake an induction program with their respective teacher (trainer and assessor). Within this program it will be made explicitly clear the requirements for attaining the certificate that they are studying, including the OHS training and how to apply for RPL (Recognition of Prior Learning) if a student has transferred from another school or has completed study with another institution or RTO provider.

COMPLETION OR PARTIAL COMPLETION OF A CERTIFICATE COURSE

Throughout a course of study, as units of competency are successfully completed, the RTO will enter completed units of competency into the QCAA database. Upon completion of all the units of competency required for a Certificate course at the Cathedral School (this may include also RPL for units completed at other schools or institutions), a Certificate will be issued by the RTO or the QCAA. This will occur when the student completes their schooling in Year 12.

If the Certificate course is not fully completed, a Statement of Attainment will be issued, showing all units which have been successfully completed.

ACCESSING RECORDS AND ISSUING REPLACEMENT CERTIFICATES

The Cathedral School is not an RTO (Registered Training Organisation), and therefore uses third party providers to deliver vocational courses. If a former student requires a record of previous results from a VET course, they should contact the RTO that provided the training or log into their USI account to source Certificates and documentation. The school can be contacted for assistance if this is required.

CERTIFICATE III IN BUSINESS (BSB30115)

Delivered in School

(Approximate cost: \$260 over two years)

The program involves learning the skills and knowledge to become a business professional. Students attain skills and acquire knowledge in personal wellbeing, prioritisation, leadership, teamwork, safety, sustainability, inclusivity, communication, customer service presentation and financial literacy – incorporating the delivery of a range of projects. Graduates will be able to use their Certificate III in Business.

- as an entry level qualification into the Business Services Industries (e.g. Customer service advisor, duty manager, administration officer);
- as a pathway into further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business);
- as one input into their ATAR, of which five inputs/subjects are required in total; and
- has a standalone ATAR value of 68

Topics of study: (Two-year course)

ort personal wellbeing in orkplace
with maintaining workplace safety
oneySmart
pate in sustainable work practices
clusive work practices
in a team
critical thinking in a environment
e electronic presentations
er and monitor a service to customers
simple documents
n and produce business documents

CAREER OPTIONS

This course can lead to jobs in a variety of business areas. These include:

- Government roles and public service positions
- Receptionist
- Office Junior
- Clerical assistant
- Office assistant
- Call centre operator
- Administration assistant
- Data entry operator

HOSPITALITY PRACTICES

(The subject levy includes the cost of the 4 units of competency listed below)

The Hospitality Practices subject as outlined on page 39, will embed the following units within the curriculum.

Food Handling and Introduction to Barista Skill Set including:

SITXFSA001	Use Hygienic Practices for food Safety
SITHFAB002	Provide Responsible Service of Alcohol
SITHFAB005	Prepare and Serve Espresso Coffee
SITHFAB007	Serve Food and Beverages

CAREER OPTIONS

These units will provide employability skills and a pathway to work in a variety of hospitality settings, such as restaurants, catering operations, clubs, pubs, cafes, and coffee shops. These units are invaluable skills to broaden casual work possibilities while students are engaged in tertiary study options post-school. The Hospitality Industry is a key employer of both, high school and university students.

Possible job titles include:

- Bar attendant
- Cafe attendant
- Catering assistant

VOCATIONAL COURSES OFFERED WITH OUTSIDE PROVIDERS

The number and variety of courses offered is endless and can be tailored to suit an individual student's needs in their area of interest. The most common VET courses undertaken by students at The Cathedral School are listed below.

TAFE NORTH OFFERS

Certificate (Cert) I in Construction Cert II in Engineering Pathways Cert II in Automotive Vocational Preparation Cert II in Electro-technology Cert II in Plumbing Cert II in Plumbing Cert II in Furniture Making Pathways Cert II in Automotive Electrical Technology Cert II in Automotive Electrical Technology Cert II in Health Support Services Cert II in Salon Assistant Cert II in Salon Assistant Cert II in Kitchen Operations (Cooking) Cert II in Retail Cosmetics Cert II in Tourism

Please note: these courses are offered all day on Wednesdays for one year in term time.

TOWNSVILLE CREATIVE TECHNOLOGIES COLLEGE (TCTC) OFFERS

Cert II in Creative Industries-Screen (Film-making) Cert II in Creative Industries-Animation Cert II in Information, Digital Media and Technology (Game Programming) Cert II in Printing and Graphic Arts Cert II in Music Industry

TCTC also offers the above 5 study areas as Cert III programs with the equivalent Cert II program required as a pre-requisite.

LEARNING PARTNERSHIPS OFFERS

Cert II in Skills for Work and Vocational Pathways Cert III in Business Administration Diploma of Business Diploma of Leadership and Event Management

EXAMPLES OF OTHER EXTERNAL RTO QUALIFICATIONS THAT CAN BE STUDIED OVER YEARS 11 AND 12

Cert III and IV in Fitness Cert II in Animal Studies Cert II in Rural Operations (equine electives) Cert II and III in Agriculture Cert III in Early Childhood Education and Care Cert II and III in Sport and Recreation

School-based Traineeships and Apprenticeships (SBA's) can be undertaken in a variety of industry areas, commencing from Year 10 onward and starting at any time in the school year. Most commonly, apprenticeships are started in the trade, hairdressing and cookery areas, while traineeships occur most commonly in the business, finance, childcare, agriculture, retail and fitness industries.

NOTES





The Cathedral School

of St Anne & St James T O W N S V I L L E

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