# Table of Contents

1. Miss Michaels College ................................................................. 4
2. Mission Statement ........................................................................ 5
3. Glossary of Terms ......................................................................... 6
4. Queensland Certificate of Education (QCE) .................................. 9
5. Choosing Courses & Subjects for Years 11 & 12 ..................... 10
6. Tertiary Entrance Pathway (OPS Students) ............................. 11
7. Tertiary Selection Pathways (IPS Students) ............................... 13
8. Subject Choices and Combinations ........................................ 15
9. Overview of Subjects .................................................................. 18
10. Choosing Subjects for Year 10 .................................................. 19
11. Subject Progression from Years 7-12 ..................................... 20
12. Highly Recommended for Senior Subjects .......................... 22
13. How Parents Can Help at Home ................................................... 24
14. Religious Education .................................................................. 25
15. English ....................................................................................... 31
16. Mathematics .............................................................................. 38
17. Science ....................................................................................... 47
18. Humanities ................................................................................ 55
19. Technologies ............................................................................... 67
20. Languages – French and Japanese .......................................... 94
21. Physical Education .................................................................... 100
22. The Arts ..................................................................................... 105
Mt St Michael’s College is a Congregational College in the tradition of the Sisters of Charity administered by Mary Aikenhead Ministries.

**Address**
67 Elimatta Drive, Ashgrove Q 4060
PO Box 208, Ashgrove Q 4060

**Telephone**
(07) 3858 4222

**Facsimile**
(07) 3858 4299

**Email**
Admin@ MSM Qld.edu.au

**Website**
www.msm.qld.edu.au

**Absentee Line**
(07) 3858 4288

**College Office Hours**
The College Office is open between 8am and 4pm throughout the year excluding the Christmas break.
2 MISSION STATEMENT

Students educated at Mt St Michael's College will be nurtured in the tradition of the Sisters of Charity to be principled young women with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus.

We do this by:

- aiming for personal excellence in spiritual, academic, social, cultural and sporting pursuits
- providing a diverse and innovative curriculum and excellent facilities
- encouraging critical thinking, co-operation, the development of self-esteem and the ability to manage change
- valuing uniqueness and supportive relationships
- providing experiences that teach empathy with those who struggle or suffer
- inspiring a personal commitment to Hope and Action.

We value:

- Faith and Love
- Justice
- Forgiveness
- Respect
- Compassion
- Leadership
- Self-Discipline
- Co-operation
- Courage
- Stewardship
## 3 Glossary of Terms

<table>
<thead>
<tr>
<th>Senior Schooling</th>
<th>Year 10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Participation Phase</strong></td>
<td>Young people finishing Year 10 are required to participate in education and/or training for a further two (2) years. This is called the Compulsory Participation Phase.</td>
</tr>
<tr>
<td><strong>Enhanced Studies</strong></td>
<td>Enhanced Studies are a range of course options available to students in Year 11 and Year 12 which provide higher and alternative levels of educational opportunities. These opportunities include extension of some subjects such as Extension Music, enrolment to some University courses and School-based Apprenticeships and Traineeships.</td>
</tr>
<tr>
<td><strong>Learning Account</strong></td>
<td>The Learning Account is the registration of each girl in Year 10 with the QCAA. The Learning Account records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE college or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student’s Learning Account with the QCAA.</td>
</tr>
<tr>
<td><strong>LUI: Learners Unique Identifier</strong></td>
<td>The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.</td>
</tr>
<tr>
<td><strong>QCAA: Queensland Curriculum and Assessment Authority</strong></td>
<td>QCAA issues the Senior Statement showing a student’s subject results, their QCS Test result if they sat for the test and, if the student is eligible for a Tertiary Entrance Statement showing the OP and FPs. QCAA sets and marks the QCS Test.</td>
</tr>
<tr>
<td><strong>QTAC: Queensland Tertiary Admissions Centre</strong></td>
<td>QTAC handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they will need to do so through QTAC for most courses. If they are OP-ineligible they will not receive a Tertiary Entrance Statement but, they will be able to find out their tertiary selection rank from QTAC.</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>A school based apprenticeship or traineeship while you study. If a student takes up an SAT, their week could include school classes, time working with an employer and time with a trainer.</td>
</tr>
</tbody>
</table>
**SET:**

**Senior Education and Training Plans**

A SET Plan will be worked through with all Year 10 students to ensure that all students are either ‘Learning or Earning’ in the years immediately after the compulsory years of schooling. The aim of the SETP is to set out students’ planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study in Year 10, they will still be flexible enough to allow students to make changes when and if needed.

---

**Senior Statement**

At the end of Year 12 all school students will receive a Senior Statement which will list all their learning achievements at school.

**TAFE**

Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

**VET: Vocational Education & Training**

VET is a national system designed to skill workers to work in particular industries eg business, childcare, computers & multimedia, hospitality, retail and creative arts. MSM students on a rank pathway have the opportunity to study VET at TAFE.

---

**Overall Position OP**

**(YEAR 12) 2017 - 2018**

**FP: Field Position**

FPs indicate the student’s rank based on their overall achievements in Authority subjects in up to five fields. Fields are areas of study which emphasise particular knowledge and skills. FPs are calculated only for OP-eligible students.

**OP: Overall Position**

The Overall Position, OP Score is a ranking of achievement earned by students at the end of Year 12 which is used by Universities, TAFE and other colleges of tertiary education to allocate places in courses of study and training after Year 12. The student’s OP is calculated on results from their best 20 semester units.

OPs range from OP1 (highest) to OP 25 (lowest). They are used for tertiary selection and appear on the student’s Tertiary Entrance Statement. An OP indicates your rank order in relation to all the other eligible Year 12 students in the State.

**QCS Test**

The Queensland Core Skills Test is a cross-curriculum test and it assesses achievement in the 49 common curriculum elements covered by students across their senior subjects. The QCS Test does not test the content of specific subjects – it tests the skills learnt across a combination of subjects that are part of a balanced curriculum.

**SAI: Subject Achievement Indicator**

An SAI is a Subject Achievement Indicator. If a student is an OP-eligible student, they are assigned an SAI by the school for each Authority subject they study. OP-eligible students are placed on a scale that shows the rank order and the gaps between students. The top position is labelled 400 (for the top student) and the lowest position is labelled 200. Students are placed somewhere between these points depending on how different their results are from each other. An SAI is not a percentage and has a meaning.
only when seen in relation to the SAIs of all other OP-eligible students in that subject.

<table>
<thead>
<tr>
<th><strong>TERTIARY SELECTION RANK PATHWAY (RP)</strong></th>
<th>Tertiary Selection Rank Pathways provides students with diverse opportunities to achieve career orientated learning outcomes. This pathway is for students who do not wish to study solely academic Authority subjects. Through diverse choices, students may gain practical skills for entry to the workforce and/or work experience. RP students do not complete 20 semester units of Authority Subjects and will qualify for a Tertiary Selection Rank which they may use to access Tertiary Education Studies, particularly TAFE courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TERTIARY CUT-OFF</strong></td>
<td>Tertiary cut-offs are the minimum OPs and selection ranks that you need in order to gain entry to a particular course in a particular year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATAR</strong></th>
<th><strong>YEAR 11 2018</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATAR: AUSTRALIAN TERTIARY ADMISSION RANK</strong></td>
<td>QTAC will calculate Tertiary Entrance by comparing students results through intra–subject scaling and external assessment.</td>
</tr>
<tr>
<td><strong>SCHOOL – BASED ASSESSMENT</strong></td>
<td>Assessment instruments conducted in school following QCAA endorsement.</td>
</tr>
<tr>
<td><strong>EXTERNAL ASSESSMENT</strong></td>
<td>Common to all schools assessment developed and marked by QCAA contribute 25% towards a student’s result in most subject. (50% in Mathematics and Science)</td>
</tr>
</tbody>
</table>
The Queensland Certificate of Education (QCE) is a schooling qualification confirming a student’s achievement in a broad range of learning undertaken in a variety of settings. It is a qualification that prepares young people to move confidently to further education, training and employment.

The QCE is about achievement in the Senior Phase of Learning — a stage of education that begins when young people are registered with the QCAA before they turn 16 and open a Learning Account. The Senior Phase of Learning ends with the award of the QCE. Throughout the Senior Phase of Learning young people bank their achievements in their Learning Account. Young people who have fulfilled the requirements are awarded the QCE.

### Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core courses: usually undertaken by students in the senior phase of learning</td>
<td>6</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>6</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>6</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based trainships)</td>
<td>6</td>
</tr>
<tr>
<td>School-based apprenticeships that incorporate on-the-job training</td>
<td>6</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>6</td>
</tr>
<tr>
<td>Preparatory courses: generally used as stepping stones to further study</td>
<td>3</td>
</tr>
<tr>
<td>VET Certificate qualifications</td>
<td>2</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETT ACT 2009</td>
<td>2</td>
</tr>
<tr>
<td>Enrengagement programs</td>
<td>2</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QCAA</td>
<td>1</td>
</tr>
<tr>
<td>Enrichment courses: add value or complement Core courses of study</td>
<td>1</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>1</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English extension</td>
<td>1</td>
</tr>
<tr>
<td>Career development: a short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>1</td>
</tr>
<tr>
<td>Advanced courses: go beyond senior secondary schooling</td>
<td>1</td>
</tr>
<tr>
<td>One or two semester subjects completed while enrolled at a school</td>
<td>1</td>
</tr>
<tr>
<td>Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>1</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>1</td>
</tr>
</tbody>
</table>

### Literacy and numeracy requirements

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of F2E21212 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training – Communication, i.e. 39282QLD (Certificate I) or 39283QLD (Certificate II)
- completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 39286QLD (Certificate I) or 39289QLD (Certificate II).
5 CHOOSING COURSES & SUBJECTS FOR YEARS 11 & 12

This handbook provides information on the courses and subjects offered to Year 11 and 12 students.

Mt St Michael’s College offers two (2) pathways with diverse options within each:

1. **TERTIARY ENTRANCE PATHWAY (OP STUDENTS)**
   The Tertiary Entrance Pathway is for students aiming for an Overall Position (OP) Score. These “OP Students” usually are aiming at tertiary education through university degrees and TAFE Diplomas.

2. **TERTIARY SELECTION RANK PATHWAY (RANK PATHWAY STUDENTS)**
   Tertiary Selection Rank Pathways include a combination of the academic Authority subjects and Authority Registered subjects which have a focus of more practical and work related competencies, plus other educational opportunities such as Vocational Education (VET) Certificate courses, usually at TAFE. “Rank pathway students” are aiming for direct entry into a workplace and career path after leaving school, or aiming for tertiary education through either university degrees or TAFE diplomas and certificates via a Tertiary Selection Rank Score which is calculated based on all courses completed and other qualifications achieved by the student. Historically, many RP students who graduate with a Certificate III qualification do find they gain entry to University courses following senior.

Students who wish to follow a tertiary rank selection pathway are expected to enrol in Certificate III course with a tertiary provider or TAFE College. This application process is begun in August of Year 10. There are only limited opportunities for students to take up a tertiary rank selection pathway after this point.
6 TERTIARY ENTRANCE PATHWAY (OP STUDENTS)

In order to choose an OP program of courses, it is strongly recommended that students must currently be achieving a minimum C result in five (5) Year 10 subjects including English and Religious Education or Religion and Philosophy.

**Eligibility requirements for an OP**

- a minimum of five (5) Authority subjects (or 20 semester units) generally studied over two (2) years
- three (3) of the Authority subjects must provide at least 12 semester units over two years (4 semesters)
- at least eight (8) other semesters of Authority subjects.

**Compulsory Subjects**

At Mt St Michael’s College, students are required to study:

- Study of Religion or Religion & Ethics
- English or English Communication (English communication can only be selected after a recommendation from the Head of English)
- one Maths subject.

**Additional Subjects**

Additional subjects may be chosen from the following areas:

- Authority Subjects
- Authority Registered Subjects

Please refer to the Glossary of Terms and individual subjects for more detailed descriptions of these terms.

Students eligible for an Overall Position will also be eligible for Field Positions.
**Field Positions**

Field Positions rank students on their achievements in up to five areas of study. These areas are:

- **Field A** - extended written expression involving complex analysis and synthesis of ideas.
- **Field B** - short written communication involving reading, comprehension and expression in English or a foreign language.
- **Field C** - basic numeracy involving simple calculations and graphical and tabular interpretation.
- **Field D** - solving complex problems involving mathematical symbols and abstractions.
- **Field E** - substantial practical performance involving physical or creative arts or expressive skills.

Authority subjects are weighted differently with respect to Field Positions (FP), depending upon the particular skill requirements of each subject. Field Positions can be used by tertiary institutions to distinguish between students with the same OP. Details are listed in the Tertiary Prerequisites booklet provided by the Queensland Tertiary Admission Centre (QTAC) to all high school students in mid-year.

To be eligible for a Field Position, a student must gain a total of 60 weighted semester units (the weight x number of semesters studied) in that field. Students do not need to be eligible for all five fields.

Please refer to the [Field Table of Weights 2016](#) when available. You should be aware of your Field Eligibility.

---

*"Education should be more than mere ‘job preparation’. Choose wisely, with thought about your future quality of life as well as any immediate rewards in terms of salary and fringe benefits."*
7 TERTIARY SELECTION RANK PATHWAYS (RP STUDENTS)

Tertiary Selection Rank Pathways (RP) provides students with diverse opportunities to achieve successful learning outcomes. This course is for students who do not wish to study solely academic-based Authority subjects. Through diverse choices, students may gain practical skills for entry to the workforce and/or work experience.

RP Students who are ineligible for an OP will be allocated a Tertiary Selection Rank, a number from 99-1 which is calculated from studies successfully completed. The highest Tertiary Selection Rank Score that can be achieved from school subjects is 91 which is approximately equivalent to an OP6. Students are eligible for Tertiary Entrance in Queensland through the same procedures as OP eligible students.

At Mt St Michael’s College, a Tertiary Selection Rank Pathways Course will include the same core requirements as OP students.

**Compulsory Subjects**

- Study of Religion or Religion & Ethics SAS
- English or English Communication SAS (English communication can only be selected after a recommendation from the Head of English)
- One Maths subject, either Maths A or Pre-Vocational Maths SAS

**Additional Subjects**

Students then choose from a combination of the following:

- Authority subjects
- Authority Registered Subjects
  - Visual Arts in Practice SAS
  - Hospitality Practices SAS
  - Information & Communication Technology (ICT) SAS
  - Certificate III in Business

All students who choose a Tertiary Selection Rank Pathway are required to participate in an External Training Course or Traineeship at Certificate II or Certificate III level. Enrolment in these courses is usually in Semester II Year 10, for a course beginning in Year 11. There are only limited opportunities for courses after this point.
EXTERNAL TRAINING COURSES

External training courses are available from a wide range of organisations such as:

- TAFE Brisbane
- Queensland School of Film & Television
- College of Natural Beauty
- Australian Dance Institute

Students undertaking external courses:

- attend the course off-campus in a schools program (usually one day per week and for some days during the school holidays)
- are still considered full-time secondary students.

BENEFITS/IMPlications

- Students have the opportunity to receive a Queensland Certificate of Education at the end of Year 12
- Employment opportunities are enhanced
- Pathways to Tertiary entrance are enhanced.

Students who successfully complete a Certificate III course over the two years will receive a Tertiary Selection Rank of approximately 68 which in 2014 was equivalent to an OP 15, but not all institutions will accept this rank in the first year after completion of Year 12, e.g. University of Queensland. Please email Ms Caro at careers@msm.qld.edu.au for further information on these courses.

TRAINEESHIPS

There are also limited opportunities in the Retail and Hospitality areas for student to complete a school-based traineeship. Students attend a work placement once per week and complete modules to certificate III level.
8 Subject Choices and Combinations

How Many Subjects Can I Take?

I Plan to be OP Eligible and I Will be Picking SOR as my Religion Subject.
You may take a maximum of 6 Authority subjects and a minimum of 5 Authority subjects, which could mean:

- 6 Authority subjects
- 5 Authority subjects + 1 Authority–registered subject

I Plan to be OP Eligible and I Will be Picking RAE as my Religion Subject.
You must take a minimum of 5 Authority subjects, which could mean:

- 5 Authority subjects + RAE

I Would Like to Consider Taking on One of the Enhanced Studies Program on Offer in Year 12.
There will be a number of university based programs on offer to Year 12 students. Students must apply to do these courses and only suitable applicants will be considered. There are a variety of reasons why students may choose these courses, such as:

- Extension to current curriculum

If you would like to consider this as an option, it is recommended that you take the following course of study in Year 11 –

- 6 Authority subjects

In Year 12 this course would then become –

- 6 Authority subjects + you would also be allowed the option of dropping one Authority subject and picking up an independent study, which would mean your course would be –

- 5 Authority subjects + 1 Enhanced Study
I plan to follow a Tertiary Selection Pathways Rank Program and not be eligible for an OP.

This indicates that you would plan to take part in programs outside of the curriculum that would assist you in your planned career path. You will be eligible for a Tertiary Selection Rank. Programs that you may take part in could be:

- Certificate III course – if completed will give you a rank of approximately 68
- Other relevant vocational courses

As most of these programs require you to be away from school for one day a week, this will take up one of your subject choices, which will be known as Enhanced Studies. You will be scheduled into the study room for this subject and will be required to work on your program's coursework for this time.

You will be required to take the following subjects:

- Study of Religion or Religion & Ethics
- English or English Communication (English communication can only be selected after a recommendation from the Head of English)
- one Maths subject, Maths A (Mathematics General) or Pre-vocational Maths (Mathematics Essential)

Therefore your combination of subjects could be:

- 1 Authority subjects + 4 Non-Authority subjects + Enhanced Studies
- 2 Authority subjects + 3 Non-Authority subjects + Enhanced Studies
- 3 Authority subjects + 2 Non-Authority subjects + Enhanced Studies
- 4 Authority subjects + 1 Non-Authority subjects + Enhanced Studies

The combination of subjects taken will be discussed at the Set Plan Interview.
**Enhanced Studies Programs**

The following options are available to students at Mt St Michael's College:

**Year 11 – 12**
- Vocational Education Courses
  e.g. Certificate III at TAFE
- Other accredited courses

**Year 12**
- QUT Start Program – no guaranteed entry
- UQ – 1 subject only – no guaranteed entry
- Griffith University GUEST Program – guaranteed entry into some courses
- Music Extension – Authority subject (Year 12 only)

(There would be an expectation that only 5 authority subjects would be studied in Year 12)
For the purpose of this booklet, the subject descriptions are grouped according to the following general areas of study:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Technologies
  - Business
  - Information Technologies
  - Home Economics
- Languages
- Physical Education
- The Arts
  - Music
  - Dance
  - Drama
  - Visual Art

**Authority Subjects**

These are defined by syllabuses produced by the Queensland Curriculum and Assessment Authority (QCAA). For each of these subjects the school has a detailed work program, accredited by the Authority, which explains how syllabus requirements are met. To ensure comparability of standards between schools, samples of student work are monitored by district panels of experienced teachers in February and October of the senior year.

**Authority Registered Subjects**

Authority Registered Subjects have been developed by the QCAA. They are recorded on the Senior Statement and contribute towards their QCE, and are included in calculations for a rank score but they do not contribute to an OP.

**Practical Subject Levies**

Please be aware that Music, Dance, Drama, Hospitality Studies, Hospitality Practices SAS, Visual Art and Visual Arts in Practice SAS all attract a subject levy.
10 CHOOSING SUBJECTS FOR YEAR 10

In Year 10, students follow a course that includes compulsory subjects, which must be studied, and elective subjects.

The **compulsory subjects** are:

<table>
<thead>
<tr>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education or Religion &amp; Philosophy</td>
</tr>
<tr>
<td>English or Essential English</td>
</tr>
<tr>
<td>Humanities – (History and Geography)</td>
</tr>
<tr>
<td>Preparatory Mathematics Methods (Currently Mathematics B) or Preparatory Mathematics General (Currently Mathematics A) or Essential Mathematics</td>
</tr>
<tr>
<td>Science II or Science I</td>
</tr>
<tr>
<td>Core PE</td>
</tr>
</tbody>
</table>

**STUDENTS IN YEAR 10 STUDY A TOTAL OF EIGHT (8) SUBJECTS**

- the six (6) compulsory subjects;
- two (2) elective subjects.

**Please Note:**

- Students continue the elective subjects from Year 9 into Year 10.

While the compulsory plus elective subjects should provide a comprehensive education for each student, it is important to check the tables titled *Subject Progression* and *Pathways to Senior Subjects* (pages 19-22) before making any final decisions.
# Subject Progression From Years 7-12

<table>
<thead>
<tr>
<th></th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Years 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religious Education</strong></td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education or Religion and Philosophy</td>
<td>Religion and Ethics or Study of Religion</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English Essential English</td>
<td>English Essential English Communication (SAS)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Preparatory Mathematics General</td>
<td>Mathematics A or Pre-vocational Mathematics (SAS) (Mathematics Essential Yr 11 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Preparatory Mathematics Methods</td>
<td>Mathematics A (Mathematics General Yr 11 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Previously Preparatory Mathematics A</td>
<td>Mathematics B (Mathematics Methods Yr 11 2018) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Essential Mathematics</td>
<td>Essential Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science I</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Science II</td>
<td>Chemistry Physics Biology</td>
</tr>
<tr>
<td>Year 7</td>
<td>Year 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Years 11/12</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>--------------</td>
<td>------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Humanities</td>
<td>Humanities</td>
<td>Humanities</td>
<td>Ancient History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Study of Society (not</td>
<td>available in new senior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>schooling reform for</td>
<td>Year 11 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Business &amp; Enterprise</td>
<td>Business &amp; Enterprise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Accounting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Business Management</td>
<td></td>
</tr>
<tr>
<td>Digital Technology</td>
<td>Digital Technology</td>
<td>Digital Technology</td>
<td>Digital Technology</td>
<td>Certificate III in Business</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information Technology Systems (ITS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Information &amp; Communication Technology SAS (ICT)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Design Technology</td>
<td>Home Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>Design &amp; Technology</td>
<td>Design Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hospitality Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hospitality Practices (SAS)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Health &amp; PE</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Visual Art</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Dance</td>
<td>Visual Arts in Practice (SAS)</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Dance</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Extension Music (Year 12 only)</td>
<td></td>
</tr>
</tbody>
</table>
## 12 Highly Recommended for Senior Subjects

The following table outlines the *minimum* conditions that are normally required for students wishing to undertake particular senior subjects. Experience has shown that students without these minimum results have extreme difficulty in coping with the extensive demands of the senior subjects. While it is not explicitly stated in the table, students without a sound grasp of English will find the language demands of the senior subjects extremely difficult.

**In order to choose an OP program of courses, students must currently be achieving a minimum C result in five (5) Year 10 subjects which must include English and Religious Education or Religion and Philosophy.**

If a student wishes to study a subject for which she does not have the specified result recommendations, she can apply for special permission from the Deputy Principal (Curriculum), in consultation with the Head of Department. It is most important to remember, however, that while administrative requirements may be waived, the academic demands of the subject remain. As a result, students will find that they need to put in extra effort if they hope to be successful in these subjects.

Type of Subject:  
- **A** = Authority;  
- **B** = Authority Registered;  
- Only Authority subjects contribute to an Overall Position (OP) required for tertiary entrance.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Type</th>
<th>Highly Recommended (Minimum Result)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
<tr>
<td>Art</td>
<td>A</td>
<td>Recommended Middle Schooling Art</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>Science I or Science II (C)</td>
</tr>
<tr>
<td>Business Management (BM)</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>B</td>
<td>English or Essential English (C)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A</td>
<td>Science II (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparatory Maths B (C+)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Preparatory Mathematics Methods Yr 11 2018)</em></td>
</tr>
<tr>
<td>Dance</td>
<td>A</td>
<td>Recommended Middle Schooling Dance</td>
</tr>
<tr>
<td>Visual Arts in Practice SAS</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>A</td>
<td>Recommended Middle Schooling Drama</td>
</tr>
<tr>
<td>English</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>French</td>
<td>A</td>
<td>French (C)</td>
</tr>
<tr>
<td>Geography</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
<tr>
<td>Home Economics</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Hospitality Practices SAS</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Hospitality Studies</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Information Technology Systems (ITS)</td>
<td>A</td>
<td>English (C) and recommended – Digital Technology (C)</td>
</tr>
<tr>
<td>Information &amp; Communication Technology SAS (ICT)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>SUBJECT</td>
<td>TYPE</td>
<td>HIGHLY RECOMMENDED (MINIMUM RESULT)</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Japanese</td>
<td>A</td>
<td>Japanese (C)</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>A</td>
<td>Preparatory Maths A (C)</td>
</tr>
<tr>
<td>(Mathematics General Yr 11 2018)</td>
<td></td>
<td>(Preparatory Mathematics General) or Preparatory Maths B (Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>Mathematics B</td>
<td>A</td>
<td>Recommended - Preparatory Maths B (B-) (Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>(Mathematics Methods Yr 11 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics C</td>
<td>A</td>
<td>Preparatory Maths B (B) (Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>(Mathematics Specialist Yr 11 2018)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
<tr>
<td>Music</td>
<td>A</td>
<td>Recommended Middle Schooling Music or Prior Music Knowledge</td>
</tr>
<tr>
<td>Music Extension (Year 12 only)</td>
<td>A</td>
<td>Senior Music (C)</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A</td>
<td>Recommended – Middle Schooling Health &amp; PE (Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>Physics</td>
<td>A</td>
<td>Science II (B-) and Preparatory Maths B (B-) (Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>Pre-Vocational Mathematics SAS</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Religion and Ethics SAS</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Study of Religion</td>
<td>A</td>
<td>Religious Education or Religion and Philosophy and English (C)</td>
</tr>
<tr>
<td>Study of Society</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
</tbody>
</table>
13 HOW PARENTS CAN HELP AT HOME

Parents can assist by encouraging sound study techniques that will help strike a balance between home life, school work and social life. All students need a reasonable amount of sleep, as well as space and time for homework and study.

Students are expected to be active participants in their own learning. Students in Years 11 and 12 are expected to spend 2-3 hours per night on assigned homework and other study.

A good study plan includes regular attention to all subjects so that frantic cramming before exams will not be necessary. A good study plan is also vital for assignment work. A well-researched piece of work cannot be produced unless adequate time is spent searching for and studying available resources.

Parents can assist by helping students find references in libraries or newspapers and by discussing the topic with the student. While it is counter-productive for anyone other than the student to compose the actual piece of work, a critical reading by a parent of an early draft and subsequent discussion can lead to a much improved product.

The ability to read and to analyse what one reads is a most important facet of education. Encouragement of the practice of wide reading will pay dividends throughout a student’s high school career and beyond.
14 RELIGIOUS EDUCATION

The Religious Education Department offers the following subjects for students in Year 10, 11 and Year 12.

- Religion and Philosophy
- Religion Education
- Study of Religion
- Religion and Ethics SAS

Religious Education at Mt St Michael's College aims to provide opportunities that:

- nurture students' spiritual and moral capacities
- heighten students' awareness of the mystery that permeates all life
- help students grow in their knowledge and understanding of God
- help students develop their moral sensitivities and sense of responsibility
- help students develop self-worth and affirm the worth of others
- help students communicate about religious matters
- help students understand the role religion plays in human affairs and achievements
- help students understand and appreciate the Catholic religious heritage and the religious heritage of others
- provide students with opportunities to engage in practical projects designed to promote and support a just society.

(A Statement on Religious Education for Catholic schools – Purpose pp. 9-11)

WHAT WILL STUDENTS STUDY?

YEAR 10

Students are required to select from the following options, which will appropriately prepare them for their subject choices in Year 11 & 12.

**OPTION 1 - RELIGION & PHILOSOPHY**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | o Questions and Questioners  
|      |          | o Faith and Reason         |
|      | 2        | o Ethics                  |
|      |          | o Beliefs and Rituals Across Faith Traditions (World Religions) |
**OPTION 2 – RELIGIOUS EDUCATION**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | • The Mystery of God  
|      |          | • Responding to change in the 20th century |
|      | 2        | • Christian Morality  
|      |          | • Spirituality – nourished by the Eucharist |

**YEAR 10 ELECTIVE – RELIGION AND PHILOSOPHY**

As in other subjects, it is evident that some more able students will benefit from more intellectually demanding, challenging and stimulating work in Year 10. To enable these students to be extended and attempt to reach their potential, students may opt for inclusion in an alternative/advanced class, which will introduce them to the world of Religion & Philosophy. This class will approach the Archdiocesan Guidelines’ topics drawing on the insights of a variety of ancient and modern philosophers and their contributions exploring the ultimate questions addressed by our faith tradition. Students wishing to study Religion and Philosophy should be achieving at a minimum B- standard in Religious Education and English. In choosing this subject, consultation with the Religious Education teacher and the Head of Religion is recommended. Whilst Religion and Philosophy may be advantageous to students in terms of developing certain analytical and process skills, it is NOT a pre-requisite subject for Study of Religion in Years 11 and 12. Religious Education in Year 10 provides a different and most valuable perspective in preparation for the senior course of Study of Religion and should not be regarded in any way as not providing an excellent background for this subject.

**HOW ARE STUDENTS ASSESSED?**

For each year level in each term, depending on the nature and structure of each unit, some form of assessment will take place. This may be in the form of a report, assignment, exam, tutorial, dramatic presentation, research project or any other instrument deemed to be applicable to the particular unit.

Each assessment piece will be used for formal assessment and reporting purposes, as with all other areas of the College curriculum.

**OTHER ACTIVITIES**

Outside regular Religious Education classes, opportunities of spiritual growth are provided by means of daily prayer, monthly mass, preparation and participation in liturgies and retreat experiences. Students are also encouraged to become involved in Community Service through the Missions of St Vincent, the Environment Group, the Social Justice Council and Interact groups.

**YEAR 11 & 12 STUDY OF RELIGION (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

Study of Religion involves the exploration of a range of different religious belief systems. It aims at developing an understanding of the ways in which a particular cultural context has influenced and continues to influence the formation of an individual’s world view and framework of beliefs, in the light of which, experience is interpreted.

The study of a range of religions and the understanding of alternate ways of viewing reality can make valuable contributions to cross-cultural harmony and mutual enrichment.
<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNIT</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ritual</td>
<td>Ritual Shaping and Expressing Australian Identity-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secular rituals and civil religion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ritual in World Religions (Christianity and Buddhism) rituals, symbols and power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ritual and life journeys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secular rituals and civil religion</td>
</tr>
<tr>
<td>2</td>
<td>Religion-State Relationships</td>
<td>Religious Freedom and the State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religious States and the rights of the individual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fundamentalism and the State</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Colonialism and Aboriginal and Torres Strait Islander Spiritualities and religions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religious persecution and the State</td>
</tr>
<tr>
<td>3</td>
<td>Religion, Values and Ethics</td>
<td>Ethical frameworks and value systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethics in religions traditions(Judaism and Christianity)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contemporary ethical issues- the Australian context/Religious Communities in Australia</td>
</tr>
<tr>
<td></td>
<td>Sacred Texts</td>
<td>Beliefs about the origin of the Universe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creation Stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Existence of Evil: Christian Theological responses to the Problem of Evil- Augustinian &amp; Irenaean Theodicies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Challenge of Institutional Evil</td>
</tr>
<tr>
<td>4</td>
<td>Ultimate Questions</td>
<td>Beliefs about the origin of the Universe</td>
</tr>
<tr>
<td></td>
<td>Sacred Texts</td>
<td>Creation Stories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and Interpretation of Texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sacred Texts as Foundation for belief and doctrine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study on Feminist Interpretations of Scripture</td>
</tr>
</tbody>
</table>
HOW DO STUDENTS LEARN?

The course is developed in accordance with the syllabus to contribute to the student's development in the following areas:

- intellectual skills
- communication skills
- cultural awareness
- examination of moral, ethical and religious issues
- emotional, mental and spiritual health.

HOW ARE STUDENTS ASSESSED?

Criteria that are consistent with the objectives of the course of study are used to determine standards of student work. Students are assessed by a variety of techniques so that they have an opportunity to demonstrate their best. Judgments are made about a student’s exit level of achievement, using three criteria:

- Knowledge and understanding
- Evaluative processes
- Research and communication.

A variety of assessment techniques, including multimodal presentations, extended written responses, and response to stimulus tasks are used.

QCAA WEBSITE

Study of Religion (2008) subject guide
RELIGION & ETHICS SAS (AUTHORITY REGISTERED SUBJECT)

WHY STUDY THIS SUBJECT?

Religion and Ethics is an authority registered subject involving all the educational practices, assessment and reporting found in other areas of the curriculum. However, it is essential to stress that what is assessed is the student’s knowledge, understanding and skills. **No assessment can be made, or is attempted to be made, regarding the student’s level of faith.**

In accordance with the Guidelines for Religious Education as laid down by the Archdiocese of Brisbane, Religion and Ethics at Mt St Michael’s College:

- is an educational activity
- presents faithfully, and with integrity, the richness of the Catholic tradition
- presents respectfully other Christian traditions
- acknowledges the diversity of religious beliefs and practices in Australian society
- recognises the rights of parents as first educators in their children’s faith
- is taught by teachers with appropriate professional qualifications, experience and faith commitment
- utilises a range of learning processes and resources
- is a key learning area
- is continuous and progressive across the years of schooling
- includes appropriate processes for assessment and evaluation.

(A Statement on Religious Education for Catholic schools – Principles pp. 12-13)

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>YEAR</th>
<th><em>EXAMPLES OF UNITS THAT MAY BE STUDIED</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>• Sacred Stories</td>
</tr>
<tr>
<td></td>
<td>• The Australian Scene</td>
</tr>
<tr>
<td></td>
<td>• Peace and Conflict</td>
</tr>
<tr>
<td></td>
<td>• Religions of the World (with a depth study of Judaism)</td>
</tr>
<tr>
<td>12</td>
<td>• Exploring the Meaning of Life</td>
</tr>
<tr>
<td></td>
<td>• Indigenous Australian Spirituality</td>
</tr>
<tr>
<td></td>
<td>• Religion and Contemporary Culture</td>
</tr>
<tr>
<td></td>
<td>• Spirituality</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

Students will be involved in a wide-range of learning activities during their Religion and Ethics course. The course will involve a variety of learning approaches such as teacher-led discussion, outside speakers, excursions and independent research.

The Religion & Ethics course requires students to become pro-active in their approach to their learning and to become independent learners as a preparation for future studies. A positive approach to learning and a willingness to work co-operatively with their fellow students and their teacher are essential for success in this subject.

**How Are Students Assessed?**

Assessment in Religion and Ethics is designed to enable students to demonstrate achievement of the objectives of the SAS, which are knowledge and understanding, processing skills and communication skills.

To determine a student’s level of achievement a wide range of tasks is used. Assessment techniques may include: response to stimulus materials (written or oral), presentations such as artistic, non-written or other forms of presentations including collages of images, preparing and presenting a class or school ritual/event or religious service, objective and short-answer tests. Tasks such as journals, project outcomes or oral or visual presentations could be the result of a field study.

**QCAA Website**

[Religion and Ethics (2014) SAS guide](#)
15 ENGLISH

ENGLISH (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

The senior English course is designed to provide a wide range of written and spoken tasks covering a variety of genres.

The aim of the English course at Mt St Michael’s College is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of contexts. English requires a spiral development which involves reinforcing acquired skills as well as exposure to new and more sophisticated material and tasks. Our overall aim is fluency in speaking and writing so that the student may then be able to express herself confidently and successfully at all times.

WHAT WILL STUDENTS STUDY?

YEAR 10

During Year 10 all students will study a program similar to the following units -

<table>
<thead>
<tr>
<th>UNIT TITLE</th>
<th>UNIT OUTLINE</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punch lines – Exploring Satire</td>
<td>Students analyse and explain how language and images create representations of political issues, people and events. Students analyse and evaluate satirical language and texts, and media texts and images.</td>
<td>• Analytical Exposition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Expository Oral</td>
</tr>
<tr>
<td>Perspective on War</td>
<td>Students analyse and evaluate how human experience is represented in a range of literary texts and documentaries, including the use of images. Students develop a critical understanding of the theme of war and analyse the differences between texts.</td>
<td>• Imaginative text to stimulus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Short Response</td>
</tr>
<tr>
<td>The Classics</td>
<td>Students investigate classic world literature, including a play by Shakespeare, to explore themes of human experience and cultural significance. Students reflect on the classic and contemporary relevance of the themes in world literature and discuss how language devices layer meaning and influence audiences.</td>
<td>• Imaginative Oral</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Public Text – Film Critique</td>
</tr>
<tr>
<td>Challenging Dominant Ideologies</td>
<td>Students compare and contrast the social, moral and ethical themes in a range of contemporary literature texts, including the close study of a novel. Students evaluate how text structures, language and visual features can be used to influence audience response.</td>
<td>• Written: Literary analysis</td>
</tr>
<tr>
<td>Year 11 Unit Title</td>
<td>Unit Outline</td>
<td>Assessment</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Australian Mosaic | The first term of the course will involve a study of Australian voices from the past and present. This will include an examination of representations of people, places, events, and issues in a diverse range of literary and non-literary texts. An understanding of how texts can shape and define a culture will be explored within a socio-cultural framework using a range of dominant and marginalised voices. | Written : Imaginative Text  
Spoken: Persuasive Oral |
| Constructing Reality | The second term of the course will involve a study of the construction of media texts with a particular focus on documentaries and media texts. A critical literacy framework will be used to interrogate these texts using key concepts such as particular readings, audience positioning, discourse, gaps, silences, foregrounding and privileging. The intent of this unit is to critique the versions of truth presented in media texts through the use of visual and written language. | Written: Public Text |
| A Culture of Fear | Semester Two of the course will involve a study of the way humans operate in a climate of hysteria, fear and persecution. Students will examine a drama text in-depth and focus on the broader implications of how this text, written during the era of the Cold War and McCarthyism, continues to echo in a contemporary landscape. Links to various other media texts will be made drawing political and social connections. However, the critical focus will be on the play and how Miller explores the way the individual operates in society. | Spoken: Imaginative Text  
Written: Analytical Exposition |
<p>| When Cultures Clash | The final term will build on the previous units of work with an historical novel study that explores the conflict and misunderstandings that can occur when cultures collide. There will be an in-depth exploration of invited readings of setting, character, plot and theme to enable the students to appreciate the complexities of socio-cultural conventions. The focus will also explore the way marginalised characters are depicted in text and how authors challenge the cultural assumptions and obstacles that often operate in society. | Written: Analytical Exposition |</p>
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Outline</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Dreamed a Dream</td>
<td>The first unit in Semester 3 will include a novel study that explores a variety of differing views of 'reality' and dreams as a particular understanding of time and place. This will build on the previous units that focused on Australians making meaning through texts. This unit will examine the ways other national and cultural groups use texts to talk about themselves. The students will revisit the ways choices involving language, subject matter and representations position readers in relation to texts, examining whose interests are often best served by these choices. This study will again allow students to consider the dominant and marginalised readings in texts with a particular focus on class and power.</td>
<td>Written: Public Text</td>
</tr>
<tr>
<td>Social Commentary</td>
<td>This unit gives students the opportunity to see the ways in which texts deliver social commentary through their ability to rebel against dominant opinion. Focus will be on the ability of texts to promote change by informing the audience about a given problem and appealing to people's sense of justice. The texts that the students read and view may offer social commentary or may support the dominant ideologies of particular times and places. The students will be given opportunities to create their own social commentary through a short story and will critique social commentary in film through an expository speech.</td>
<td>Written: Short Story</td>
</tr>
<tr>
<td>Reading Hamlet</td>
<td>This unit will focus on the values and belief systems which underpin canonical texts. Students will develop an understanding of the ways in which specific historical, cultural and discursive practices which produce texts that may be divergent in orientation and produce readings which may be viewed in a number of ways. Students will investigate the ways the cultural heritage of a text may be maintained or subverted through modern representations, particularly in the medium of film and dramatic performances. By exploring the representations of power, gender and class in both canonical and contemporary texts students can consider the constructedness of their cultural landscape and the ways it is accessible to alteration.</td>
<td>Spoken: Imaginative Text</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Written: Analytical Exposition</td>
</tr>
</tbody>
</table>
In the final unit the students will be exposed to a variety of texts that represent the voices of Aboriginal people in Australia. Some of the texts are authored by Aboriginal people and some represent the aboriginal experience through the perspective of white Australians. Students will examine the social values, attitudes and beliefs that surround the Indigenous culture in Australia today and from the past. They will recognise the restrictions of reading texts from other cultures, the literary ‘strangeness’ that is sometimes associated with reading texts from other cultures. These key cultural misunderstandings and ‘disconnections’ will be explored within a range of texts. The students will then apply their analytical and evaluative skills to texts that represent another culture.

Spoken: Reflective Text
or
Written: Public Text

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates, discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to guest speakers and experts.

Assessment processes are varied throughout the two year course. All year 11 assessment is formative. It does not count towards exit levels of achievement. This allows students to become familiar with the demands of the subject and the assessment processes and procedures before Year 12.

All year 12 assessment is summative. Should a student leave the course before the end of year 12, some of the formative assessment will become summative. If it is deemed that some significant aspects of a course are not assessed in Year 12 then this aspect may be summative in Year 11.

Students are assessed using the following criteria:

- Understanding and responding to contexts
- Understanding and controlling textual features
- Making and evaluating meaning.

A variety of assessment tasks in both written and spoken texts will be used and include:

**WRITTEN**

- Analytical exposition - essays
- Persuasive / reflective text – feature article, film critique
- Imaginative text – narrative, short stories.
**SPOKEN**

- Analytical exposition – comparative speech
- Imaginative text – monologue
- Persuasive / reflective text – poetry, film, forums, debates.

**Exit Levels of Achievement**

The standards reached by students in speaking and writing are determined by matching their performance with criteria. Decisions are based on patterns of performance as indicated in the student’s profile.

To achieve a Sound Level of Achievement, a student must meet the minimum standard for Sound Achievement in speaking and writing under both exam and assignment conditions. At other levels, teachers consider the relative contribution made by each of these two modes of expression in making a global assessment of the student’s achievement.

Exit Achievement Levels reflect students’ achievement at the end of the course, taking into account:

- mandatory aspects of the Senior English syllabus
- significant aspects of the Senior English Work Program
- a range of task conditions
- a process of continuous assessment
- ‘fullest’ and ‘latest’ decision-making.

Exit Achievement is usually determined by tasks completed in Year 12.

**Future Pathways**

A Sound Achievement in English is a prerequisite for most university courses.

**QCAA Website**

[English (2010) subject guide](#)
**ENGLISH COMMUNICATION SAS** *(AUTHORITY REGISTERED SUBJECT)*

This subject will be taken by students currently achieving a C- or less in Year 10 English, as they do not meet the pre-requisite requirements for Authority English.

**WHY STUDY THIS SUBJECT?**

English Communication is an authority registered subject involving all the educational practices, assessment and reporting found in other areas of the curriculum. This study area specification offers students opportunities, within the contexts of work, community and leisure, to use language to perform tasks, use technology, express identity, and interact in groups, organisations and the community. The overall aim is to develop the skills of language and literacy as a social practice and encourage fluency in both written and spoken forms of communication.

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 11   | • Changing Work Environments  
      | • Representation of Teens in Text  
      | • Generational Shifts in Leisure  
      | • Charity Quest |
| 12   | • I Am Woman  
      | • Film Forum  
      | • People’s Stories  
      | • Virtual Worlds |

**HOW DO STUDENTS LEARN?**

Students will be involved in a wide range of learning activities during their study in English Communication. The course will involve a variety of learning approaches such as:

- teacher-led discussion
- individual, small group and whole class activities
- attending plays, films and forums
- reading, analysing and producing texts
- outside speakers
- excursions
- independent study.

The English Communication course requires students to become pro-active in their approach to their learning and to become independent learners as preparation for their future studies. A positive approach to learning and a willingness to work co-operatively with their fellow students and teach are essential for success in this subject.
**HOW ARE STUDENTS ASSESSED?**

Assessment processes are varied throughout the two year course. The assessment instruments are designed to enable students to demonstrate achievement of the objectives of the SAS, which are knowledge of contextual factor and textual features and knowledge and understanding of texts.

To demonstrate a student’s level of achievement a wide range of tasks is used. Assessment techniques may include:

- short written texts such as letters, reflections and journals
- short response to stimulus
- extended texts such as reviews and reports
- non-written presentations such as vod/podcasts, forum, discussions, multi-modal orals and digistories.

**QCAA WEBSITE**

*English Communication SAS (2004) subject guide*
16 MATHEMATICS

WHY STUDY THIS SUBJECT?

'To develop a complete mind: study the science of art; study the art of science. Learn how to see. Realize that everything connects to everything else.' Leonardo da Vinci

Mathematics is the basis of numeracy and the thinking skills which are extended upon in the content strands and then assessed using criteria generated from the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. These lay the foundation for the learning and assessment areas in the Senior Mathematics Program; Knowledge and Procedures, Modelling and Problem Solving, Communication and Justification.

WHAT WILL STUDENTS STUDY?

YEAR 10

At the end of Year 9 students will be advised, depending on their demonstrated ability in Mathematics to make a choice as to which level of Mathematics to pursue in Year 10. All Year 10 Mathematics classes will be timetabled at the same time, to allow students to flow between these classes during the year, to best facilitate their transition to Years 11 and 12. Students will choose between the following:

- Preparatory Mathematics Methods (Previously Preparatory Mathematics B) which prepares students for any choice of Mathematics in the senior school. This course aligns with the Year 10A Mathematics course prescribed by the Australian Curriculum.

- Preparatory Mathematics General (Previously Preparatory Mathematics A) which prepares students for Mathematics General (Mathematics A) or Mathematics Essentials (Previously Pre-Voc Mathematics) in the senior school and the foundation of numeracy that is called upon in the Queensland Core Skills External Exams in Year 12. This course aligns with the Year 10 Mathematics course prescribed by the Australian Curriculum.

- Essential Mathematics, which prepares students for Mathematics Essential (Previously Pre-Vocational Mathematics) and give students the Short Numeracy Course requirement to obtain a QCE.

Year 10 students will study a program similar to the following units –

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Unit Outline</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Monolithic Domes | Students complete a series of challenges involving number and algebra, including factorising linear expressions, simplifying algebraic expressions, including use of index laws and algebraic fractions, expanding binomial products, solving quadratic equations. Students' understanding of Pythagoras' theorem and three dimensional objects is extended into real life applications. Students then apply logical reasoning, including the use of congruence and similarity and angle properties, to proofs and plane shapes.  
  10 Prep Methods students factorise and solve monic and non-monic | • Test and/or  
  • Investigation                                      |
### UNIT TITLE

#### Equations and Triangulation

**Unit Outline:**
This unit builds upon students’ understanding of Cartesian geometry, linear relations and the application of the distributive law and solve problems involving linear equations, including those derived from formulas. Students’ understanding of trigonometry is then extended to real life settings with the use of bearing and angles of elevation and depression.

The Investigation merges construction and technology with the students exploring Geometric Reasoning using compasses, rulers and proof and modelling real life mathematically using Graphical software Autograph.

10 Prep Methods extends trigonometry with students establishing the sine, cosine and areas rules, applying the unit circle to define trigonometric functions and graphs and solving simple trigonometric equations.

**Assessment:**
- Test and/or
- Investigation

#### Smiley Statistics

**Unit Outline:**
In this unit students explore more detailed analysis of statistical variation, including the use of data displays to make informed decisions. They extend the connection between algebraic and graphical representations of linear and non-linear situations. The Investigation allows students to model real life situations using linear and non-linear equations and graphical software.

10 Prep Methods students also use the factor and remainder theorems in solving quadratic functions and apply proofs and reasoning to circles.

**Assessment:**
- Test and/or
- Investigation

#### Chance of Investment returns

**Unit Outline:**
This unit builds upon students’ understanding of financial mathematics by connecting the compound interest formula to repeated applications of simple interest, using algebraic and graphical techniques. Students extend on probability and statistics by looking at conditional statements in real life and abstract situations.

10 Prep Methods students extend algebraic concepts through fractional indices, applying the laws of logarithms and solving simple exponential equations.

**Assessment:**
- Test and/or
- Investigation

### YEAR 11 & 12

The Mathematics Department offers the following subjects for students in Year 11 and Year 12.

- Mathematics A (Mathematics General Yr 11 2018)
- Mathematics B (Mathematics Methods Yr 11 2018)
- Mathematics C (Mathematics Specialist Yr 11 2018)
- Pre-Vocational Mathematics (Mathematics Essential)

**Mathematics A** (Mathematics General) is designed to develop in students the mathematical skills needed to make informed, intelligent judgments on economic, social, political and technological issues that may affect their lives.
Mathematics B (Mathematics Methods) has a similar aim to Mathematics A. However, Mathematics B will also provide the basis for further studies in fields as diverse as the Physical and Social Sciences, Engineering, Accounting, Geography, Art and Design, and Management. When choosing between Mathematics A and Mathematics B, students need to be aware of tertiary course prerequisites.

In Mathematics C (Mathematics Specialist) students investigate a wider variety of topics including those topics using more abstract mathematical techniques. This subject leads to further study at tertiary level in Mathematics, the Physical Sciences, Engineering and Computer Programming. Students studying Mathematics C must also be studying Mathematics B.

Pre-vocational Mathematics (Mathematics Essential) is an Authority Registered Subject which will cater for those students who have had difficulties with Mainstream Mathematics to this stage. This subject prepares students for making informed decisions in the day-to-day applications of Mathematics. It is expected that students who have not achieved at a sound level in Year 10 Preparatory Mathematics A or who have studies Essential Mathematics in Year 10 will choose this course.

**MATHEMATICS A (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning.

**WHAT WILL STUDENTS STUDY?**

Mathematics continues to develop in response to changes in society and, in turn, it influences further societal development. The Mathematics A Syllabus has the following topics which relate to the mathematics used in personal and work situations.

<table>
<thead>
<tr>
<th><strong>UNIT TITLE</strong></th>
<th><strong>UNIT OUTLINE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial mathematics strand</td>
<td>• Managing money 1       • Managing money 2</td>
</tr>
<tr>
<td>Applied geometry strand</td>
<td>• Elements of applied geometry       • Linking two and three dimensions</td>
</tr>
<tr>
<td>Statistics and probability strand</td>
<td>• Data collection and presentation       • Exploring and understanding data</td>
</tr>
<tr>
<td>Electives</td>
<td>• Maps and compasses, Land measurement       • Operations research, Networks and queuing</td>
</tr>
</tbody>
</table>
HOW DO STUDENTS LEARN?

Learning experiences derived from the Mathematics A Syllabus include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. Students should be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms to assist in developing mathematical understanding.

HOW ARE STUDENTS ASSESSED?

A wide range of assessment techniques will be used to determine the relationships between student achievement and the exit criteria of the course (Knowledge and procedures, Modelling and problem solving, and Communication and justification). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity, or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

QCAA WEBSITE

Mathematics A (2008) subject guide
**Mathematics B (Authority Subject)**

**Why Study This Subject?**

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics B aims to provide the opportunity for students to participate more fully in lifelong learning and to appreciate that Mathematics is a:

- unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty
- way of thinking in which problems are explored through observation, reflection and logical, inductive or deductive reasoning
- powerful, concise and unambiguous symbolic system with written, spoken and visual components
- creative activity with its own intrinsic value, involving invention, intuition and exploration.

**What Will Students Study?**

The Mathematics B course consists of seven core topics:

- Introduction to functions
- Rates of change
- Periodic functions & applications
- Exponential & logarithmic functions & applications
- Introduction to integrations
- Applied statistical analysis
- Optimisation.

**How Do Students Learn?**

Learning experiences derived from the Mathematics B syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology and, opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students will be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

**How Are Students Assessed?**

A wide range of assessment techniques will be used to determine the relationships between student achievement and the exit criteria of the course (Knowledge & procedures, Modelling & problem solving, and Communication & justification). Assessment techniques in this syllabus are grouped under categories and may include:
• extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
• reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
• supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

QCAA WEBSITE

Mathematics B (2008) subject guide
Mathematics C (Authority Subject)

Why Study This Subject?

Mathematics is an integral part of a general education. It enhances understanding of the world and the quality of participation in a rapidly changing society. It is a truly international system for the communication of ideas and concepts, and has developed over many thousands of years through contributions by scholars of both ancient and present-day cultures around the world.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B, and to provide further opportunities for students to participate more fully in lifelong learning.

At present, some universities throughout Queensland offer a University Bonus Rank Scheme for students who successfully complete Maths C at Senior level. Specific information can be obtained using individual university's websites, e.g. UQ Bonus Rank Scheme.

What Will Students Study?

The Mathematics C course consists of the following topics.

- Introduction to groups
- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns
- Conics
- Dynamics

How Do Students Learn?

Learning experiences derived from the Mathematics C Syllabus will involve life-related applications of mathematics with real and simulated situations, use of instruments, technology, and opportunities for modelling and problem solving. Learning experiences may require students to work individually, in small groups or as a class. Students will be involved in a variety of activities including those which require them to write, speak, listen or devise presentations in a variety of forms.

How Are Students Assessed?

A wide range of assessment techniques will be used to determine the relationships between student achievement and the exit criteria of the course (Knowledge & procedures, Modelling & problem solving, and Communication & justification). Assessment techniques in this syllabus are grouped under categories and may include:

- extended modelling and problem solving tasks — within this category, students provide a response to a specific task or issue that could be set in a context that highlights a real-life application of mathematics
- reports — within this category, assessment tasks are typically an extended response to a practical or investigative task such as an experiment in which data are collected, analysed and modelled, a mathematical investigation, a field activity or a project
- supervised test — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses.

QCAA Website

Mathematics C (2008) subject guide
PRE-VOCATIONAL MATHEMATICS SAS (AUTHORITY REGISTERED SUBJECT)

WHY STUDY THIS SUBJECT?

Prevocational Mathematics is designed to help students improve their numeracy by building their confidence and success in making meaning of mathematics. It aims to help students overcome difficulties with, or negative attitudes towards, mathematics, so that they can use mathematics efficiently and critically to make informed decisions in their daily lives. Numeracy is more than being able to operate with numbers. It requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate they are able to manage a situation or solve a problem in real contexts such as everyday life, work or further learning.

WHAT WILL STUDENTS STUDY?

Students study five topics (number, data, location and time, measurement and finance) that are integrated into teaching and learning contexts that they find relevant. Students respond to these contexts by identifying or locating, acting upon, interpreting, and communicating mathematical ideas and information. Students learn to represent these ideas and information in a number of ways. Because these contexts foster cooperation, and are supportive, enjoyable and non-competitive, students develop positive attitudes towards the use of mathematics.

Students’ confidence improves when they have sufficient time to discuss and discover how to solve problems, guess at answers, take chances, try things out, be wrong, and most importantly, experience success. Students learn that there is rarely one way of doing things and that workplace mathematics is often very different from school mathematics because each industry adapts mathematical skills differently. As students become more confident in using mathematics, they willingly contribute to class and group discussions — they question, propose, argue, challenge, seek advice and clarification, and become aware of the benefits of working independently and in groups.

HOW DO STUDENTS LEARN?

Prevocational Mathematics builds students’ confidence and success with mathematics by suggesting activities in which they:

- develop knowledge about and apply mathematical concepts in contexts that are meaningful to them
- learn practical skills and techniques that may lead to further engagement in industry, education and leisure
- explain their reasoning and the significance of their solutions
- experience mathematics in a range of workplaces, such as through work experience or work placement
- work cooperatively in groups and/or independently to achieve goals.
How Are Students Assessed?

Assessment in Prevocational Mathematics is designed to enable students to demonstrate achievement in all aspects of the objectives of knowing, applying and explaining. The SAS advises that examinations not be used or kept to a minimum because they can undermine students’ confidence. If they are used then they should be open-book exams, and a teacher should provide support throughout the exam.

To determine a student’s level of achievement, a wide range of tasks is used. These tasks are practical and relate to the world of work, personal organisation, and interpreting society. They are conducted mostly in class time so that students can be fully supported by the teacher.

Contextualised assessment may require students to give, for example:

- short written answers (comprising one word, a sentence or a paragraph)
- extended written answers (comprising at least three paragraphs; not essays)
- non-written responses (such as informal spoken answers to teacher questions; an oral presentation of results; roleplays; demonstrations of particular practical skills, techniques or processes; simple diagrams; sketches; digital photographs; flow charts; a three-dimensional model).

QCAA Website

17 Science

Why Study This Subject?

Science is the study of natural phenomena. It is a human activity that involves the understanding, communication, knowledge and exploration of the world in which we live. Studying Science can help students reach deeper understandings, make sense of the phenomena they experience as they investigate, understand and communicate.

Science education involves students and teachers working together as students construct new understandings and compare their current ideas with those of the scientific community. Science contributes to lifelong learning as students understand and use ideas of Science in their everyday lives to identify and solve problems in order to make decisions about the applications of Science on a daily basis.

Year 10

Studies in Science in Year 10 contribute to the education of students through structured learning experiences, which aim to develop further:

• knowledge and understanding of humans, their planet, the universe and the relationships among them
• appreciation of the products and influence of science and technology, balanced by concern for their wise application
• knowledge and understanding of some aspects of science as an intellectual endeavour – its structure, breadth, limitations, historical development and relationships with other forms of human endeavour
• cognitive and manipulative abilities and attitudes crucial to active involvement in the methods and procedures of science.

What Will Students Study?

Students will follow the Australian Curriculum – Science framework produced by Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum and Assessment Authority (QCAA).

Science 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.

Students are required to select from the following two options, which will appropriately prepare them for their subject choices in Years 11 & 12. While both programs will cover mandated aspects of the Australian Curriculum, the courses will differ in the depth of coverage.
**Science I**

Science I is designed as a continuation of the basic Science course studied in Year 9 and will provide an appropriate challenge for a broad range of student abilities. This subject will incorporate teacher-directed work and some independent learning where applicable. The emphasis in these classes will be on the acquisition of knowledge as the basis for the development of inquiry skills. Core knowledge material will be covered in this subject and a variety of assessment tools will be employed. Science I students may choose to study Biology in Year 11 & 12.

**Science II**

Science II provides an appropriate challenge for the more able Science students. In this subject, a more independent, less teacher-directed style of learning will be encouraged and fostered. Science II will extend core knowledge in both depth and complexity and develop Science inquiry skills in students. Science II students may choose to study Biology, Chemistry and/or Physics in Year 11 & 12.

**Overview table of the Units studied in 10 Science I and Science II**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | o Genetics and Evolution  
|      |          | o Chemistry – Atomic Structure and Chemical Reactions |
|      | 2        | o Physics - Forces, Motion and Energy  
|      |          | o The Universe and Global Systems |

**How Do Students Learn?**

Students are encouraged to become more independent learners over the course of the year. In these classes, students will be encouraged to move from their own life experiences and learned knowledge into exploring more difficult and abstract concepts. There will be a significant proportion of the course devoted to practical work.

**How Are Students Assessed?**

A variety of assessment tools will be used from the more traditional examinations and assignments to independent research projects and practical assessment tasks, where students can develop their higher order thinking skills.

**Year 11 & 12**

The Science Department offers the following subjects for students in Year 11 and Year 12.

- Biology
- Chemistry and
- Physics

[Australian Curriculum Website](http://www.australiancurriculum.edu.au)
**BIOLOGY (Authority Subject)**

**Why Study This Subject?**

Biology is a study of the natural systems of the living world. There are two broad aspects to these natural systems. One is concerned with the study of the many different kinds of plants and animals and their interactions with each other and with the non-living parts of their environment. The other aspect is the study of the internal workings of the body systems of animals and plants.

Biology provides students with an insight into the scientific manner of investigating problems pertaining to the living world and the processes of science which lead to the discovery of new knowledge. It provides students with a deeper understanding and an enhanced aesthetic appreciation of the living world.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. Studies in Biology will assist students in foreseeing the consequences for the living world of their own and society’s activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | o Cell Biology
          | o Multicellular Organisms     |
| 2        | o Biodiversity and Ecosystem Dynamics |
| 3        | o Microbiology and Infectious Diseases
          | o Homeostasis – nervous and endocrine |
| 4        | o DNA and Genetics
          | o Continuity of Evolution     |

**How Do Students Learn?**

The Biology Course at Mt St Michael’s College seeks to challenge students to develop skills in accessing information from a variety of sources. This process requires the students to become pro-active in their learning style, moving towards gradually being independent learners as preparation for their tertiary studies and future learning. A positive approach to learning and a willingness to work cooperatively with others, both in the classroom and in the field, are essential for success in this subject.

Students of Biology are exposed to a wide variety of learning experiences. The course places considerable emphasis upon practical work conducted both within the laboratory and in the field. During such sessions students may work in small groups and, under the supervision of their teacher, learn to examine collected data, to suggest hypotheses, to explain observations and to design and conduct experiments. Field work will include a two-day overnight excursion – usually to Stradbroke Island.

The knowledge of biological facts, problem-solving and inquiry skills are learned through class teaching, discussions, excursions, debates and research at home and at school.
HOW ARE STUDENTS ASSESSED?

The student’s biological knowledge is assessed over the whole course of study. The results used to determine a student’s exit level of achievement, however, will come predominantly from Year 12. Assessment instruments include:

- Written Tasks (examinations) based on both the theoretical and practical aspects of the subject
- Extended Response Tasks (assignments) which can include writing in response to stimulus materials, library research, data collected on field trips or data collected in the laboratory
- Extended Experimental Investigations (practical reports) where students design, conduct and evaluate an experiment which will enable them to answer a question and test their hypothesis.

FUTURE PATHWAYS

Biology is a prerequisite for, or can be chosen to satisfy entry requirements into careers such as:

- Marine Biology
- Botany
- Industrial Research
- Research Scientist
- Nursing
- Medical Science
- Environmental Engineering
- Environmental Health
- Optometry
- Radiography
- Teaching
- National Parks and Wildlife
- Biotechnology
- Pathology
- Microbiology
- Biochemistry
- Food Technology
- Agricultural Economics
- Aquaculture
- Primary Teaching

QCAA WEBSITE

Biology 2004 (amended 2006 and 2014) senior syllabus
**CHEMISTRY (Authority Subject)**

**WHY STUDY THIS SUBJECT?**

Chemistry is involved with every aspect of our daily lives - from the production of the manufactured goods, fuels and materials that we use, to the clothes that we wear, the food that we eat, the medications that we take, and the processes that sustain life itself. As well as being indispensable in these practical ways to our modern society, Chemistry has its own fascination: the beauty of molecular architecture, the amazing changes that take place in chemical reactions and the intricate design of the chemistry of living systems.

Chemistry is often described as the "Central Science", reflecting its position with respect to other biological, physiological and technological disciplines. It can be studied in its own right, leading to career positions in medicine, government, teaching and industry, or as a supporting subject for other scientific studies.

Chemistry is a pure science and emphasises both qualitative and quantitative relationships. It presents the constant challenge of determining how and why things react as they do. Senior Chemistry is an introduction to this exciting and continually developing field. For students who intend to continue studying an area of Science after secondary schooling, Chemistry would be of benefit. For students who do not intend to continue with Science, the study of Chemistry should help them appreciate the processes of the world around them and help them take a more responsible and critical approach to the changes occurring in our technological age today and in the future.

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 1        | o **What in the World is That?** – materials that make up the Earth.  
|          | o **The Air We Breathe** – investigation into the gases of the atmosphere. |
| 2        | o **Water – What’s in My Drink** – solutions, solubility and precipitation, water and energy, sources and purity of water, analysis using quantitative and qualitative methodologies.  
|          | o **Energy – A Lifestyle Decision** – energy changes, fossil fuels, sources of energy from chemical reactions. |
| 3        | o **Solutions in the Home, Environment and the Body** – Qualitative and Quantitative Analysis, Equilibrium and Acid-base systems |
| 4        | o **Oxidation and Reduction – Keeping Nature at Bay** - oxidation and reduction.  
|          | o **Gregarious Carbon** - organic chemistry, natural and synthetic polymers |

**HOW DO STUDENTS LEARN?**

The Chemistry course at Mt St Michael’s College seeks to challenge students to develop skills in accessing information from a variety of sources. This process requires the students to become proactive in their learning style, moving towards gradually being independent learners as a preparation for their tertiary studies and future learning. A positive approach to learning and a willingness to work cooperatively with their peers and their teacher are essential for success in this subject.

A series of practical experiments completed throughout the course serves to develop basic laboratory skills and techniques, and to illustrate and amplify theories and models discussed in class.
HOW ARE STUDENTS ASSESSED?

The student’s chemical knowledge is assessed over the whole course of study. The results used to determine a student’s exit level of achievement, however, will come predominantly from Year 12. Assessment instruments include:

- Supervised Assessments (examinations) based on both the theoretical and practical aspects of the subject
- Extended Response Tasks (assignments) which can include writing in response to stimulus materials, library research, data collected on field trips or data collected in the laboratory
- Extended Experimental Investigations (practical reports) where students design an experiment which will enable them to answer a question and test their hypothesis.

FUTURE PATHWAYS

Senior Chemistry is required or recommended for entry into almost all science-oriented tertiary courses. These include Science, Medicine, Pharmacy, Vet Science, Dentistry, Engineering, Medical Laboratory Science, Nursing and the Health Sciences. As well, Chemistry is often a prerequisite for many second-level Biology and Bio-chemistry courses.

QCAA WEBSITE

Senior Syllabus Chemistry 2007 (amended 2014)
**Physics (Authority Subject)**

**Why Study This Subject?**

Physics is the study of the laws and processes governing the behaviour of matter and energy in the universe. It is the study of the world we experience. This range from the laws governing the behaviour of atoms and sub-atomic particles to the laws concerned with the behaviour of planets, stars, galaxies and black holes. It involves an attempt to understand the origins and nature of the observable universe.

Sound mathematical skills are essential for success in the study of this subject, and Mathematics B is highly recommended as a companion subject.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | ○ Gearing up for Physics – introductory unit  
          ○ Physics on the Road  
          ○ Physics of Sport  
          ○ Sticks and Stones and Skyscrapers – physics of structures |
| 2        | ○ Physics of Fun – Theme park rides  
          ○ Physics of Sight and Sound |
| 3        | ○ Electricity in the Home  
          ○ Medical Physics |
| 4        | ○ Physics in Space  
          ○ The Birth of Modern Physics |

**How Do Students Learn?**

The Physics Course at Mt St Michael’s College seeks to challenge students to develop skills in accessing information from a variety of sources. This process requires the students to become pro-active in their learning, moving towards gradually being independent learners as a preparation for their tertiary studies and future learning. A positive approach to learning and a willingness to work cooperatively with their peers and their teacher are essential for success in this subject.

A series of practical experiments completed throughout the course serves to develop basic laboratory skills and to illustrate and amplify theories and models discussed in class.

**How Are Students Assessed?**

The student’s physics knowledge, investigative processes and evaluating and concluding skills are assessed over the whole course of study. Assessment instruments include

- Supervised Assessments (examinations) based on both the theoretical and practical aspects of the subject
- Extended Response Tasks (assignments) which can include writing in response to stimulus materials, library research, data collected on field trips or data collected in the laboratory
• Extended Experimental Investigations (practical reports) where students design an experiment which will enable them to answer a question and test their hypothesis.

FUTURE PATHWAYS

Physics is a prerequisite for, or can be chosen to satisfy entry requirements or recommendations into: Medicine, Vet Science, Dental Science, Engineering, Radiography, Optometry, Medical Laboratory Science and Surveying. Physics can also be taken as one of the subjects studied to satisfy entry requirements for Pharmacy, Physiotherapy, Speech Therapy, Occupational Therapy, Applied Science, Agricultural Science and Forestry.

QCAA WEBSITE

Senior Syllabus Physics 2007 (amended 2014)
18 HUMANITIES

WHY STUDY THIS SUBJECT?

Humanities explore the way people interact with each other and their environments. It draws from a number of traditional subject areas including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics. Students critically examine challenging historical and contemporary issues and then are asked to create optimistic future visions based on their analysis.

YEAR 10

Democratic process, social justice, ecological and economic sustainability and peace are the key values of Humanities. These values are explored as students investigate, create, participate, communicate and reflect on the issues and ideas emerging from their learning. Student learning occurs within the Australian Curriculum History and the Australian Curriculum Geography.

WHAT WILL STUDENTS STUDY?

During Year 10 all students will study a program similar to the following units:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1 OR 2   | AC – History – The Modern World and Australia  
• World War II (1939 – 45)  
• Rights and freedoms (1945 – Present)  
• The Globalising World - Popular Culture (1945 – Present) |
| 1 OR 2 | AC – Geography  
• Environmental change and management  
• Geographies of human wellbeing |

HOW DO STUDENTS LEARN?

The rapid proliferation of knowledge, no longer lends itself to a narrow focus of learning only content. Today it is critical to educate students in the basic skills of the Humanities including the ability to:

• research thoroughly and effectively
• analyse critically and detect bias and assess reliability of sources
• empathise with the values and customs of different cultures
• draw conclusions based on solid evidence
• perceive cause and effect relationships
• present material in a logically developed and coherent way.
**How Are Students Assessed?**

A variety of formative and summative assessment instruments are provided to enable students to demonstrate the learning outcomes specified in the AC History and AC Geography. These include: research tasks; written and oral tasks; short answer or extended paragraph responses; response to stimulus material; field work; and short answer objective tests. These assessment instruments are also used to assess student achievement against three criteria (that broadly link with senior syllabi):

- Knowledge and Understanding (of the content and concepts studied)
- Processes and Skills (assesses students use of evidence to support their opinion, their interpretive and analytical skills, their ability to draw conclusions from evidence, their ability to justify responses and their research skills)
- Communication.

Specifically these skills include:

- research skills
- the short answer (the ability to express successfully a response in a limited space)
- analysis, interpretation and manipulation of a wide variety of graphical material
- decision-making and its subsequent justification
- clear and effective written expression
- the application of routine inquiry skills
- experience in non-written responses (e.g. sketching)
- the ability to visualise an object, situation or scenario.

**Future Pathways**

The Humanities field offers a multitude of future pathways including areas in:

- Arts
- Business
- Education
- Environmental Conservation and Management
- Health
- Journalism
- Law
- Media
- Psychology
- Sociology
- Tourism

For those students who do not study any humanities subjects in Senior, the Humanities program covers the “basics” needed for a person to participate in society as a responsible, aware and tolerant citizen. This information should link to future areas of study or careers options.

**Year 11 & 12**

The Humanities Department offers the following subjects for students in Year 11 and Year 12.

- Modern History
- Ancient History
- Geography
- Study of Society (will discontinue for Year 11 2018)
MODERN HISTORY (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

The study of Modern History is important for an understanding of contemporary life and issues. To appreciate Australia’s position in the world today it is necessary to understand developments which have occurred here and overseas in the last two hundred years.

Modern History in Years 11 and 12 is a skill based subject. There is an emphasis on independent research, retrieval and analysis of information and structured presentation. These are skills which are highly valuable in any work or study situation involving communication or research.

For students who are interested in debating or any form of public speaking, a study of History is essential. To be a truly educated person one must have knowledge of the past and of current affairs.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>STUDIES OF POWER AND HOPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Study of Power will introduce the students to the ‘process of historical inquiry’ and emphasise the importance of providing evidence of research and accurately referencing sources. They will then investigate the phenomenon of Adolf Hitler and the Nazi state or similar, focussing on the apparent popularity of authoritarianism and control as a means of gaining and exercising power. Students will also investigate the impact of such a system on those who dissented and on those who did not fit the brave new world of Führer Power. In the Study of Hope, students will develop a definition for hope, and an understanding of the movements and agencies of social, cultural and political change that have and continue to inspire people to seek change for justice, fairness and wellbeing. Case Studies of the resistance to the Apartheid policy in South Africa or The Civil Rights Movement in the USA will be explored.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>STUDIES OF HOPE AND NATIONAL HISTORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>In this inquiry study, students will investigate the Aboriginal heritage and the nature of the relationships between Indigenous and Non-Indigenous Australians. Students will explore the issue of protection of rights and citizenship in Australia and briefly investigate the history of policy making and its consequences in terms of race relations in Australia in the twentieth century. Students will then critically evaluate the nature and progress of the reconciliation movement in Australia and investigate a choice of contemporary issues within the context of Reconciliation. In the second half of the semester, students will investigate either Gallipoli and Kokoda or the United Nations. In the Gallipoli and Kokoda unit, students will explore why these two campaigns stand above all others in Australian military history. The questions of why Gallipoli (World War I) and Kokoda (World War II) have achieved such pre-eminence and whether these campaigns deserve such recognition and status will be considered. Students will investigate the idea that war can play a role in building a nation and forging a national identity, and how history and legend have become intertwined in these campaigns.</td>
</tr>
<tr>
<td>Semester</td>
<td>Units</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>In the <strong>United Nations</strong> unit, students will investigate the history of the United Nations and explore the successes and failures of the United Nations in resolving conflict throughout the world. Students will make an assessment of how successful, or otherwise, the United Nations has been in achieving the stated purpose of maintaining international peace and security throughout the past 70 years.</td>
<td></td>
</tr>
<tr>
<td><strong>Studies of Conflict</strong></td>
<td>Students will investigate the causes, developments, effects and resolutions of <strong>Cold War conflicts</strong> between 1945 and 1989. Students will also reflect on the differing superpower interpretations of the conflict situations in terms of either ‘good’ or ‘evil’. Students will examine the mutual coexistences of the two superpowers – USA and USSR – during this period. The ideologies, belief systems and perspectives that underpinned the actions and practices of both the dominant powers and other individuals, groups and countries at this time will be investigated. In the aftermath of 9/11, many held the view that the attacks had “changed the world forever.” In this unit students will examine <strong>Global Conflict post 9/11</strong> and the declaration of a War on Terror and reflect on the nature of conflict as a state of opposition between ideas and/or interests. Tony Blair has stated that the War on Terror is not a battle between civilisations but a battle for civilisation. Alternatively, the War on Terror has been described as a hoax. Students will critically evaluate the ideas and beliefs associated with secular Western liberal democracies in contrast to fundamentalist Islam and the historical significance of these ideologies in a global context.</td>
</tr>
<tr>
<td><strong>Studies of Change</strong></td>
<td>In the first inquiry unit, <strong>A Timeless Struggle</strong>, the background and development of the <strong>Arab-Israeli Conflict</strong> will be explored. Key features, issues, individuals, groups and events will be analysed, as will key forces and ideas that have contributed to change and continuity in the history of the conflict. Students will examine a particular aspect of the Arab-Israeli Conflict and the differing perspectives of participants in this conflict and the history of this region and whether there can be positive change which will see the conflict peacefully resolved. In the second inquiry unit, students examine the two key concepts of <strong>Feminism and Gender Relations</strong>. Students will analyse key ideas and meanings associated with the emergence of feminist ideas, the construct of gender roles, and key groups associated with the topics. The impacts of the first wave of feminism on political and social structures in society and the current role of feminist ideas and gender relations in Australian society will be evaluated. Finally, students will synthesise evidence from past and current sources to draw conclusions about the changes brought about in recent years and assess whether these changes have been positive forces in creating a better world.</td>
</tr>
</tbody>
</table>

**How Do Students Learn?**

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Modern History, sources can include academic texts, diaries, letters, speeches, cartoons, journal articles, newspaper reports, documentary television programs, artefacts and everyday items. Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.
HOW ARE STUDENTS ASSESSED?

Assessment for Modern History will include the following:

- Research Task
- Response to Stimulus/Short Response Exam
- Multi-Modal Presentation
- Essay (Exam)

FUTURE PATHWAYS

Modern History develops skills that are relevant in a wide range of employment areas including Journalism, Librarianship, and Teaching. Areas of further study for which the skills developed in History are particularly useful include:

- Arts
- Asian Studies
- Business
- Commerce and Economics
- Education
- Hospitality Management
- Internation relations
- Law
- Media Studies
- Music
- Psychology
- Social Work

QCAA WEBSITE

Modern History (2004) subject guide
**ANCIENT HISTORY (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

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

Through the study of Ancient History, we can understand how the modern world has been influenced by the people and achievements of the distant past. Through a study of early people and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and by empathising with the views of others.

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

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Studies of Archaeology</strong></td>
</tr>
<tr>
<td></td>
<td>In Term 1 students will begin with a <strong>background study</strong> which introduces the major concepts of archaeology, assesses the problematic nature of sources and engages students with various activities which recreate some of the basic processes involved. <strong>Inquiry topic 1</strong> focuses on an example of Archaeology from Pompeii. Knowledge developed in the background study will be applied to a particular site of interest to students so that an understanding of a past society can be reconstructed through an archaeological study. <strong>Inquiry topic 2</strong> focuses on an Australian example such as Lake Mungo. Students will delve into the Aboriginal way of life and survival in our unique environment.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Studies of Power</strong></td>
</tr>
<tr>
<td></td>
<td>In Term 2 students will begin with a <strong>background study</strong> of the rise of Pharaonic power in Egypt. This will then culminate in a research essay regarding the use of power in Ancient Egypt. <strong>Inquiry topic 3</strong> allows students to choose a pharaoh from the New Dynasty to investigate and test their own hypothesis statement.</td>
</tr>
<tr>
<td></td>
<td>Students will then move to a <strong>background study</strong> on the rise of power in Athens. A more detailed focus on the rise of democracy and the shift of power will make up <strong>Inquiry 4</strong>. This will explore the move from monarchy to dictatorship to oligarchy to a form of democracy and explore the role certain people and groups had in changing the power base.</td>
</tr>
<tr>
<td></td>
<td><strong>Personalities in History</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Inquiry topic 5</strong> - The year will be concluded with a study of one of the significant individuals touched upon in the course of studies in Ancient Egypt or Greece. Students will have the opportunity to study the significance of their chosen individual and explore in more depth their role in history. There may also be scope for a comparison with a modern individual should extension be sought.</td>
</tr>
</tbody>
</table>
### How Do Students Learn?

Historical study is based on inquiry. While the teaching of history may involve expository and text-based teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Ancient History, sources can include texts, artefacts such as buildings, art, religious objects, weapons, and everyday items such as jewellery, pottery and clothing.

Using the inquiry approach, students identify historical questions for investigation, develop research questions to investigate inquiry topics, locate, analyse and evaluate sources, and reach conclusions or make judgments about the question they have identified.

### How Are Students Assessed?

Assessment for Ancient History will include the following:

- Response to Stimulus Exam
- Written Research Task
- Extended Written Response to Historical Evidence
- Multi-Modal Presentation

### Future Pathways

Ancient History develops skills that are relevant in a wide range of employment areas including Journalism, Librarianship, Teaching and Communications. Areas of further study for which the skills developed in History are particularly useful include:

- Arts
- Business / Commerce and Economics
- Communication
- Criminology
- Education
- Government & International Relations
- International Studies
- Justice
- Law
- Media Studies
- Social Sciences

### QCAA Website

Ancient History (2004) subject guide
**GEOGRAPHY (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

Senior Geography is concerned with people in varied environments around the world.

Environments are the surroundings we live in, including such things as landforms, climates, settlements, and our social organisation. Studies in geography help us live our day to day lives by informing us about our local area and other parts of the world. For example, knowing about the world helps us understand differences in the quality of life among the people of the world, and the impact of human activities on Earth’s varied environments. Understanding these things about people and environments enables the student of Geography to think carefully about how the quality of human life might be improved, about effective use of resources, and about ways in which environments might be protected. Students are also shown how they might participate in helping to achieve these things.

If people are to participate effectively in Australian society, they must come to terms with rapid technological and social changes. Geography offers students the opportunity to draw on a wide range of knowledge from the natural and the social sciences. This breadth helps students of geography to interrelate human activity and rapidly changing environments.

**WHAT WILL STUDENTS STUDY?**

The two years’ work is divided into four semester units and is based on an inquiry approach. The study of Geography at this level encompasses many skills enabling the student to perform in areas other than reading, writing of essays and learning facts. In particular, spatial literacy skills are targeted in this subject. There is opportunity for students to learn through first-hand observation in the form of field work, as well as to present and interpret information in maps, sketches, graphs and statistics. Possible units to be studied and some examples of topics covered are given below.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Managing the Natural Environment (Theme 1)</td>
</tr>
<tr>
<td></td>
<td>This theme introduces physical studies in geography. It explores the relationships of people with the natural environment. The theme draws on studies in climatology, geomorphology, hydrology and biogeography. The actions of people have an impact on the physical environment. These actions may or may not stem from management decisions. The core units illustrate the importance of understanding the operations of the natural environment, to mitigate hazards and manage catchments. The understanding of natural environment management encourages students to consider the links that exist between all components of the natural environment and the responsibilities this places on all people.</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 1 – Responding to Natural Hazards</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 2 – Managing Catchments</td>
</tr>
<tr>
<td>2</td>
<td>Resources and Environment (Theme 3)</td>
</tr>
<tr>
<td></td>
<td>This theme introduces students to studies in the use of resources and their impact on the environment. The theme focuses on issues related to human use of and reliance on the environment. The theme draws on studies in many areas, including physical, economic and political studies. The complex nature of this relationship is explored in the focus units. Living with Climate Change explores the broad physical relationships that underpin all interactions between systems within the environment, particularly on a regional or global scale, irrespective of political and economic boundaries.</td>
</tr>
<tr>
<td>Semester</td>
<td>Units</td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td><strong>Sustaining Biodiversity</strong> examines the management of resources sustainably within the environment, often on a local scale. The understanding of environmental issues encourages students to consider the cultural perceptions of resources and environments and the role of political entities in the management of and decision making about these environments.</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 3 – Living with Climate Change</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 4 – Sustaining Biodiversity</td>
</tr>
<tr>
<td>3</td>
<td><strong>Social Environments</strong> (Theme 2)</td>
</tr>
<tr>
<td></td>
<td>This theme introduces students to studies in urban and rural geography and draws on studies from <strong>planning, economics, sociology and ecology</strong>. Issues related to the <strong>sustainability of urban and rural environments</strong> are the focus of the theme. The focus units provide students with an understanding of the variety and complexity of communities from farm to mega-city, and encourage them to examine both the human profile and the structure of settlements. The dynamic nature of settlement is examined within the context of planning. The understanding of issues relating to social environments encourages students to make better-informed decisions about planning processes within their communities.</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 5 – Sustaining Communities</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 6 – Connecting People and Places</td>
</tr>
<tr>
<td>4</td>
<td><strong>People and Development</strong> (Theme 4)</td>
</tr>
<tr>
<td></td>
<td>This theme focuses on issues related to the variations in living conditions that exist in and between peoples from different regions and countries and the factors that underlie these differences. This theme draws on studies in other areas such as <strong>physical, historical, welfare and political studies</strong>. The core units provide students with knowledge of the elements and patterns of variation in development, and a deeper understanding of the complex relationships behind the production and distribution of a fundamental human need — food. The <strong>understanding of development issues</strong> encourages students to consider the way they perceive other groups in society and challenges them to examine the components of a rapidly changing global economy.</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 7 – Feeding the World’s People</td>
</tr>
<tr>
<td></td>
<td>• Core Unit 8 – Exploring the Geography of Disease</td>
</tr>
</tbody>
</table>

**More information can be found regarding each core unit here**

**How Do Students Learn?**

Senior Geography students develop many useful skills. An important skill is making decisions, for example, about where to appropriately plan cities. This skill may be used to choose the site of a future home or business. Moreover, in pursuing inquiries in geography, students undertake such activities as fieldwork; computing; working with maps, statistics, photographs and satellite images; and presenting reports.
**Assessment for Geography** will include the following:

- Short Response Exam
- Practical Exam
- Report (based on primary data)
- Multi-Modal Presentation

**Criteria for Assessment**

1. Knowledge
2. Analytical Process
3. Decision-Making Process
4. Research and Communication

**Future Pathways**

Geography can prepare students for further study of society, the arts, and science. A number of environmentally and sociologically based university courses are very much aligned with the philosophy of geographic inquiry, analysis and problem solving.

Geography is not just designed to help students interested in university studies. Geography seeks to describe and explain the many diverse aspects of our world. Differences in landforms, climate, culture, health and wealth are only some of the interests covered. People are travelling more and, in many ways, technology is bringing us all closer. A tolerance, understanding and empathy for other people and places can result from a study of Geography which seeks to mould an informed world citizen.

Geography can offer insight into a career or assist students in their later choice of employment. A range of related career options includes:

- Architect
- Cartographer
- Climatologist
- Defence Worker
- Ecologist
- Environmental Planner
- Geographic Information Systems Operator
- Geologist
- Hydrologist
- Journalist
- Landscape Architect
- Policy Developer
- Teacher
- Urban Planner.

**QCAA Website**

[Geography (2007) subject guide](#)
**Why Study This Subject?**

Study of Society provides students with processes and skills required for effective and thoughtful participation in society.

Study of Society may lead to a range of career pathways where understanding the organisational behaviour of individuals, groups and institutions is key element. It also provides a good introduction to the academic disciplines of sociology, anthropology, psychology, law and criminology.

Study of Society provides students with ways to help them better understand themselves, other individuals, groups and institutions within society and across cultures. The subject explores the interaction between motivation and behaviour.

Students use sociology, social psychology and cultural anthropology, independently and together, to ask critical questions about social phenomena — about issues, contexts, assumptions, implicit values and differing world views. They recognise that social research promotes a deeper understanding of society, serving personal and social needs in a changing world.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1 | **What shapes the individual?**  
Examining the processes of socialisation of individuals.  
- Sociology and social psychology theories, including socialisation and the construction of gender, gender roles  
- Cognitive, behavioural, personality or emotional development theory |
| 2 | **How do people view social behaviour?**  
Examining how culture is created and shaped by individuals and communities and, how communities and individuals can shape culture. Cultural conflict, cross-cultural perspectives and changing cultural boundaries.  
- The construction of culture and the diversity of cultural norms and understandings.  
- Common features of cultures: ways of communicating, belief systems, social structure, economic structures, political/legal structures  
- Cultural evolution or cultural relativity |
| 3 | **Who gets what and why?**  
Examining how inequitable practices are established, sustained and challenged within and across structures in Australian society.  
- Conflict Theory  
- Functionalism – Division of labour  
- Class and Culture  
- White race privilege and the social construction of whiteness |
### How Do Students Learn?

Students will explore social theory and social research methodology. They will research and observe to produce their own data and may observe cultural practices, interview community groups or representatives, conduct surveys, map social groups, replicate experiments and undertake content analyses. Students will collect, organise, analyse and evaluate the quality and validity of information, and plan and organise research. Individually and in groups, students will have opportunities to propose tentative resolutions to social issues. They will communicate ideas, information, opinions, arguments and conclusions and be required to interpret and use statistical data.

### How Are Students Assessed?

The standards for Study of Society are described in the dimensions, *Knowledge and understanding*, *Critical processes* and *Communication*, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work. In Study of Society, assessment will be short response to stimulus, extended written responses based on research and presentations.

### Future Pathways

Study of Society leads to a range of careers where understanding the organisational behaviour of individuals, groups and institutions is a key element, including human resource, education, environmental, business, law and criminal justice and health vocations. It also provides a good introduction to the academic disciplines of sociology, anthropology and psychology, criminology law and criminal justice. Employment opportunities include:

- Health workers / doctors / nurses / psychologist / counsellors
- Legal staff / solicitors / barristers
- Police and law enforcement
- Public servants
- Teachers
- Town Planners

In an age of increased specialisation, those with “generalist” people and problem solving skills developed in a course such as Study of Society are becoming highly valued by many employers.

### QCAA Website

[Study of Society (2012) subject guide](#)
19 TECHNOLOGIES

BUSINESS

WHY STUDY THIS SUBJECT?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants.

Business education is important so students can:
- gain a degree of independence in accumulating and managing finances
- make decisions about goods and services
- and acquire legal rights and responsibilities as citizens.

YEAR 10 BUSINESS & ENTERPRISE

WHAT WILL STUDENTS STUDY?

Students studying Business and Enterprise will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

The Australian Curriculum for Economics and Business is designed to deliver two related strands. These are Economics and Business Knowledge and Understanding, and Economics and Business Skills.

Economics and Business Knowledge refers to the facts, theories, models and principles developed in Economics and Business.

Economics and Business Understanding is the ability to identify relationships between economic and business concepts and the interdependence of sectors of the economy. Students experience opportunities in the classroom where they are able to apply knowledge obtained into real or simulated situations or situations not yet experienced.

The development of Economics and Business Skills in Year 10 Business and Enterprise classes will enable students to be engaged and informed participants in the local and global economy. Contemporary issues and events provide the context for learning. The skill development that is a focus in the Business and Economics curriculum includes posing questions and undertaking research, using reasoning and interpretation skills and enterprising behaviours and capabilities, applying economic and business concepts to develop possible alternative solutions, and forming conclusions grounded on evidence.

The Australian Curriculum for Economics and Business is based on the following organising ideas:

- Resource allocation and making choices;
- The Business Environment
- Consumer and Financial Literacy
- Work and Work Futures
- Enterprising Behaviours and Capabilities
Students in Year 10 inquiry questions include:

- How does the performance of the Australian economy compare to the performance of other economies?
- How does participating in the global economy affect consumers and business?

The Business and Enterprise Education integrates the above inquiry questions into a program outlined below. This program covers a wide range of business and enterprise topics to allow students the opportunity to develop their skills as enterprising individuals in the rapidly changing world of business. The course is based around meeting students’ needs by developing:

- interpersonal and business skills important for all students through participation in real business ventures
- strong financial literacy understandings
- a foundation of content and skills as background to the senior business subjects offered at Mt St Michael’s: Accounting and Business Management
- specific writing and numeracy skills for business and economic contexts
- further developing information, communication and technology skills.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | Business Goes Global - This unit considers basic economic concepts, including scarcity, importing and exporting; and costs and benefits of economic growth.  
Business Venture – this practical unit gives students the opportunity to run a small business. Previous ventures include: water bottles, fitness towels, MSM tote bags and Mother’s Day Stall.  
Show Me the Money – This unit looks at the role of finance in the small business. Students will: employ accounting principles to record transactions and prepare simple financial reports for a small retail business. This unit prepares students to use MYOB. |
| 2    | 2        | Elective unit dependent on student interest. Students interested in the senior subjects of:  
Accounting will continue to develop their Accounting knowledge and complete activities using the MYOB computerised accounting package  
Business Management will investigate needs of a specific target market, research a product concept and prepare a feasibility study.  
A Reality Check – This unit focuses upon information relevant to being independent. Topics include: budgeting, investing, credit and borrowing, maintaining a car, insurance and renting home. |

**YEAR 11 & 12**

The following subjects in Business are offered for students in Year 11 and Year 12.

- Accounting
- Business Management
- Binnacle Business (Certificate III)
ACCOUNTING (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

Accounting is a language which is used to communicate financial and other information to people, organisations and governments. It provides the student with an insight into the business world with which they will come into contact as a member of society. Accounting also equips the student with the skills to deal with day-to-day financial activities in organising her own financial matters.

The study of Accounting promotes the development of competencies in logical reasoning, effective communication, analysis and interpretation, numeracy and complex problem solving.

Completion of the subject should provide the student with a sound academic preparation for future studies in post-secondary institutions in all areas of Business, Marketing, Management, Accounting, Business Management, Economics, Commerce and Business Education Teaching. Accounting is not a prerequisite for these areas of study, but it is a definite advantage to have studied the subject as Accounting is a compulsory unit in almost all Business courses.

Completion of the course should also provide the students with a basic understanding of correct record keeping procedures for financial information. This knowledge should be useful to the students as consumers in society.

WHAT WILL STUDENTS STUDY?

The organisers listed below are studied throughout the duration of the course. The course includes both theoretical and practical components. Current relevant technologies will also be an integral part of the study of this subject. Students use Microsoft Excel and Word extensively. Computer accounting using MYOB is also a course component.

The two-year course in Senior Accounting is organised around two areas:

- Recording and Controls
- Reporting and Decision Making

The Accounting course will be organised around the following units:

<table>
<thead>
<tr>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Accounting process from source documents to trial balance for a sole trader</td>
</tr>
<tr>
<td>o Accounting process to end-of-year reports for a sole trader</td>
</tr>
<tr>
<td>o Accounting for Cash</td>
</tr>
<tr>
<td>o Internal Controls</td>
</tr>
<tr>
<td>o Accounting for Accounts Receivable</td>
</tr>
<tr>
<td>o Accounting for Inventories</td>
</tr>
<tr>
<td>o Budgeting</td>
</tr>
<tr>
<td>o Accounting for Non-Current Assets</td>
</tr>
<tr>
<td>o Analysis of Financial Reports</td>
</tr>
<tr>
<td>o Managerial Decision Making</td>
</tr>
<tr>
<td>o Integrated Accounting Package</td>
</tr>
<tr>
<td>o Accrual Accounting</td>
</tr>
<tr>
<td>o Independent Investigation</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

The learning experiences involved in Accounting reflect the active and practical nature of the course. Presented with realistic accounting situations, students are encouraged to develop their knowledge and skills and express opinions about accounting issues.

Together with many of the more traditional teaching and learning activities, students may be involved in activities which include analysing and evaluating case studies, using computers and the internet, completing assignments and projects, analysing statistics and data, and participating in excursions to suitable venues.

**How Are Students Assessed?**

Assessment is carried out regularly throughout the course of study. The dimensions on which the assessment is based are:

- Knowledge and Procedural Practices
- Interpretation and Evaluation
- Applied Practical Processes

The study of Accounting requires a continuous commitment to the subject. Accounting is a subject that requires cumulative knowledge; an understanding of the basic concepts in Accounting is therefore integral to success in this discipline.

There will be a range of assessment techniques including; extended written response, short response and practical assessment. Most assessment is completed during exam blocks or class time. It is important that students complete homework and study for this subject throughout each term.

Language development has become an important component of all subject areas and must be incorporated into assessment. Therefore, the assessment will also focus on correct use of terminology, spelling, punctuation, grammar and appropriate business genres.

**Future Pathways**

The knowledge and skills developed in Accounting stand students in good stead for further study in Business, Commerce, International Business, Hospitality and Sports Management at both Diploma and Degree level. Usually, the first business unit of these courses of study is similar in content to the senior Accounting course.

The accounting profession has moved away from its traditional image of 'bean counter' towards a much more complex role within organisations - with financial professionals as providers of business management information rather than purely financial information. Along with CEOs and major business unit directors, the top management teams in modern commercial organisations typically include accountants. Accountants often play a key role in the development of strategic business plans, facilitating major change within an organisation.

**Career Options**

- public practice
- strategic business planning
- cost and management accounting
- stockbroking
- auditing
- forensic accounting
- treasury
- taxation
- information systems
- mergers, acquisitions and corporate reconstructions
- foreign exchange
- financial planning
- investment advice
- superannuation
- manufacturing management
- corporate planning
- insurance
- business risk and governance consulting
- risk management

- business consulting
- wealth creation and management
- insolvency and reconstruction
- management consulting

Effective communication, numeracy and logical reasoning processes learned in Accounting will also benefit students who enter the workforce directly from school.

QCAA Website

Accounting (2010) subject guide
**BUSINESS MANAGEMENT (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

Business Management builds students' understandings of the important role manager's play in businesses that vary in size and nature. Managers meet market demands and reach business goals by formulating strategies concerning market, operations, human resources, finance and business development strategies. Business ethics and Corporate Social Responsibility themes and issues are explored in all units of work students will study in this course.

A course of study in Business Management provides the foundation for further education in business management that is linked to many tertiary disciplines offered by leading universities. Students will engage in opportunities to develop innovative and creative feasibility studies which may encourage students to consider self-employment as a challenging and rewarding lifestyle option.

There are six areas of study in Business Management. These are:

<table>
<thead>
<tr>
<th>AREA OF STUDY</th>
<th>FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Practices</td>
<td>Management practices involves business structures, the impact of internal or external environments on business and the roles of business managers who plan, organise and lead businesses.</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>Marketing management involves businesses reaching consumer markets and tailoring products, ideas or services to satisfy the changing needs or wants of consumers and society.</td>
</tr>
<tr>
<td>Operations Management</td>
<td>Operations management involves businesses efficiently and effectively converting inputs into quality products or services desired by consumers.</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Financial management occurs through the analysis and interpretation of financial records and is necessary when achieving business goals.</td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>Human resource management involves using the principles of job design, managing people and employment cycles.</td>
</tr>
<tr>
<td>Business Development</td>
<td>Business development involves entrepreneurship as students develop and test ideas, preparing feasibility studies to determine the viability of those ideas.</td>
</tr>
</tbody>
</table>

Underpinning Practices of Communication Strategies and Management Strategies are evident in all of the units studied in Business Management. These practices include:

<table>
<thead>
<tr>
<th>COMMUNICATION STRATEGIES</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiate group membership and ground rules, support and contribute to achieve outcomes, negotiate mutually beneficial outcomes, learn and use conflict management, active listening skills, encourage participation, speak persuasively to express views, research the ideas and views of others, accept responsibility and experience different roles within a group, understand diversity and show tolerance and empathy to others points of view.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGEMENT STRATEGIES</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set implement and monitor goals, identify strengths weaknesses opportunities and threats to the achievement of goals, determine task allocation and resource requirements, develop and manage time frames and plans, identify and test alternative strategies and practice making decisions by considering the effect of management strategies (social, environmental, political and human) on stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>
WHAT WILL STUDENTS STUDY?

The Business Management course is based on 7 topics of study, delivered in a different business context each term:

<table>
<thead>
<tr>
<th>TERM</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 1    | ○ Small to Medium Business Management Practices  
      ○ Areas of study include: Finance Management and Human Resource Management  
      ○ Corporate Social Responsibility  
      ○ Areas of study include: Management Practices, Operations Management and Business Development |
| 2    | ○ Marketing Management  
      ○ Areas of Study include: Marketing Management, Finance Management and Business Development  
      ○ International Business Management  
      ○ Marketing Management and Human Resource |
| 3    | ○ Entrepreneurial Studies  
      ○ Areas of Study include: Operations Management and Financial Management  
      ○ Time for a Change – Change Management  
      ○ Areas of Study include: Management Practices and Human Resource Management |
| 4    | ○ Management for Not For Profit Organisation  
      ○ Areas of Study include: Management Practices, Marketing Management, Financial Management and Business Development |

HOW DO STUDENTS LEARN?

Students studying Business Management will read widely in order to broaden their understanding of the business world. They will be encouraged to read newspapers, business journals, blogs, biographies, magazines and conduct extensive internet research. Students in this course will use technology to present work of a business standard and will gain proficiency in the use of word processing, spreadsheet, presentation and web based software and tools. The business community will be utilised to provide meaningful learning experiences such as excursions, group investigations and guest speakers.

HOW ARE STUDENTS ASSESSED?

Assessment is carried out regularly throughout the course of study. The criteria on which the assessment is based are:

- Knowledge and Understanding Business Management  
- Applying and Analysing Management Strategies  
- Evaluating and Communicating Management Strategies  

This assessment will take place using a variety of assessment techniques.

- Feasibility Studies
Language development has become an important component of all subject areas and must be incorporated into assessment. Assessment will continue to focus on the correct use of terminology, spelling, punctuation, grammar and the development of appropriate business genres.

**FUTURE PATHWAYS**

Students studying Business Management have many pathways available to them. The skills learned provide an excellent grounding for further studies in Business Management, Marketing, Public Relations, Logistics and Human Resource Management - the range of careers available in business is extensive.

The knowledge and proficiency in business skills learned allows students to be active and reflective participants in the community.

**QCAA WEBSITE**

*Business Management (2013) subject guide*
### IMPORTANT

**PROGRAM DISCLOSURE STATEMENT (PDS)**

This Subject Outline is to be read in conjunction with Binnacle Training's [Program Disclosure Statement (PDS)](http://www.binnacletraining.com.au/rto.php). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).


### REGISTERED TRAINING ORGANISATION

**Binnacle Training (RTO Code: 31319)**

<table>
<thead>
<tr>
<th>Subject Type</th>
<th>Vocational Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Length</td>
<td>2 years</td>
</tr>
</tbody>
</table>

**Reasons to Study the Subject:**

Binnacle’s Certificate III in Business ‘Business in Schools’ program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. 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 adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and
- to improve their chances of gaining tertiary entrance.
**PREREQUISITES**

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

### TOPICS OF STUDY

#### YEAR 11

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to the Business Services</td>
<td>• Leadership</td>
<td>• Micro/small business; identify business opportunities</td>
<td>• Financial Literacy – Be MoneySmart</td>
</tr>
<tr>
<td>• Innovation</td>
<td>• Innovation and teamwork</td>
<td>• Workplace Health and Safety</td>
<td>• Workplace Health and Safety</td>
</tr>
<tr>
<td>• Critical and creative thinking</td>
<td>• E-Learning</td>
<td>• Marketing products and services</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#### YEAR 12

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Marketing products and services</td>
<td>• Deliver and monitor a service</td>
<td>• Discovery program</td>
<td></td>
</tr>
<tr>
<td>• Organising priorities; personal development</td>
<td>• Customer service</td>
<td>• Personal profiling</td>
<td></td>
</tr>
<tr>
<td>• Business proposal</td>
<td>• Business proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Promotional material</td>
<td>• Promotional material</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### LEARNING AND ASSESSMENT

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This may include: fundraising projects; health promotion programs; community events.

CONTINUED OVER PAGE.
Students may also be exposed to the EarthMovers Foundation - a project that helps young teenagers to create solutions to local and global issues.

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

- Practical tasks / experience
- Hands-on activities involving customer service
- Group work
- e-Learning projects

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

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Small Business Owner
- Project Manager
- Marketing Manager

**Students completing their Certificate III may be able to upgrade their QTAC selection rank.**

* Certificate III = rank of 68 (approximately equivalent to an OP 15 depending on the year).

**COST**

- **$210.00 =** Binnacle Training Fees
- **($) insert here** Year 11 = Excursions to other outside venues to participate in and to conduct business activities.
- **($) insert here** Year 12 = Excursions to other outside venues to participate in and to conduct business activities.

  *Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

- All texts and reprographics are provided by the school.

For further information regarding Certificate III in Business click here
**Information Technology**

**Year 10**

**Digital Technology**

**Why Study This Subject?**

Digital Technology (DIT) is a practical discipline that helps prepare students to meet the frequent and rapid change in the area of information technology (IT), and to be responsive to emerging technologies and trends. IT involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adobe Premiere Pro - Students learn to manipulate video in a professional video editing program. Students work to a client brief and learn how to solve problems using software packages. Some of the skills learnt are listed below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Plan and storyboard short films</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Edit and manipulate video files</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Edit and manipulate sound within video files</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Publish films to DVD &amp; Web</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Robotics with Lego EV3 - Students learn to program robots using Lego EV3 software. Students are given various challenging problems to solve using structured programming techniques. Some of the skills learnt are listed below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Elementary programming</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Problem solving techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Simple construction techniques</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>App Creation - Students learn through a block based programming tool to build fully functioning apps for devices. Some of the skills learnt are listed below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Text to Speech Recognition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Game apps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Drawing apps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Information apps</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Web Design - Students learn to create fully functioning HTML websites with professional software. Student work to a client brief and learn to solve issues. Some of the skills learnt are listed below.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Page creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Navigation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Banners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Video &amp; audio embedding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Templates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Basic CSS</td>
</tr>
</tbody>
</table>
How Do Students Learn?

The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- designing, implementing, testing, evaluating and writing documentation for simple computer programs
- participating in class discussions, role-plays, dilemmas and scenarios
- designing, developing and evaluating software or hardware to meet client requirements
- designing, developing and evaluating games and other multimedia products
- undertaking case studies to solve real IT problems.

How Are Students Assessed?

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement of the exit criteria and standards of the course.

Year 11 & 12

The Technology Department offers the following subjects for students in Year 11 and Year 12.

- Information Technology Systems (ITS)
- Information & Communication Technology (ICT)

Information Technology Systems (ITS) (Authority Subject)

Why Study This Subject?

Information technology involves the use of technologies by which people manipulate and share information in its various forms — text, graphics, sound and video — and the range of devices used to perform these functions. The subject Information Technology Systems (ITS) is a practical discipline which prepares students to meet these rapid changes and to respond to emerging technologies and trends. It provides students with the knowledge and skills used in the systems supporting Information Technology or IT. IT involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

The course develops a fluency in IT that is more comprehensive than IT literacy alone. Fluency with IT allows students to focus their studies through:

- complex problem solving
- emphasising management skills (for detailed projects)
- working individually and in teams
- communicating effectively
- developing productive relationships with clients
- considering the social and ethical issues related to their studies.
WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>2D GRAPHICS DESIGN</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: Graphic Design Principles (CARP), Intro to Bitmap Editing, Project Management Principles, Effective Logos, Colour theory, Image Composition, Graphic file formats, Naming conventions, File sizes and compression.</td>
</tr>
<tr>
<td></td>
<td><strong>ANIMATION DESIGN</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: Creation of video motion visual effects in a 2D environment. The project will incorporating all multimedia forms into simple video based animations commonly used in the post-production process of filmmaking and television production.</td>
</tr>
<tr>
<td>2</td>
<td><strong>WEB DESIGN &amp; DEVELOPMENT 1</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: HTML5 and web development software operations to develop client Apps for mobile devices. Templates, CSS, and behaviours will be studied to development a well-designed App using recognised design principles and software.</td>
</tr>
<tr>
<td></td>
<td><strong>DIGITAL VIDEO DESIGN &amp; PRODUCTION</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: Video techniques and theory, video-editing and cinematography techniques, file types and compression techniques.</td>
</tr>
<tr>
<td>3</td>
<td><strong>3D MODELLING</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: using CAD software to create 3D animation, models, and images To explore texturing and rendering with architectural design principles. The Design, Develop, Evaluate model will be implemented.</td>
</tr>
<tr>
<td></td>
<td><strong>3D ANIMATED DESIGN</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: The melding of 3D modelling techniques with post production software to produce animated film trailers and advertisements.</td>
</tr>
<tr>
<td>4</td>
<td><strong>WEB DESIGN &amp; DEVELOPMENT 2</strong></td>
</tr>
<tr>
<td></td>
<td>Topics include: HTML5 and web development software operations to develop client web based sites. Using skills developed previously, students will undertake a major web development project for a real-life client of their choice. The Design, Develop, Evaluate model will be implemented.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN &amp; MULTIMEDIA - GROUP PROJECT</strong></td>
</tr>
<tr>
<td></td>
<td>This unit focuses on using all the prior knowledge, project management and creation skills to develop a Class of 20xx DVD for distribution to all Year 12 students at Graduation. It is a whole class project that provides an excellent showcase of the ability of the students to produce a professional memento of their peer group’s journey at Mt St Michael’s College.</td>
</tr>
</tbody>
</table>

HOW DO STUDENTS LEARN?

The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs
• participating in class discussions, role-plays, dilemmas and scenarios
• installing and maintaining a variety of software applications and operating systems
• designing, developing and evaluating software or hardware to meet client requirements
• generating helpdesk materials
• developing web sites
• designing, developing and evaluating games and other multimedia products
• undertaking case studies to solve real IT problems.

HOW ARE STUDENTS ASSESSED?

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement of the exit criteria and standards of the course.

The dimensions are: Knowledge & Communication, Design & Development, and Implementation & Evaluation.

Documentation of project development is key assessment technique in ITS. Other assessment techniques used by the school include written tasks involving short and extended written responses, multimodal presentations, practical exercises, and supervised responses.

QCAA WEBSITE

Information Technology Systems (2012) subject guide
INFORMATION AND COMMUNICATIONS TECHNOLOGY SAS
(Authority Registered Subject)

WHY STUDY THIS SUBJECT?

Information and Communication Technology (ICT) is central to life in today’s technologically advanced world. The field of ICT is highly dynamic and is subject to unpredictable transformations by emerging technology, which requires constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovation. ICT involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions. These are practical skills that are highly valued across work, business, government, education and leisure contexts.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>DIGITAL STILL IMAGING</strong>&lt;br&gt;Topics include: Graphic Design Principles (CARP), Intro to Bitmap Editing, Intro to Vector Graphics, Project Management Principles, Effective Logos, Colour theory, Image Composition, Graphic file formats, Naming conventions, File sizes and compression&lt;br&gt;&lt;br&gt;<strong>DIGITAL AUDIO</strong>&lt;br&gt;Topics include: Audio terminology &amp; physical elements of sounds, use of waveform and multitrack, sound effects addition and manipulation, export techniques</td>
</tr>
<tr>
<td>2</td>
<td><strong>DIGITAL VIDEO</strong>&lt;br&gt;Topics include: Video techniques and theory, video-editing and cinematography techniques, file types and compression techniques&lt;br&gt;&lt;br&gt;<strong>DIGITAL 3D MODELING</strong>&lt;br&gt;Topics include: designing and producing animated graphic images and creating 2D or 3D digital animation using animation software, e.g. as part of a game, website, multimedia presentation or as a stand-alone animation.</td>
</tr>
<tr>
<td>3</td>
<td><strong>GRAPHIC DESIGN</strong>&lt;br&gt;Topics include: acquiring, creating and manipulating scalable vector graphics for a range of multimedia genres including websites, presentations, games and prototyping&lt;br&gt;&lt;br&gt;<strong>DIGITAL 3D MODELING 2</strong>&lt;br&gt;Topics include: extends the complexity of previous unit to create a standalone animation.</td>
</tr>
<tr>
<td>4</td>
<td><strong>MULTIMEDIA AUTHORING</strong>&lt;br&gt;Topics include: creation of video Screen Casts for the on-line learning of MS office programs&lt;br&gt;&lt;br&gt;<strong>DIGITAL VIDEO 2</strong>&lt;br&gt;Topics include: Extended video project in which students will utilise all their digital graphic, audio and video skills create a short film based on a given theme.</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

All learning in ICT will be explored through a problem-solving process. You will apply your knowledge of ICT to produce solutions to simulated problems. Through practice in problem solving in a variety of contexts, both individually and collaboratively, you will gain experience and skills in being an adaptable, competent and self-motivated user and consumer of ICT who can work with clients and colleagues to identify issues and solve problems. These may include:

- retrieving information from databases
- designing, implementing, testing, evaluating and writing documentation for information systems and other computer programs
- participating in class discussions, role-plays, dilemmas and scenarios
- installing and maintaining a variety of software applications and operating systems
- designing, developing and evaluating software or hardware to meet client requirements
- generating helpdesk materials
- developing web sites
- designing, developing and evaluating games and other multimedia products
- undertaking case studies to solve real IT problems.

**How Are Students Assessed?**

Assessment in Information and Communication Technology gives you opportunities to develop and demonstrate your knowledge, understanding and skills.

Assessment instruments include:

- projects, which provide you with authentic, real-world opportunities to demonstrate your learning; e.g. using ICT to respond to a client brief, i.e. planning, creating and presenting a suite of conference materials for a company including stage banners, promotional posters, business cards, programs and dinner menus
- extended response to stimulus, e.g. slides with transitions and accompanying audio.

In Year 12, you will be expected to complete four to six assessment instruments, including at least two projects and one extended response to stimulus.

**QCAA Website**

Information and Communications Technology (2014) SAS guide
HOME ECONOMICS

YEAR 10

HOME ECONOMICS

WHY STUDY THIS SUBJECT?

Home Economics embodies the dynamics of change. Whilst 21st century society is complex, diverse and unpredictable, equally there is a strong commitment to retaining those elements of society that are valued. Nurturing social awareness, Home Economics advocates for individual and family wellbeing so that action can be taken to minimise possible negative consequences and to seize opportunities to improve wellbeing.

Home Economics is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In turn, these attributes can be used in their personal life, as well as directing their professional decisions and actions.

The content disciplinary bases from which studies in Home Economics draws are dependent on the context, but might include: food, nutrition, health, textiles, fashion, clothing, consumerism, design and technology and food science.

The study of Home Economics articulates into the study of Home Economics (Authority Subject), Hospitality Studies (Authority Subject) and Hospitality Practices (Authority Registered Subject) in Years 11 and 12.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | Food Studies  
|      |          | • Brain Foods – Adolescent Nutrition  
|      |          | • Party On – Healthy Party Foods and Designer Kids Cakes |
| 2    | Textile Studies  
|      |          | • Designers of the ‘Ecolution’ – Eco sustainable Fashion, design a dress, Eco-designers |

HOW DO STUDENTS LEARN?

Home Economics presents its diverse range of subject matter through practical experience. It is this application of theory to practice that makes this course such a valuable learning experience.

Students will develop an understanding of the factors that influence food patterns, and food choices, and the health implications of these choices for individuals, families and communities. They will be provided with opportunities to enhance their understanding of nutritional concepts in designing, preparing and presenting foods for a range of situations.

Through the textiles context students will develop an understanding of the aesthetic and functional qualities of fibres, fabrics and embellishment. Students explore issues and develop skills that enable them to become discerning consumers, designers and creators of textile products as well as to challenge social practice that runs counter to well-being.
HOW ARE STUDENTS ASSESSED?

The following assessment techniques will be used:

- Practical (through unit work, observations and independent tasks)
- Written Tests (multiple choice, short response items and problem solving)
- Compilation of folios / workbooks that focus on decision making and creativity
- Research/Writing Tasks.

Throughout the year, the following assessable elements will be used:

- Knowledge and Understanding
- Investigating and Designing
- Planning and Producing
- Evaluating and Reflecting
- Reasoning & Communication
- Practical Performance

FOOD TECHNOLOGY

WHY STUDY THIS SUBJECT?

Food Studies is an applied field of study within the ambit of Home Economics. It has been developed to cater for students in Year 10 who desire to pursue careers and or study in food related areas or who have a desire to extend their knowledge and skills within the realm of food and nutrition. Underpinning the study of Food Studies is the technology framework, which challenges students to investigate, ideate, produce and evaluate design briefs.

The study of Food Studies articulates into the study of Home Economics (Authority Subject), Hospitality Studies (Authority Subject) and Hospitality Practices (Authority Registered Subject) in Years 11 and 12.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | ○ Tuck In – Bush Tucker and Australian Heritage  
         ○ Gourmet Traveller – Multicultural Cuisines |
|      | 2        | ○ Back to Basics – Returning to good health with the basics  
         ○ Party On – Healthy Party Foods and Designer Kids Cakes |

HOW DO STUDENTS LEARN?

Food Studies presents its diverse range of subject matter through practical experience. It is this application of theory to practice that makes this course such a valuable learning experience.

Students will develop an understanding of the factors that influence food patterns, and food choices, and the health implications of these choices for individuals, families and communities. They will be provided with opportunities to enhance their understanding of nutritional concepts in designing, preparing and presenting foods for a range of situations.
HOW ARE STUDENTS ASSESSED?

Throughout the year, the following assessment techniques will be used:

- Practical (through module work, observations and independent tasks)
- Written Tests (multiple choice, short response items and problem solving)
- Compilation of folios/workbooks that focus on decision making and creativity
- Research/writing tasks

The following assessable elements will be used:

- Knowledge and Understanding
- Investigating and Designing
- Planning and Producing
- Evaluating and Reflecting

SUBJECT LEVY

This subject currently attracts a levy (per term) which covers a wide variety of consumables. At times, students are still required to individually purchase items. This allows for personal choice, creativity and extension of learning suited to each student. In this subject the following purchases can be expected: Weekly cooking items (as specified in the recipe files) apart from general consumables that are supplied as standard. As well as assessment trials and meals guided by the course requirements.

FUTURE PATHWAYS

Food Science & Food Technology (Food Scientist, Food Technologist, Food Journalist, Food Stylist, Food Photography, Home Economist, Market Researcher)

Health (Dietetics, Nutrition, Environmental Health Officer, Health Promotion, Nurse, Project Work, Occupational Therapist)

Hospitality (Events Coordinator, Chef, Pastry Chef, Hotel Manager)

Education (Home Economics Teacher, Health Educator, Hospitality Teacher)

Business (Hospitality Management)

Please note: Depending on class sizes and the needs of different students, Food Studies and Home Economics may be integrated to allow for flexible delivery of the courses.
**SUBJECTS FOR STUDENTS IN YEAR 11 & 12**

- Home Economics
- Hospitality Studies
- Hospitality Practices SAS

**HOME ECONOMICS (AUTHORITY SUBJECT)**

**WHY STUDY THIS SUBJECT?**

Home Economics aims to empower individuals, families and the community in an ever-changing and ever challenging environment. It is an evolving subject that responds to current trends and modern philosophies of life.

Whilst 21st century society is complex, diverse and unpredictable, equally there is a strong commitment to retaining those elements of society that are valued. Nurturing social awareness, Home Economics advocates for individual and family wellbeing so that action can be taken to minimise possible negative consequences and to seize opportunities to improve wellbeing.

Through the exploration of issues in today’s world, Home Economics raises social awareness that impels individuals to be proactive in pursuit of preferred and sustainable futures for individuals, families and the wider community. This, in turn creates informed consumers and citizens able to adapt to new ways of thinking and behaving. Home Economics is a curriculum area that is also concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In turn, these attributes can be used in their personal life, as well as directing their professional decisions and actions.

Home Economics content draws from multiple disciplines, synthesising these through the processes of inquiry, design and production. This facilitates the exploration of personal, societal and global issues through a broad range of perspectives and the realisation of solutions and/or proposals through design and production processes. The study of Home Economics builds the capacity for critical and creative approaches to decision making and design in order to take action to enhance wellbeing.

**WHAT WILL STUDENTS STUDY?**

There are two areas of study in a Home Economics course:

- Food and nutrition in the context of Individuals, Families and Communities
- Textile and fashion

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Symbols of Diversity</strong></td>
</tr>
<tr>
<td></td>
<td>Textiles and Fashion</td>
</tr>
<tr>
<td>2</td>
<td><strong>Maximum Taste, Maximum Nutrition</strong></td>
</tr>
<tr>
<td></td>
<td>Food and Nutrition</td>
</tr>
<tr>
<td>3</td>
<td><strong>Celebration of the Female Form</strong></td>
</tr>
<tr>
<td></td>
<td>Textile and Fashion</td>
</tr>
</tbody>
</table>
**HOW DO STUDENTS LEARN?**

Home Economics combines investigative and practical approaches to student learning. Students are encouraged to use the full range of planning and decision making processes in both academic and practical tasks.

**HOW ARE STUDENTS ASSESSED?**

Assessment in Home Economics is dimension based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- **Dimension 1:** Knowledge and Understanding
- **Dimension 2:** Reasoning and Communication Processes
- **Dimension 3:** Practical Performance

Assessment caters for the range of students and includes written assessment such as objective and short-response tests, extended written responses such as research assignments and reports, and response to stimulus tests. Non-written presentations may also be used, such as demonstrations, oral presentations, and audio visual presentations. Assessment in practical performance will usually involve decision-making, planning and evaluating, as well as the performance of practical skills.

**SUBJECT LEVY**

This subject currently attracts a levy (per term) which covers a wide variety of consumables in both food and textiles contexts. At times, students are still required to individually purchase items. This allows for personal choice, creativity and extension of learning suited to each student. In this subject the following purchases can be expected:

- **Textiles units:** Individual garment materials and notions as guided by the course assessment requirements.
- **Food Units:** Weekly cooking items (as specified in the recipe files) apart from general consumables that are supplied as standard. As well as assessment trials and meals as guided by the course requirements.

**FUTURE PATHWAYS**

- **Health** (Dietician, Nutritionist, Environmental Health Officer, Health Promotions Officer, Nurse, Occupational Therapist)
- **Food Technology** (Food Technologist, Food Journalist, Food Stylist, Food Photographer, Recipe Writer, Market Researcher)
- **Food Science** (Food Scientist)
- **Fashion** (Fashion Designer, Costume Designer, Fashion Co-ordinator, Fashion Merchandiser)
- **Textile Industry** (Textile Artist, Textile Designer)
- **Hospitality** (Events Co-ordinator, Chef, Caterer, Hotel Manager)
- **Education** (Home Economics Teacher, Hospitality Teacher, Health Educator)
- **Home Economist, Interior Designer, Social Worker**

**QCAA WEBSITE**

[Home Economics (2010) subject guide](#)
HOSPITALITY STUDIES (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

Hospitality Studies promotes a critical awareness of the social, cultural, economic and environmental factors that affect the hospitality industry by focusing on hospitality management practices. Hospitality Studies fosters creative and entrepreneurial skills, a commitment to service and awareness of the global opportunities available in the hospitality industry by developing operational, management and transferrable hospitality skills.

Hospitality Studies introduces students to hospitality sectors and environments, issues, management practices and skills as they engage in operational and theoretical hospitality frameworks. Students create, implement and reflect on hospitality events to become familiar with industry practice. Using an inquiry approach, they examine and evaluate issues and explore the possibilities for a sustainable future for the industry.

Students work individually and in teams. They develop processes of research, critiquing and decision making and they communicate ideas, information, opinions, arguments and conclusions, using information and communication technologies (ICTs) and employ technologies used in hospitality situations.

WHAT WILL STUDENTS STUDY?

Student will study a wide range of Hospitality management practices associated with a range of topics. Many learning experiences give valuable insight, not only into the world of work, but also the range of skills necessary for life-long learning in academic, vocational and personal spheres of endeavour.

<table>
<thead>
<tr>
<th>CORE HOSPITALITY MANAGEMENT PRACTICES</th>
<th>INTEGRATED WITHIN A RANGE OF TOPICS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Operations</td>
<td>o Kitchen production</td>
</tr>
<tr>
<td>Human Resources</td>
<td>o Beverage production services</td>
</tr>
<tr>
<td>Finance</td>
<td>o Food and beverage services</td>
</tr>
<tr>
<td>Marketing</td>
<td>o Accommodation services</td>
</tr>
<tr>
<td>Ethics</td>
<td>o Clubs and gaming services</td>
</tr>
<tr>
<td>Accountability</td>
<td></td>
</tr>
</tbody>
</table>

Each semester students will further focus on an issue of significance to the hospitality industry

Semester 1: Workplace health and safety
Semester 2: Café culture and the changing needs of dinners
Semester 3: Staff shortages with in the hospitality industry
Semester 4: Clubs and their contribution of to the community
**How Do Students Learn?**

Hospitality Studies combines investigative and practical approaches to student learning. Students undertake investigative research tasks into hospitality-related issues, using texts, internet resources, surveys and interviews and analysis of media reports. The practical aspects of the subject help students to acquire specialist practical skills through organising, preparing and hosting small and large functions and other hospitality activities, observing demonstrations, participating in industry visits, trailing products and engaging in structured work experience.

**How Are Students Assessed?**

Assessment in Hospitality Studies is dimension-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are:

- **Dimension 1:** Inquiring
- **Dimension 2:** Planning
- **Dimension 3:** Performing

**Subject Levy**

This subject currently attracts a levy (per term) which covers a wide variety of consumables. During function trials and assessment, the school will provide all items required for these assessment items. Outside of assessment students will typically provide weekly cooking items apart from general consumables that are supplied as standard.

**Future Pathways**

The hospitality course enhances one’s ability to gain employment and to undertake tertiary studies both nationally and internationally. Some of the career opportunities available include:

- **Business** (Accountant, Hotel Auditor, Human Resources, Receptionist, Secretary) **Education** (Hospitality Teacher, Home Economics Teacher) **Events Manager, Food & Beverage** (Bartender, Food & Beverage Manager, Waiter), **Food Production** (Chef, Pastry Chef, Cook, Caterer), **Hospitality Management** (Hotel Manager, Restaurant Manager, Café Manager) **Hotel Employment** (Housekeeping Housekeeper, Concierge, Porter), **Marketing & Sales, Nanny, Tourism** (Croupier, Casino Worker, Air Hostess, Tour Guide).

**QCAA Website**

[ Hospitality Studies (2012) subject guide](#)
Hospitality Practices focuses on the knowledge, understanding and skills relating to food and/or beverage production and service. You will learn about the structure, scope and operation of the food and beverage sector and develop appreciation of industry workplace culture and practices. You will be encouraged to develop skills, processes and attitudes desirable for future employment in the sector. The hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders and offers a range of exciting and challenging long-term career opportunities across a range of businesses.

What will students study?

A program of study derived from this study area specification assists students to develop:

- the knowledge and skills essential for the effective participation in the workforce in general and in the hospitality industry in particular
- a responsible attitude towards the safety, health and wellbeing of staff and others in work related situations
- the ability to communicate effectively using hospitality-related language accurately and appropriately in both written and oral formats
- the skills associated with team work, cooperative planning, problem solving and decision making
- empathy with and understanding of cultural and social justice diversity as related to the hospitality industry
- an awareness of ethical and responsible attitudes in the work environment.

Core units include:

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

Elective Units include:

- Kitchen Operations
- Beverage Operations & Service
- Food and beverage service.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kitchen Operations <em>integrated with</em></td>
</tr>
<tr>
<td></td>
<td>1. The hospitality industry</td>
</tr>
<tr>
<td></td>
<td>2. Communication for the hospitality industry</td>
</tr>
<tr>
<td></td>
<td>3. Workplace health, hygiene and safety issues in the hospitality industry</td>
</tr>
</tbody>
</table>
2 Beverage Operations & Service *integrated with*
   1. Cafe Culture
   2. Changing Trends

3 Kitchen Operations *integrated with*
   1. Cultural awareness for the hospitality industry

4 Kitchen Operations *integrated with*
   1. Hospitality event management

**How Do Students Learn?**

Hospitality Practices combines planning, decision-making and practical approaches to student learning. The practical aspects of the subject help students to acquire specialist practical skills through organising, preparing and hosting small and large functions and other hospitality activities, observing demonstrations, participating in industry visits and trailing products. Venture activities are also a key feature of Hospitality Practices and are incorporated into the course to facilitate the development of teamwork as well as the development of individual skills.

**How Are Students Assessed?**

Assessment in Hospitality Practices is criterion based and is designed to enable students to demonstrate achievement of the objectives of the course. These are grouped under the headings of:

- Dimension 1 – Knowing & Understanding
- Dimension 2 – Examining & Applying
- Dimension 3 – Planning & Evaluating

To determine a student’s level of achievement a wide range of tasks are used. Assessment techniques include objective and short response tests, practical work such as demonstrations and practical performances in industry-related contexts, and response to stimulus tasks.

**Subject Levy**

This subject currently attracts a levy (per term) which covers a wide variety of consumables. During function trials and assessment, the school will provide all items required for these assessment items. Outside of assessment students will typically provide weekly cooking items apart from general consumables that are supplied as standard.
**Future Pathways**

All hospitality courses enhance one's ability to gain employment and to undertake tertiary studies both nationally and internationally. Some of the career opportunities available include:

Business (Accountant, Hotel Auditor, Human Resources, Receptionist, Secretary)

Education (Hospitality Teacher, Home Economics Teacher)

Events Manager, Food & Beverage (Bartender, Food & Beverage Manager, Waiter).

Food Production (Chef, Pastry Chef, Cook, Caterer),

Hospitality Management (Hotel Manager, Restaurant Manager, Café Manager)

Hotel Employment (Housekeeping Housekeeper, Concierge, Porter),

Marketing & Sales, Nanny, Tourism (Croupier, Casino Worker, Air Hostess, Tour Guide).

**QCAA Website**

20 LANGUAGES – FRENCH AND JAPANESE

YEAR 10

WHY STUDY LANGUAGES?

Competence in a language is essential for young Australians who wish to take their proper place in a world where globalization is a reality of life. Mt St Michael’s College acknowledges this by offering students a choice of two languages, one Asian and one European. They are two separate subjects and students may choose one or both as part of their electives.

The main objective in learning Japanese or French is communication in the language. Throughout the course, students gradually increase their communicative ability across four equally weighted skills of Listening, Speaking, Reading and Writing. For Japanese, students will be expected to use the three scripts of Hiragana, Katakana and an increasing number of Kanji. By the end of Year 10, students should be able to understand and use Japanese or French in a variety of everyday situations.

WHAT WILL STUDENTS STUDY?

FRENCH

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>○ Home and Daily Routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Leisure and Travel</td>
</tr>
<tr>
<td>2</td>
<td>○ Health and Relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Story-Telling</td>
<td></td>
</tr>
</tbody>
</table>

JAPANESE

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>○ Eating and Shopping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Leisure and Neighbourhood</td>
</tr>
<tr>
<td>2</td>
<td>○ Travel and Transport</td>
<td></td>
</tr>
<tr>
<td></td>
<td>○ Part Time Work and Careers</td>
<td></td>
</tr>
</tbody>
</table>

HOW DO STUDENTS LEARN?

The course materials used are up-to-date and interesting and are supplemented by audio-visual resources and software. Other activities in the classroom include role-plays, songs, stories, emails and online digital resources, conversations, games, puzzles, cooking and food sampling. Students are encouraged to experience the language ‘outside’ the classroom by participation in language competitions, cultural festivities and excursions.
HOW ARE STUDENTS ASSESSED?

Students will be assessed in each of the four skills once per semester. There are no assignments required for assessment but regular homework and revision are essential. Active participation in class is also vital.

Language learning expands one's world view and develops cross-cultural understanding, teaches and encourages respect for other people and can provide a competitive edge in career choices due to its balance of both content and skill.

The three most sought after skills employers seek in today's marketplace are:

- Communication – students develop skills to clarify and articulate their thoughts and ideas as well as enhance listening skills
- Problem-solving/analysis
- Ability to work as a member of a team.

Language learning requires intellectual discipline and systematic study habits. Because the learners need to reorganise their thinking to accommodate the structure of the other language, they develop cognitive flexibility and problem solving ability.

FUTURE PATHWAYS

Continuous and consecutive study of Japanese or French in Year 10 will also provide an essential prerequisite for further study in Years 11 and 12. At present, some universities in Queensland are offering 2 rank bonus points for OP eligible students who successfully complete senior Japanese and French towards entry to their respective university courses.

*If a student entering Year 10 wishes to choose a language without prior study in Year 9, they would need to make an appointment with the Curriculum Leader - Languages, to discuss the preparation required before the start of Year 10.*
YEAR 11 & 12 FRENCH (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

A proficiency in French is a significant advantage in today’s global community, whether it be for professional, cultural or personal reasons. French is an international language spoken by millions of people throughout the world and a major language of important international organisations such as the United Nations, The Red Cross and the International Olympic Committee. In addition, French is closely related to English, making it a very “learnable” language for English speakers.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 1        | ○ Self Identity/Relationships/Lifestyle  
|          | ○ Changing Family Structures/Roles in society |
| 2        | ○ Future Plans/Predictions/Future technology  
|          | ○ Immigration/Racism/Multicultural aspects of Modern France/Australia |
| 3        | ○ Tourism/Travel in France  
|          | ○ Sport/Health and Well-Being |
| 4        | ○ Environmental issues  
|          | ○ Cinema |

HOW DO STUDENTS LEARN?

- Skills developed are Listening, Speaking, Reading, Writing
- Topics and settings relate primarily to student’s own life situations and real-life situations likely to be encountered in French-speaking countries, e.g. Leisure Pursuits, Social Life, Health and Fitness, School Life, Travel and Tourism, Environment, Future Plans
- Language functions and grammar points covered are those necessary for communication in the above situations, both in written and spoken language
- Learning experiences include a variety of activities based on audio-visual and printed resource materials, as well as “realia” from French-speaking countries, e.g. songs, poems, posters, magazines, newspapers, DVD’s and websites. Excursions, competitions and cultural celebrations allow the students to experience the language “outside” the classroom.

HOW ARE STUDENTS ASSESSED?

Students will be assessed in the four communicative skills of Listening, Speaking, Reading and Writing.

In Year 11, all assessment is formative. In Year 12, all assessment is summative. The student’s Exit Level of Achievement is decided at the end of the course, using the fullest and latest information on her performance.
Although there are no assignments required for assessment in this subject, regular revision and completion of homework is vital.

**FUTURE PATHWAYS**

At present, some universities throughout Queensland offer a University Bonus Rank Scheme for students who successfully complete French at Senior level.

The study of French at Senior level is a positive decision for students contemplating tertiary studies such as Arts, Science, Engineering, Journalism, Hospitality, Economics, Business, Fine Arts, Law and Medicine.

Studying French can lead directly to careers in teaching, translating and interpreting and, indirectly, as a useful complement to careers in tourism, the airlines, international banking, hospitality, diplomacy, politics, trade and industry, librarianship and fashion.

Proficiency in a second language such as French can be a useful additional qualification when applying for many jobs.

**QCAA WEBSITE**

Languages (2008) subject guide
YEAR 11 & 12 JAPANESE (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

Communication in Japanese incorporates both linguistic and non-linguistic aspects in a dynamic way. It extends, diversifies and enriches the language learner’s way of thinking. The communicative approach to learning Japanese enables students to learn to clarify and articulate their thoughts and ideas.

Learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts. Students need to reorganise their thinking to accommodate these new language structures, they develop cognitive flexibility and problem solving ability.

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 1        | ○ School student exchange, self introductions  
|          | ○ Family life and Celebrations                   |
| 2        | ○ Leisure, Music, Film and Drama                |
|          | ○ Environment                                      |
| 3        | ○ Travel and Transport                           |
|          | ○ Special Occasions and celebrations             |
| 4        | ○ Tourism and hospitality                        |
|          | ○ Living in Japan – finding work and an apartment |

HOW DO STUDENTS LEARN?

The course content is based on the acquisition of the four skills of Speaking, Listening, Reading and Writing. The skills are acquired through a variety of learning experiences based on a number of topics selected for application in a real world context.

Learning experiences include a variety of activities based on audio-visual and printed resource materials, as well as “realia” from Japan e.g. songs, posters, newspapers, magazines, television programs, movies, websites and software.

HOW ARE STUDENTS ASSESSED?

Students will be assessed in the four communicative skills of Listening, Speaking, Reading and Writing.

In Year 11, all assessment is formative. In Year 12, all assessment is summative. The student’s Exit Level of Achievement is decided at the end of the course, using the fullest and latest information on her performance.

Although there are no assignments required for assessment in this subject, regular revision and completion of homework is vital.
Future Pathways

At present, some universities throughout Queensland offer a University Bonus Rank Scheme for students who successfully complete Japanese at Senior level.

The study of Japanese is useful for any career in the tourism or hospitality industries. Such careers include flight attendant, tour guide, hotel front desk, hotel management, resort worker and so on. Japanese is also useful when combined with another area of study, e.g. business, law, engineering, leisure management, teaching etc. There are always many jobs available in Japan, mainly in teaching English. Usually a teaching qualification is required, but not always. A second language is often a useful additional qualification when applying for most jobs.

QCAA Website

Languages (2008) subject guide
21 PHYSICAL EDUCATION

YEAR 10

PHYSICAL EDUCATION (CORE)

WHY STUDY THIS SUBJECT?

The aim of Core Physical Education is to engage students in physical activity giving them the opportunity to be active, participate and co-operate with their peers and experience the benefits of physical activity. In our current society, obesity is increasing therefore regular moderate to vigorous physical activity is vital in staying physically fit and healthy. Physical activity patterns which are developed in adolescence may influence life-long activity patterns and choices and for this reason all students participate in Core Physical Education. Students are encouraged to be part of the decision making process in choosing some of the physical activities in which they participate. Physical activities include traditional and non-traditional activities to provide opportunities for students to try a range of activities as well as fitness activities to increase the students’ fitness level. The course is structured so that not all classes may choose the same activity to complete in class. Emphasis is on skill development and participation rather than on excellence in any given activity. Assessment is based around the students’ participation and commitment in class as well as their ability to learn and apply new skills.

WHAT WILL STUDENTS STUDY?

The following list is a guide of the physical activities that may be completed in Year 10.

YEAR 10

- Pilates
- Synchronised swimming
- Minor games
- Cardio tennis
- Volleyball
- Netball
- Basketball
- Touch Football
- Gymnastics
- Team Handball
- Water Polo
- Fitness
- Dance
- Speedminton

HOW DO STUDENTS LEARN?

All of the timetabled time involves students engaging in physical activity.
Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.

What Will Students Study?

The Health and Physical Education Course in Year 10 consists of the following basic components.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Competitive Swimming</td>
<td>Training Programs</td>
</tr>
<tr>
<td></td>
<td>Gymnastics</td>
<td>Health Promotion and Independent Health Study</td>
</tr>
<tr>
<td></td>
<td>Badminton or Oz Tag</td>
<td>Biomechanics</td>
</tr>
<tr>
<td></td>
<td>Team Handball</td>
<td>Contemporary Sociological Issues in Sport.</td>
</tr>
</tbody>
</table>

How Do Students Learn?

The course includes both theoretical and practical aspects. Approximately 50% of the time is devoted to practical work. Students will be involved in a variety of written, oral and physical learning experiences. In Year 10, the focus is directed towards learning in, about and through physical activity; a taste and introduction to Senior Physical Education.

- This subject is not recommended for students with on-going chronic injuries or illness, as participation in practical work contributes to at least 50% of the course. Full participation in all physical activities is required.
**How Are Students Assessed?**

Assessment items are in the form of formal exams, assignments, orals, performance and skill tests. This course provides a solid foundation for the Senior Physical Education Course.

**Future Pathways**

The Elective HPE (Years 9-10) and Senior HPE (Years 11-12) courses will not only serve as a springboard into Health and Physical Education related careers such as a Physical Education Teacher, Primary School Teacher, Physiotherapist, Health Instructor, Recreation Co-ordinator, Personal Trainer, Sports Official, Coach, Exercise Physiologist, Sports Psychologist and Sports Manager, they will also aid in creating a healthy, active and socially desirable lifestyle for the participant.
YEAR 11 & 12

PHYSICAL EDUCATION (AUTHORITY SUBJECT)

WHY STUDY THIS SUBJECT?

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach / trainer, or who would like to further their knowledge of physical activity patterns in Australia.

WHAT WILL STUDENTS STUDY?

In Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based in engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of selected physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Theoretical subject matter is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

Students study four physical activities over the two year course.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 11</strong></td>
<td>Volleyball or Badminton or Tennis</td>
<td>Sport Aerobics (individual or team performance)</td>
<td>Touch or Hockey</td>
</tr>
<tr>
<td><strong>Year 12</strong></td>
<td>Repeat Year 11 activity</td>
<td>Team Handball or Water Polo</td>
<td>Team Handball or Water Polo</td>
</tr>
<tr>
<td></td>
<td>Team Handball or Water Polo</td>
<td>Volleyball or Badminton or Tennis</td>
<td>Sport Aerobics (individual or team performance)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Touch or Hockey</td>
<td></td>
</tr>
</tbody>
</table>

HOW DO STUDENTS LEARN?

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed through increasing complexity and sophistication over the course, with the development of student abilities across the general objectives. These reflect the depth of their skill acquisition as well as developing psychological, biomechanical, physiological and sociological concepts within and through participation in physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners.
In Physical Education, the dimensions of acquiring, applying and evaluating group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

More than 50 per cent of timetabled time involves students engaging in physical activity. This subject is not recommended for students with on-going chronic injuries or illness. Students will be involved in a variety of written, oral and physical learning experiences that focus on the study of the four physical activities. Students who receive an A, B or C in Year 10 HPE/CPE may cope with the subject at senior level; however, students who struggle with written essay style tasks may struggle.

HOW ARE STUDENTS ASSESSED?

A wide range of assessment techniques are used including physical, oral and written activities. The assessment program includes such tasks as the demonstration of skills in the chosen physical activities, research reports, journal tasks, research assignments and essays under exam conditions. The achievement level awarded to each student is based on information about student performance in the assessable criteria of acquiring, applying and evaluating. All work in Year 11 is formative, while work completed in Year 12 is summative (i.e. counts towards exit).

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying
- actively participating in physical activity.

FUTURE PATHWAYS

Physical Education provides a foundation for students who wish to pursue further study in human movement related fields such as:

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sports journalism
- sports psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.
- sports physiotherapy

QCAA WEBSITE

Physical Education (2010) subject guide
VISUAL ART

WHY STUDY THIS SUBJECT?

**ART** is the product of a creative response enabling the spirit within each of us to manifest itself through Visual Expression.

Through **Visual Arts**, students make and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views, and intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students undertake this journey by utilising visual techniques, technologies, practices and processes. Learning in the Visual Arts, students become increasingly confident and proficient in achieving their personal visual aesthetic, and appreciate and value that of others.

Visual Arts supports students to view the world through various lenses and contexts. They recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge in order to make critical judgments about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

In addition to the overarching aims of the Australian Curriculum: The Arts, Visual Arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgment
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences
- confidence, curiosity, imagination and enjoyment and develop a personal aesthetic through engagement with visual arts making and ways of representing and communicating.
**How Do Students Learn?**

Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

**How Are Students Assessed?**

*Making* in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

*Responding* in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others’ visual artworks.

Both *Making* and *Responding* involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

**What Will Students Study in Year 10?**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>UNITS</th>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td><strong>Partial Fingerprint</strong> — Selected tasks including realistic drawing, photographic essay.</td>
<td><strong>SELECTION FROM:</strong> Drawing, Printmaking, Ceramics, Sculpture, Painting, Electronic Imaging, Photography</td>
</tr>
<tr>
<td></td>
<td>(\text{o Related Appraising Task})</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Sculptural Insight</strong> — Selected tasks related to Analytical and Synthetic Cubism.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(\text{o Related Appraising Task})</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Beyond Reality</strong> — Contemporary wearable art practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(\text{o Related Appraising Task})</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Visual Diary</strong> — submission mid-semester and end of each semester.</td>
<td></td>
</tr>
</tbody>
</table>

Other activities may be included according to available resources.

Excursions and field trips are an essential learning experience in the Art subjects. All students are also expected to visit selected exhibitions and related art displays in their own time as an important element of independent study.
**Subject Levy**

Art currently attracts a levy per term to cover the cost of materials and equipment.

All Year 10 students will be required to obtain an essential personal kit for this subject. This engenders personal responsibility with materials and facilitates homework tasks and preparation tasks.

**Year 11 & 12 Visual Art (Authority Subject)**

**What Will Students Study?**

Using the processes of researching, developing and resolving, students explore concepts through a study of a range of media areas. Media areas are overviews of knowledge, skills, techniques and processes, with no area restricted to preconceived understandings of the visual art discipline. Students are encouraged to work across the media areas.

Students also study a diverse range of artworks, visual art styles and philosophies from a variety of social, cultural and historical contexts. Over a two-year course of study, students communicate their own personal style and expression through their individualized responses to concepts when they make and appraise images and/or objects.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNIT</th>
<th>MEDIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td><em>Drawing into the Ritual</em> — exploring the concept of the mundane, the overt and the subtle.</td>
<td><strong>SELECTION FROM:</strong> Design - two, three and four dimensional Drawing Electronic imaging Environmental Art Installation Painting Photographic arts Video Performance Printmaking Ceramics</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><em>Modes of Manifestation</em> — the importance of aesthetic surfaces and the various modes textural translations can manifest.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Concrete Reaction</em> — serves to heighten and broaden student’s awareness of the condition of suburbia.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Shallow Views</em> — the concept of shallow space will be exploited and metaphorically examined.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td><em>Level of Conscience</em> — a critical examination that allows the student to question a moral sense of right and wrong.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><em>Level of Consciousness</em> — a considered investigation of what it means to be conscious.</td>
<td></td>
</tr>
</tbody>
</table>

**How Do Students Learn?**

In making artworks, students define and solve visual problems by using visual language and expression relevant to concepts, contexts and media. This involves students observing, collecting and recording information; selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies and translating and interpreting ideas. In appraising artworks, students determine and communicate meanings through analysing, interpreting, synthesising and evaluating information.
How are students assessed?

Assessment techniques may include the following:

**Visual Literacy**: communicating meaning through visual forms involving reading, perceiving, thinking, recording, communicating and constructing images. This also includes manipulating, classifying, recalling, discriminating, selecting and arranging images from ideas, concepts, focuses, contexts, trains of thought, memories or insights through a range of processes and media.

**Application**: applying the use of a range of materials, techniques, technologies and art processes to construct and communicate meaning.

**Appraising**: critical analysis of artworks through written tasks such as short written responses and analytical expositions.

Subject levy

This subject currently attracts a fee to cover part of the cost of materials used.

Future pathways

Visual Art provides skills required in a wide range of careers including:

- Advertising
- Animator
- Architecture
- Arts Administration
- Arts Education Officer
- Arts Journalism
- Blogger
- Costume Designer
- Costume Maker
- Early Childhood / Primary Teaching
- E-Book Designer
- Event Management
- Fashion Designer
- Film Maker
- Graphic Designer
- Industrial Designer
- Interior Designer
- Landscape Architect
- Photographer
- Secondary Arts Teaching
- Stage Design
- Urban Designer
- Visual Artist
- Web designer

QCAA website

[Visual Art (2007) subject guide](#)
Visual Arts in Practice SAS (Authority Registered Subject)

Why Study This Subject?
Creative Arts offers the opportunity for students to continue their artistic development. A design centred course, Creative Art allows the student to gain greater insight into the scope and messages of visual communication and expression over the last century. The Arts make connections between imagination and learning, between thinking and feeling, between the self and the environment and between the individual and society. Students’ imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativeness and developing problem-solving skills.

What Will Students Study?
Students will:

• create and make art works for particular purposes
• value themselves as designers/artists through emerging self-worth and self-confidence
• understand the contribution practitioners make in communicating social and cultural practices and personal experience
• build practical skills and techniques that may lead to further engagement in the arts
• gain enjoyment and satisfaction through artistic expression
• appreciate the importance of a positive approach to working with others
• increase confidence and skills to work independently
• acquire strategies that will help them function effectively in the workplace.

Units include:

• Sustainable design
• Lighting design
• Ceramics
• Fashion and illustration
• Product design based within our domestic environment
• The history of Photography
• Digital photography
• Glass fusing and slumping
• Individual Design Portfolio

Within all units, students are expected to research:

• Community Arts
• Electronic imaging
• Influence of artists and designers from past and present
• Exhibition and display of artworks.
Within this subject, students explore and apply techniques, processes and technologies, individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate ‘solutions’ to ‘problems’ and make choices to communicate through their art making. Students also learn about workplace, health and safety issues, effective work practices and arts administration, leading to the acquisition of necessary industry skills for a beginning practitioner.

**HOW ARE STUDENTS ASSESSED?**

Assessment instruments are administered at suitable intervals, requiring a continuous gathering of information. The instruments used can include folios, interviews, design concept proposals, demonstrations, presentations, orals or short written responses.

**SUBJECT LEVY**

This subject attracts a fee to cover part of the cost of materials used.
**FUTURE PATHWAYS**

Creative Art provides skills required in a wide range of careers including:

<table>
<thead>
<tr>
<th>Advertising</th>
<th>Film Maker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animator</td>
<td>Graphic Designer</td>
</tr>
<tr>
<td>Architecture</td>
<td>Industrial Designer</td>
</tr>
<tr>
<td>Arts Administration</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Arts Education Officer</td>
<td>Landscape Architect</td>
</tr>
<tr>
<td>Arts Journalism</td>
<td>Photographer</td>
</tr>
<tr>
<td>Blogger</td>
<td>Secondary Arts Teaching</td>
</tr>
<tr>
<td>Costume Designer</td>
<td>Stage Design</td>
</tr>
<tr>
<td>Costume Maker</td>
<td>Urban Designer</td>
</tr>
<tr>
<td>Early Childhood / Primary Teaching</td>
<td>Visual Artist</td>
</tr>
<tr>
<td>E-Book Designer</td>
<td>Web designer</td>
</tr>
<tr>
<td>Event Management</td>
<td></td>
</tr>
<tr>
<td>Fashion Designer</td>
<td></td>
</tr>
</tbody>
</table>

**QCAA WEBSITE**

Visual Arts in Practice (2015) (Authority-registered subject)
DANCE

WHY STUDY THIS SUBJECT?

Dance education provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas. Students engage in problem solving, critical reflection, research, analysis and evaluation, development of technical competencies and expressive skills, the manipulation of movement to communicate an intent and a range of transferable intellectual, physical, social and emotional skills.

Dance allows students to experiment with different ways of learning and thinking and to transfer these skills into their careers beyond Year 12. It is certainly a subject that promotes an understanding of a students’ own culture and a sensitivity to other cultures. As a performance and analytical based subject, Dance challenges students to work to their full potential physically, emotionally and intellectually.

The role of a subject like Dance in a suite of subjects is that it assists students in developing their higher order thinking and communication skills in preparation for Tertiary study and work.

HOW DO STUDENTS LEARN?

Dance is a unique subject that requires students to learn physically, intellectually, emotionally and socially. Students are required to actively participate, interact, share, think critically, create, reflect and solve problems. Students are challenged to develop the 16 Habits of Mind as they engage in the teaching and learning process in Dance.

The study of Dance is enriched by experiences in Choreography, Performance and Appreciation. Over the course of study, students are exposed to a variety of dance genres and develop an awareness of dance in various contexts.

Choreography: Through the creative process of choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, problem-solving, group decision-making, and planning and organising activities are fostered in this process.

In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context. The students learn to value their own and others’ aesthetic responses to dance. As well, students can build their knowledge and understanding of dance in its contexts and learn the skills of analysis, interpretation, evaluation and research when critiquing dance and danceworks.

Dance provides further opportunities for students to explore the understandings of any previous experiences in this area of learning. They are encouraged to build knowledge and comprehension, and develop as creative people, complex thinkers, and effective communicators and participants in an interdependent world as reflective and independent learners.
## What Will Students Study?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 10   | 1        | **Showface** – Musical Theatre  
Making- Performing and Making- choreographing  
**Creating a New Step** – Contemporary Dance  
Making- Choreographing and Responding |
|      | 2        | **Dancing in the Street** – Dance on Film  
Making- Choreographing for film  
**Dancing Heroes** – Iconic choreographers and performers of Dance  
Making- Performing and Responding |

### Year 11 & 12 Dance (Authority Subject)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS (Authority Subjects)</th>
</tr>
</thead>
</table>
| 11   | 1        | **Cult Following** – Functions of Dance-Social Dance (Bollywood and Latin)  
Performance  
**Culture Vultures** – Popular Culture and Dance; hip hop  
Choreography  
**Aussie Culcha** – Australian Culture and Dance; Indigenous Australian dance, contemporary, ballet  
Appreciation |
|      | 2        | **Building A Culture – Ballet To Contemporary ......** – Ballet and contemporary dance  
Performance and Appreciation  
**Building A Culture – ...... And Beyond** – Post Modern Dance  
Choreography |
| 12   | 3        | **Showface** – Dance in Musical Theatre; jazz and tap  
Choreography and Performance  
**Show off** – Contemporary Dance (Duncan, Graham and Weir)  
Performance and Appreciation |
|      | 4        | **Show Your Real Self** – Contemporary Dance that makes a socio-political statement (Ailey, Bruce and Page)  
Choreography and Appreciation  
**Showcase, Showtime!** – Independent Study in Choreography (showcase concert)  
Choreography |
**How Are Students Assessed?**

Assessment techniques may include the following:

**Choreography:** the creation of danceworks, sections or movement sequences (devised individually and in pairs or groups) enhanced by non-movement components such as costumes and lighting and created for a target audience, e.g. age group, cultural group.

**Performance:** the performance of danceworks, sections or movement sequences (individually, in pairs or as a group) which may be an adapted repertoire, a technique class, a teacher-or student-choreographed sequence under various conditions, e.g. setting, lighting, costumes, audience.

**Appreciation:** written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments, seminars, debates and panel discussions.

**Subject Levy**

This subject has a performance excursion levy.

**Future Pathways**

Dance provides skills required in a wide range of careers including:

- Arts Journalism
- Secondary Arts Teaching
- Arts Administration
- Physiotherapy
- Event Management
- Dance Therapy
- Dancing
- Studio Dance Teaching
- Law
- Choreography
- Lighting Technician
- Acting
- Costume Designing
- Stage Design
- Spatial Design
- Tourism And Recreation
- Early Childhood /Primary
- Arts Education Officer
- Advertising
- Teaching
- Management
- Public Relations
- Media
- Politics

**QCAA Website**

Dance (2010) subject guide
Drama

Year 10

What will be studied?

The Year 10, 11 and 12 Drama course at Mt St Michael's offers students more than an avenue for expression and creativity and an opportunity to build skills for employment: it offers students the chance to engage in the aesthetic of drama. Drama allows students to experiment with different ways of learning and thinking.

The units of work directly resonate with the student's interests and youth culture while connecting to broader social issues, fostering a deeper perception of the world around them. As the course progresses, the issues of social awareness, as well as the symbol and metaphor used to make and respond to Drama become increasingly sophisticated. The text studied as the course progresses becomes more challenging. Drama, because it is a performance subject, extends students to work to their potential.

One of the important roles of a subject like Drama in a suite of senior subjects is that it assists the student in learning to confidently communicate, particularly orally. There is a significant amount of assessment that has an oral component in Secondary and Tertiary studies.

What Will Students Study?

This is a suggested outline.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TERM</th>
<th>UNITS</th>
<th>SUGGESTED ASSESSMENT</th>
</tr>
</thead>
</table>
|      | 1    | *Inject-a-text* | Responding: Extended written analysis of live theatre.  
Making-Presenting: (pair) excerpt from play studied.  
Making-Forming: (Pair) improvisation intervention |
|      | 2    | *Devised Drama* | Making-Forming: Devised original dramatic concept to be pitched to a panel  
Making-Presenting: Students devise a piece of theatre centred on stimulus material |
| 10   | 3    | *Truth to Tell* | Responding: Extended written analysis of live theatre.  
Making-Presenting: Performance of text, OR  
Making-Forming: treatment of dramatic action |

- Focus: Realism/Heightened Realism  
- Exploration of published play texts  
- Focus: Issue based Documentary Drama/contemporary ritual  
- Play building as a class group for a public audience  
- Focus: Realism /Verbatim Theatre – text  
- Working with written play text or devised drama
**YEAR 11 & 12 DRAMA (AUTHORITY SUBJECT)**

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>UNIT</th>
<th><strong>YEAR 11</strong></th>
</tr>
</thead>
</table>
| 1    | **The Lens of Truth**  
Focus: Realism in an Australian context  
Suggested Texts: Summer of 17th Doll (Lawler), A-Window (Gow), X-Stacey (Forde) |
| 2    | **A Window Into Antiquity**  
Focus: Classical Greek Theatre with a contemporary Physical Theatre twist  
Suggested Text: Medea or Electra (Euripides), Oedipus the King or Antigone (Sophocles) |
| 3    | **Spiritual Insight**  
Focus: Magical Realism/Australian Gothic/Indigenous Drama  
Texts: Constance Drinkwater and the last days of Somerset (Carleton), Stolen (Harrison), 7 Stages of Grieving (Enoch and Mailman), Matilda Women (Rider), Children of the Black Skirt (Bietzen) |

<table>
<thead>
<tr>
<th>UNIT</th>
<th><strong>YEAR 12</strong></th>
</tr>
</thead>
</table>
| 1    | **In Perspective: the Human Condition**  
Focus: Epic theatre/Contemporary Social Political theatre. Student devised drama.  
Suggested Texts: Caucasian Chalk Circle, Fear and Misery in the Third Reich (Brecht) |
| 2    | **Collective Visions**  
Focus: The concept, design and performance of a Production. Students in the role of a director and actor. Scripted Play text |

**HOW DO STUDENTS LEARN?**

The term Aesthetic learning describes the mode of learning that the students predominantly engage with in a Drama classroom. It is a means of inquiry that operates cognitively and affectively through the senses to offer a particular way for students to understand the world. Drama is an experiential mode of learning and demands students’ active participation.

In Drama, students engage in learning through practical activities. It is a stimulating environment where students are able to learn as they ‘do’. The environment is safe and welcoming so that students grow in confidence as they experiment with making and shaping drama. They work in groups and the students learn to communicate ideas clearly, to solve problems in the making of the drama and to resolve their work to a performance standard. The
work is often shown to a public audience and the students receive immediate feedback in the form of applause. This affects developing student confidence.

As such the drama classroom is a stimulating and sensory environment. The students are encouraged to interact, share, think critically and solve problems with a sense of respect that validates and supports the individual’s contribution to the group.

Students are stimulated by traditional texts and contemporary forms and styles, which assist them to gain understanding of the human experience. Drama directly connects with the student’s interest. The learning allows them to explore their beliefs, imagination and relationships. Creating and forming drama from stimulus material or text or analysing and evaluating how drama operates to create meaning for an audience are examples of high order thinking.

**How Are Students Assessed?**

Assessment is arranged in the dimensions of Forming, Presenting and Responding in accordance with the Senior Syllabus, Drama.

- Forming - management of dramatic action using the elements of drama in a range of contexts, styles and artistic forms
- Presenting - application of skills used in performance within a range of dramatic styles
- Responding – analysis, synthesis and evaluation of drama and its cultural contexts, content and styles.

Assessment is both practical and written, group and individual, scripted and student devised. **Practical Assessment** is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time and preparation time for presenting activities is catered for, so that ‘rehearsal out of class time’ should occur only before a major production if students work to capacity in class.

Forming drama and Responding to drama by analysing, synthesising and evaluating how meaning is made for an audience are both examples of **high order thinking skills**.

**Subject Levy**

This subject has a levy to cover the cost of the two mandatory excursions to the theatre in Year 10, 11 and 12.

Other Theatre visits may occur but these will be voluntary.

**Future Pathways**

Drama comes highly recommended to any student wishing to undertake further study, or gain employment, in the Arts, Media and Entertainment industries. This subject also provides excellent skills required in a wide range of careers including law, education, advertising, public relations, management, politics, hospitality and tourism. Furthermore, any student considering working in a field which involves public speaking, group presentations or round-table conferencing should also consider Drama as a senior subject choice.

**QCAA Website**

[Drama (2013) study guide](#)
Music

Why Study This Subject?

Music is a powerful educative tool that contributes to the broader cognitive and aesthetic development of the individual. The art form of music is an integral part of everyday life, serving self-expressive, celebratory, social, cultural, political and educational roles in the lives of human beings.

Changes in musical style accompany, precede and reflect change in society and culture. Music is a type of “lens” through which to examine human history and society and thereby gain a greater understanding and tolerance of other cultures.

The study of music therefore contributes the development of the whole person: the heart, the mind and the soul.

Music is good for your brain: Music training has been linked to spatial-temporal reasoning skills, that is the ability to read a map, put puzzles together, form mental images, transform/visualize things in space that unfold over time, and recognize relationships between objects. Musical symbols, structure, and rhythmic training utilise fractions, ratios, and proportions, which are all important in mathematical study.

Understanding music is a complex task which increases problem finding/solving, logic and thinking skills like analysis, evaluation and the linkage/organization of ideas. Playing music optimizes brain neuron development and circuitry and assists motor development, especially coordination of hands, eyes and body. Music improvisation helps people to “think on their feet” and boosts creative thinking.

Music is good for your emotional and social well-being: Group music making activities help promote cooperation, social harmony and teach students discipline while working together toward a common goal. Music often helps students channel unexpressed and/or negative emotions in a positive way.

When students prepare and consistently practice week by week for recital or performance, they work to sing/play without errors. They generally apply similar persistence and striving for accuracy to other endeavours academic or otherwise. Students who study music usually have a better attitude, are more motivated and are less intimidated by learning new things.

The discipline and commitment of music making builds students’ self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork skills.

Music helps you with your other studies: Music learning expands multiple intelligences and helps students’ transfer study, cognitive and communication skills from subject to subject in any syllabus. In vocal music learning rhythm, phrasing, and pitch greatly enhances language, pronunciation, grammar, and vocabulary skills. Engagement with computer technology is a major focus of the music course.

Music can be part of lifelong learning: Through their enjoyment of music, students’ desire and interest to continue learning about music is fostered during and after their senior years of schooling. Whether for career, commercial or leisure needs, students have the basis for a life-long engagement with music.
The Music course 10 is designed to accommodate a wide range of student abilities and levels of prior learning, while allowing for students with special talents and extra training to take the initiative and progress at their own level. Junior Music may be run as a composite 9/10 class and therefore the four units may cycle over a two-year period.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR A</td>
<td>1</td>
<td><strong>African Roots of Rock</strong> – The development of popular music and its links to African tribal music and the history of colonisation and slavery will be studied. Students will perform related repertoire containing syncopated rhythms and African melodic patterns</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Blues and Jazz</strong> – An understanding of blues improvisation over chord sequences will be a focus of this unit. Students are encouraged to develop basic instrumental skills in voice, guitar and keyboard</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Be a Rock Star</strong> – Students will rehearse and perform in their own rock bands using school instruments including acoustic, electric and bass guitar, electric keyboards and drum kit</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Rock, Pop and Rap</strong> – Song writing and drum kit skills will be the focus of this unit, and repertoire covered will be from classic to contemporary rock styles</td>
</tr>
<tr>
<td>YEAR B</td>
<td>3</td>
<td><strong>Film Music</strong> – Students will learn how musical clichés and stereotypes are used by composers to make meaning by drawing on and reinforcing our shared cultural and musical understandings</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Soundtracks</strong> – Students will create original soundtracks suitable for theatre productions, advertisements, film scores and similar multimedia applications using music notation software, sequencing/looping programs, recording technology, sound effects and midi instruments</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>Little Broadway</strong> – An end of year show of solo, small ensemble and chorus repertoire from Musicals is the culmination of this unit, which looks at the structure and staging of musicals</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Songs from Musicals</strong> – The course will be a tour through the hit songs of Broadway and the West End. Students will collaborate to compose their own songs for a mini-musical for children</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

Students explore music and develop their musicianship through three interrelated dimensions:

- **Composition**: involves improvising, recording and notating music. Students creatively express emotions and ideas by combining music elements and concepts in a range of contexts, styles and genres. Composition entails innovation through exploring and experimenting with sound.

- **Responding (or Musicology)** – involves the study of music in social, historical and cultural contexts. It involves listening, researching, analysing and evaluating musical performances and compositions, both their own and others, in a range of contexts, styles and genres, to synthesise and express a music viewpoint.

- **Performance** – involves performing solo, and/or in small and large groups, to interpret and communicate music ideas, either vocally and/or instrumentally, or as a conductor. It entails communicating music to audiences through the synthesis of music ideas, stylistic characteristics and practices.

Year 10 Music will focus on the development of musical skills - *learning by doing*. The Year 10 Music course is able to cater to students who may wish to take up the opportunity of studying Music for the first time. Prior knowledge of music notation is not required.

Senior Music is a QCAA (Authority) Subject which counts towards your OP. While it is a serious academic subject, it also has a considerable practical component.

Students wishing to study Senior Music are advised that significant background learning in music is required. Participation in the Years 7/8 and 9/10 Classroom Music at MSM would be the usual prerequisite; however, students who have demonstrated achievement in extra-curricular musical activities such as AMEB Theory and Practical Examinations may be also be accepted into Senior Music on a case by case basis.

Though not compulsory, private music and theory lessons and extra-curricular musical activities (such as those offered by the MSM Co-Curricular Music Program and outside community groups) provide valuable background knowledge and musicianship and these activities are highly recommended.

**How Are Students Assessed?**

Students complete approximately three pieces of assessment per semester, one in each dimension, via a mixture of written, oral and practical assessment. Compositions may be improvised and/or recorded and/or notated. Performance assessment may be live performance to teacher, or to class. Some Performance assessment will be scheduled to take place after school for use of hall and sound equipment. Tasks are usually videoed for file purposes.

**Subject Levy**

This subject has a levy to cover compulsory attendance at workshops and/or concerts. Other excursions to concerts may be schedule to enhance learning, but these would be voluntary.
YEAR 11 & 12 (AUTHORITY SUBJECT)

WHAT WILL STUDENTS STUDY?

The Senior Music course may be studied by separate Year 11 and 12 classes or a composite 11/12 class therefore the four semesters may cycle over the two year period.

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Remarkable Remixes – creative appropriation, arrangement and variation; remixes in various styles and genres of music including Western Art music, Musical Theatre, and 20th Century popular song.</td>
</tr>
<tr>
<td>2</td>
<td>Unit 2: Songs of Love and Loss – the emotional qualities of music and its historical role in the expression of romantic feeling; Overview of the historical periods and styles of Western Art Music.</td>
</tr>
<tr>
<td></td>
<td>Unit 5: World Music (Year 11 only) – traditional folk, indigenous and world music styles; the influence of world musics on the development of Western music.</td>
</tr>
<tr>
<td></td>
<td>Unit 6: Music Directions (Year 12 Post-Verification unit only) – Focused learning in an area of special interest to the student.</td>
</tr>
<tr>
<td>3</td>
<td>Unit 3: Century of Extremes – styles and influences in the 20th Century: Neoclassicism, Atonality, Aleatory, Minimalism, as well as graphic notation and extreme performance techniques.</td>
</tr>
<tr>
<td>4</td>
<td>Unit 4: Celebration Music – Purposes of music in cultures and societies throughout history as an indispensable part of social and religious rituals, celebrations and events; Critique of Catholic Church music from Gregorian Chant to contemporary Christian rock.</td>
</tr>
<tr>
<td></td>
<td>Unit 5: World Music (Year 11 only) – as above.</td>
</tr>
<tr>
<td></td>
<td>Unit 6: Music Directions (Year 12 Post-Verification unit only).</td>
</tr>
</tbody>
</table>

SUBJECT LEVY

This subject has a levy to cover compulsory attendance at workshops and/or concerts. Other excursions to concerts may be schedule to enhance learning, but these would be voluntary.

HOW ARE STUDENTS ASSESSED?

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>COMPOSITION</th>
<th>MUSICIOLOGY</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 (Formative) Two items in each dimension</td>
<td>Improvised and/or recorded or notated in any style: 16 bars or 30 seconds in length</td>
<td>Extended Response: written (600-1000 words)</td>
<td>Performance in any style: approximately 3 minutes in length; (one person per part)</td>
</tr>
<tr>
<td>Year 12 (Summative) Two items in each dimension, plus one final item in any dimension</td>
<td>Improvised and/or recorded or notated in any style: 32 bars or 1 minute in length</td>
<td>Extended Response: written (800-1200 words)</td>
<td>Performance in any style: approximately 3 minutes in length; (one person per part)</td>
</tr>
</tbody>
</table>
**Future Pathways**

**Music Education**: Early Childhood, Primary, Secondary or University level Teacher/Professor or Administrator; Private Studio Teacher; Music Examiner or Adjudicator;

**Music Librarianship**: College, University, Conservatory, Public Library, or Orchestra Librarian;

**Music Therapy And Performing Arts Medicine**: Hospitals, Psychiatric Facility; Special Education Facility; Clinic for Disabled Children; Mental Health Centre; Nursing Home; Correctional Facility; Private Practice; Performing Arts Medicine (MD, Physical Therapist) Music Therapy.

**Music Recording and Technology**: Producer, Engineer/Mixer; Artist and Repertoire (A&R) Person; Studio Arranger; Music Copyist; Multimedia Publisher; Sound and Video Editor; Technology-based Music Instruction Designer;

**Radio And TV**: Radio/TV Commercial Musician; Copyright/Clearance Administrator; Music License Administrator; Program Director (radio); Post Production/ Scoring; Music Adviser/Researcher; Disc/Video Jockey;

**Instrumental and Vocal Performance or Conducting**: Armed Forces; Orchestra; Concert Soloist; Dance, Rock, or Jazz Band Musician; Dance Band or Nightclub Vocalist; Concert or Opera Chorus Member; Concert Soloist; Opera Soloist; Church Organist; Choir Director; Choir, Orchestra, or Opera Conductor;

**Composing**: School Music Composer; Art Music Composer; Commercial Jingle Composer; Television Show Composer; Film Score Composer;

**Music Business**: Music Dealer Sales Person; Music Dealer Manager; Marketing/Advertising Specialist; Music, Instrument, and/or Accessories Distributor;

**Music Publishing**: Publishing Sales Representative; Copyright/Licensing Administrator; Music Editor; Publisher or Editor of Music Books or Periodicals; Copyright Lawyer;

**Music Communications**: Music Journalist or Critic; Public Relations Specialist;

**Instrument Making & Repair**: Instrument Maker; Instrument Repair Technician; Piano Tuner;

**QCAA Website**

[Music (2013) subject guide](#)
**Music Extension (Authority Subject)**

For Year 12 students only, Music Extension is an Authority (OP eligible) subject which is held in tandem with Senior Music. Students must study Senior Music concurrently with Music Extension.

**Why Study This Subject?**

Year 12 Music Extension provides the opportunity for students with identified ability in performance, composition or musicology to develop personal potential beyond the scope of the parent syllabus. The course of study is at a more challenging and exacting level than that offered by the parent senior syllabus in Music. Students will aim for excellence, and strive for cognitive, affective and psychomotor skills of a high order.

The requirement for entry into the Music Extension subject is that the student has studied two semesters of Year 11 Music, or the equivalent, and has concurrent enrolment in Year 12 Senior Music. The course is studied for the two semesters of Year 12.

**What Will Students Study?**

Students choose to specialise in one of three learning dimensions: **Performance** OR **Composition** OR **Musicology**.

In **Performance**, students select repertoire and create an expressive performance that engages with an audience, in the style or genre that allows them to best display their emerging skills as a performer. Irrespective of the level of technical difficulty of the repertoire, the student is expected to demonstrate a convincing stylistic performance, demonstrating secure technique which supports the expressive nature of their performance program. Students are encouraged to explore and use effective performance formats for expressing their chosen repertoire. These may include, for example, a concert recital, a rock concert, a musical video clip or a conceptual art music performance.

In **Composition**, students will create expressions of their own “voice” through original treatment of musical elements. Students are encouraged to create music in any style or genre that allows them to best display their emerging skills as a composer. Compositions may be improvised, recorded or notated.

The specialisation **Musicology** develops from the analysing repertoire criterion in the parent syllabus, but moves students beyond this to explore to greater depth the complex relationships between deconstructed music and the concepts of context, genre, style, influences, impact and socio-cultural perspectives. Fields within Musicology includes Historical musicology, Ethnomusicology, Philosophy of music, Psychology of music and Acoustics.

**How Do Students Learn?**

Students develop an individual Study Plan in consultation with Music Head of Department, Classroom Music Teacher, Private Instrumental/Vocal or Composition Teacher and Music Directors of appropriate Co-Curricular Groups. “The time allocation of 55 hours per semester may include a variety of music experiences, such as individual practice or research, individualised instruction, classroom learning experiences, self-directed learning or ensemble rehearsal.” (MEX Syllabus, p. 9). There is a 1.5 hour common class lesson scheduled outside the timetable (currently on a Thursday from 3:15pm-4:45pm)
HOW ARE STUDENTS ASSESSED?

An extended Investigation of Music Sources task on a topic relevant to their specialisation is common to all specialisations. Students may present their findings as a critical essay (1200-1500 words) or an oral or multi-media presentation (5 minutes minimum).

Also, Music Extension students are assessed via a body of work in their specialisation in the form of a folio. This Realisation of Music Ideas criterion is divided into two sub-criteria: Demonstration of Technique and Skills and Expression of Music Ideas.

In the Performance specialisation, students may elect to sing, perform on any instrument or conduct. Students may perform as soloists, as members of an ensemble, as an accompanist or as a conductor. Their program may include just one or any combination of these performance situations. A total of eighteen minutes of videoed performance is required for the Verification Folio, usually presented over the year in two or three concerts.

In the Composing specialisation, a minimum of three minutes of original composition is required for the Verification Folio. Compositions may take the form of absolute music or relate to extra-musical ideas, such as film music, music for advertising, incidental music, multimedia works. They may be for solo instrument/voice, ensemble, non-Western groupings or instruments, and be generated by electronic means and contemporary technologies. They may be vocal or instrumental, solo or ensemble, notated or recorded, or include a combination of these.

In the Musicology specialisation, students present their findings as a critical essay (2000-2500 words) or an oral or multi-media presentation (10 minutes minimum).

The musicologist presents a critical evidence-based argument which may contribute original thinking to the field, critique or confront accepted thinking or develop fresh perspectives. The musicologist draws evidence from analysis of repertoire, supported by research from primary and secondary sources. These may include document study, archival research, and stylistic analysis, an understanding of performance practice issues, relevant sociological or historical data or cross-disciplinary studies.

FUTURE PATHWAYS

Please see above Senior Music section for information on Pathways.

QCAA WEBSITE

Music Extension (2008) subject guide

SUBJECT LEVY

This subject has a levy to cover compulsory attendance at workshops and/or concerts. Other excursions to concerts may be schedule to enhance learning, but these would be voluntary.