



calvary
CHRISTIAN COLLEGE

SENIOR SECONDARY

ACADEMIC HANDBOOK 2020
YEARS 10, 11 AND 12

Published July 2019

The information contained in this document is accurate at the time of production.

Changes will be made, if required.

An electronic copy of the most up-to-date version of this document is available on the College website at

www.calvary.qld.edu.au

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CURRICULUM MATRIX

	Year 10	Year 11 & 12
ENGLISH	Core Subject: <ul style="list-style-type: none"> English 	General Subject: <ul style="list-style-type: none"> English Applied Subject: <ul style="list-style-type: none"> Essential English
MATHEMATICS	Core Subjects: <ul style="list-style-type: none"> General Mathematics Mathematical Methods Essential Mathematics Short Course – Term 4 Only <ul style="list-style-type: none"> Specialist Mathematics 	General Subjects: <ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics Applied Subject: <ul style="list-style-type: none"> Essential Mathematics
HUMANITIES	Year 10 Students must select one core Humanities subject for Terms 1-3: <ul style="list-style-type: none"> Ancient History Business Humanities in Practice Legal Studies 	General Subject: <ul style="list-style-type: none"> Ancient History Business Legal Studies Philosophy and Reason (Year 12 only) Applied Subject: <ul style="list-style-type: none"> Social and Community Studies
SCIENCE	Year 10 Students must select one core Science subject for Terms 1-3: <ul style="list-style-type: none"> Health and Nutrition Natural Science Physical Science STEM Elective Subjects: <ul style="list-style-type: none"> Agriculture Practices Marine Studies 	General Subject: <ul style="list-style-type: none"> Biology Chemistry Food and Nutrition Physics Applied Subject: <ul style="list-style-type: none"> Agriculture Practices Aquatic Practices Science in Practice
HEALTH AND NUTRITION & PHYSICAL EDUCATION	Elective Subjects: <ul style="list-style-type: none"> Physical Education Outdoor Education 	General Subject: <ul style="list-style-type: none"> Physical Education Applied Subject: <ul style="list-style-type: none"> Sport and Recreation
TECHNOLOGY	Elective Subjects: <ul style="list-style-type: none"> Design Food Technology Furnishing Skills 	General Subject: <ul style="list-style-type: none"> Design Applied Subject: <ul style="list-style-type: none"> Furnishing Skills
CREATIVE ARTS	Elective Subjects: <ul style="list-style-type: none"> Drama Music Visual Art 	General Subject: <ul style="list-style-type: none"> Drama Music Visual Art Applied Subject: <ul style="list-style-type: none"> Drama in Practice Music in Practice

Please Note: The College reserves the right to withdraw a subject if the numbers are too small for it to be viable.

SENIOR SCHOOLING AT CALVARY

The aim of this handbook is to provide both students and parents at Calvary Christian College with information about subjects which may be offered throughout Year 10, 11 and 12. It will provide Senior students with a guide for subject selections at the beginning of their Senior studies.

For further information about Calvary Christian College's policies and processes, especially regarding behaviour and WH&S, please refer to the Calvary Christian College Secondary College Parent and Student Handbook.

Please note that further research into specific curriculum can be done by accessing the Queensland Curriculum and Assessment Authority website – www.qcaa.qld.edu.au.

In summary, this handbook provides an overview of the following:

- Information pertaining to the Queensland Certificate of Education and Tertiary Entrance.
- Descriptions of all the subjects offered in the Senior Secondary College.
- Alternative pathways for Senior Secondary students.

In Term 1 each year, the College facilitates an Information Evening to provide students and parents with more information regarding Year 11 and 12.

For students and parents about to begin the journey through the two years of Senior studies, it is important to note the following:

- There is a significant increase in the standard of work required by the QCAA Senior Syllabus. This will require a significant increase in time commitment to homework, assessment and study.
- Students are required to have a mature approach to their studies. For students to be successful in their Senior studies they must be organised, disciplined and independently complete all set coursework in a timely manner.
- Teachers are prohibited from 'spoon-feeding' the students and will only be able to provide guidance throughout the course.

SENIOR EDUCATION PROFILE

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

- Statement of Results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

At Calvary Christian College, students begin preparing for Unit 1 of Senior Studies from Term 4, Year 10.

STATEMENT OF RESULTS

The statement of results is a transcript of a student's learning account. The statement of results shows all QCE-contributing studies, and the results achieved, that may contribute to the awarding of a QCE.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

All Senior students are working towards a QCE. The QCE is a qualification based on specified minimum requirements. To be eligible, students must achieve:

A set amount of learning:

- gain 20 credits.
- 1 credit point is generally equated to passing 1 unit of study.

A set standard of learning:

- achieve to the required standard – Sound Achievement 'C' in General or Applied courses or the completion of a certificate course.

A set pattern of learning:

- 12 credit points from completed core subjects.
- An additional 8 credits from a combination of any courses of study.

The literacy and numeracy requirements:

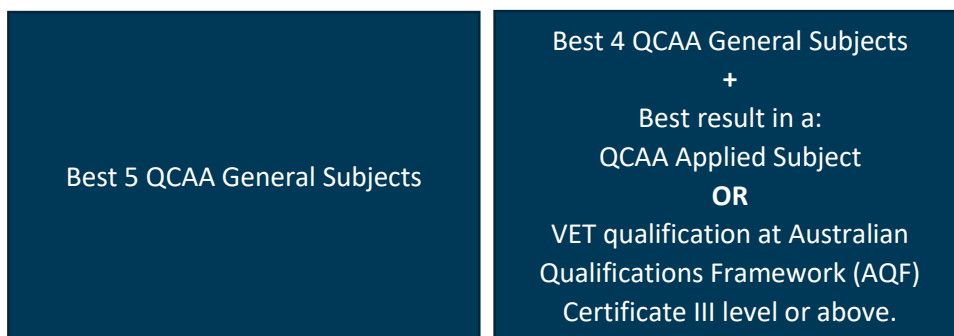
- A 'C' or better in Mathematics or English for Unit 1 or Unit 2 or the Units 3 and 4 as a pair.

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

AUSTRALIAN TERTIARY ADMISSION RANK

The Australian Tertiary Admission Rank (ATAR) is the standard pathway to tertiary study across Australia. The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs and will calculate ATARs based on either a student's:



If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English Requirement:

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a 'C' Level in one English or Essential English. Although Essential English can be used in the calculation of an ATAR, universities require English as a pre-requisite with a few exceptions for pathway courses.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. It is important to note that all subjects are no longer equal and scaled by the Queensland Core Skills (QCS) Test. Subjects will be scaled individually as decided by QTAC through inter-subject scaling.

Changes from OP to ATAR:

In Queensland, students were awarded an OP 1-25 based on a student's 20 best semesters of study, typically in Years 11 and 12. A student's results in each subject were scaled using the QCS test to gain an OP which was issued by the QCAA.

From 2020 onwards, a mix of three internal and one external assessment will be used to calculate a student's ATAR. The ATAR is a more fine-grained tool than the OP, which decreases in increments of 0.05, with the top score being 99.95, and will be issued by QTAC.

Changes to Assessment

Calculations for OPs were based on assessment: set, marked and moderated by the student's school and scaled using the QCS test. These results were then verified using a panel of expert teachers in the College's district. Under the new system, each subject will have some form of external assessment piece as well as three internally endorsed pieces. For General subjects this will happen in the form of an exam. In **Maths and Science** subjects, the external exam will be **worth 50%** of their final mark while in **every other subject** it will be **worth 25%**.

SENIOR SCHOOL LEARNING PATHWAYS

CONSIDERATIONS WHEN CHOOSING SUBJECTS

It is important for students to choose Senior subjects carefully as their decisions may affect their success at school, as well as the possibility of future pathways after school.

- Always take into consideration student goals, passions and potential pathways.
- Choosing the right pathway is important and is different for every student.
- It is recommended that students select a broad range of subjects that will provide for a variety of options after school.

Consider the most strategic pathway:

Standard ATAR Pathway	<ul style="list-style-type: none">• Must study 6 General subjects (including English, Mathematical Methods or General Mathematics).• Must successfully complete 5 General subjects.
ATAR + Applied Subject/Certificate Course	<ul style="list-style-type: none">• Must study 5 General subjects (including English, Mathematical Methods or General Mathematics).• Must study 1 Applied subject or Cert III or above.• Must successfully complete 4 General subjects and 1 Applied Subject or Cert III or above.
Non ATAR Pathway	<ul style="list-style-type: none">• Must study 6 subjects. These can be a combination of General and Applied subjects, or Applied subjects only. This can also contain one VET Course.• Must successfully complete 5 subjects/VET Course.

SET PLANS

A Senior Education and Training (SET) Plan helps students structure their learning around their abilities, interests and ambitions. As part of the planning process, students think about their future, consider their abilities and investigate their options for careers and further education.

The student, their parents or carers, and the College, meet to develop the SET Plan, which details what, where and how a student will study during their Senior phase of learning (usually Years 11 and 12). The plan is finalised by the end of Year 10. The SET Plan is reviewed periodically to monitor the student's progress. It can be updated at any time. The Pathways Advisor at Calvary Christian College is responsible for creating and maintaining each student's SET Plan.

Students are encouraged to aim high, yet be realistic in the SET Plans. Subject choices at the beginning of Year 11 will reflect their career or further educational aspirations. Students who are not achieving a satisfactory result in their chosen subjects throughout Year 11 and 12 may need to either change subjects or update their SET Plan accordingly.

ALTERNATIVE PATHWAYS

School-Based Apprenticeships

School-Based Apprenticeships and Traineeships are available to students in their post-compulsory school years (Year 11 and 12) and allow the students to earn credits towards their QCE while at the same time undertaking nationally accredited vocational education and training in an industry area of their choice.

School-Based Apprentices and Trainees:

- are paid for their productive work;
- undergo competency based training on the job and/or off the job at a TAFE institute, a private training organisation or at school as part of their school curriculum.

Students electing to complete a School-Based Apprenticeship or Traineeship should lodge their intention (preferably in Term 3 of Year 10 during their SET Plan meeting with the Pathways Advisor) with the College along with their area of interest. The Pathways Advisor will work with students and parents to assist in arranging suitable work experience in this field of work. Once an employer is found, interviews are arranged and, if suitable to all stakeholders, an apprenticeship or traineeship is entered into.

School of Distance Education/Heatley Secondary College

Students may choose to study external subjects via a School of Distance Education or Heatley Secondary College during Year 11 and 12. This can be done as a replacement of an elective subject - students will therefore have a line of Study periods. Both of these options will incur additional cost to parents from the external institution.

TAFE – VET in Schools Program

Students may also elect to complete a TAFE Course during Year 11 and 12. Students will need to speak to the Pathways Advisor during their SET Plan Meeting in Term 3 of Year 10 in order to be enrolled in these courses. Students choosing this option will do this as a replacement of an elective subject. Students will therefore have a line of Study Periods.

CHOOSING YEAR 10 SUBJECTS

Students in Year 10 study preparation courses for their Senior Studies in Terms 1 – 3. In Term 4, students begin Unit 1 of the Senior Syllabus. All Year 10 students are required to study the following Core and School Based Subjects. Students are required to choose 4 Elective Subjects.

Core Subjects	Core Elective Subjects	Other Elective Subjects
<ul style="list-style-type: none"> English General Mathematics OR Mathematical Methods OR Essential Mathematics 	Students must choose one (1) Science Subject: <ul style="list-style-type: none"> Health and Nutrition Natural Science Physical Science STEM 	Other Elective Subjects on offer: <ul style="list-style-type: none"> Agricultural Practices Design Drama Food Technology Furnishing Skills Marine Studies Music Outdoor Education Physical Education Specialist Mathematics – Term 4 Short Course Visual Art
School Based Subjects & Activities	Students must choose one (1) Humanities Subject: <ul style="list-style-type: none"> Ancient History Business Humanities in Practice Legal Studies 	
<ul style="list-style-type: none"> Christian Living Pastoral Care Sport & Co-Curricular Assembly Chapel 		

Additional Information:

- Year 10 students must choose 4 Elective Subjects, in addition to the 2 Core Subjects and Compulsory School Based Subjects.
- English in Year 10 will be streamed and classes arranged by the Head of English.
- It is strongly recommended that students choose Mathematical Methods in order to keep career options open if Year 9 Maths results have averaged B– or better.
- Students studying Essential Mathematics will find it difficult to transition into General Mathematics.

SUBJECT SELECTION

Students are allocated to Elective Subjects after they have submitted their Subject Selections (online) in Term 3. Allocation to classes is based on the following:

- Date of selections – students who submit preferences early will be allocated to classes first.
- Achievement of Subject Pre-Requisites and Co-Requisites.

Preferential treatment will not be given to any student in regards to Elective Subject allocations. Once subjects are allocated for Term 4, Year 10, students will be allocated these same subjects for Year 11 and 12 unless the student wishes to change a subject – they must then complete the Subject Change form.

CHOOSING SENIOR COURSES

Students in Year 11 and 12 may choose up to six subjects that they will study throughout their Senior schooling, thus enabling them to individualise their learning journey.

General Subject (Elective)

- are those subjects suited to students who are interested in pathways beyond school that lead to tertiary studies.

Applied Subject (Elective)

- are those subjects suited to students that are primarily interested in a vocational pathway beyond school.

School Based Subjects and Activities

- Pastoral Care
- Sport & CoCurricular
- Chapel
- Christian Living
- Assembly

Additional Information:

Year 11 and 12 Students;

- MUST study 6 Elective Subjects OR 5 Elective Subjects, plus a Certificate or VET Course.
- MUST study either English OR Essential English.
- MUST study either General Mathematics, Mathematical Methods OR Essential Mathematics.
- Students electing to undertake Essential English should have a vocational pathway.
- MUST not change subjects mid-semester.
- CAN only change from a General Subject to a General Subject OR from a General Subject to an Applied Subject.

SUBJECT SELECTION

Students are allocated to Elective Subjects after they have submitted their Subject Selections (online) in Term 3. Allocation to classes is based on the following:

- Date of selections – students who submit preferences early will be allocated to classes first.
- Achievement of Subject Pre-Requisites and Co-Requisites.

Preferential treatment will not be given to any student in regards to Elective Subject allocations. Once subjects are allocated for Year 11, students will be allocated these same subjects for Year 12 unless the student wishes to change a subject – they must then complete the Subject Change form at the end of a Semester.

SENIOR SUBJECT REQUIREMENTS

Year 11 and 12 General Subjects have Pre-Requisite or Co-Requisite requirements and Commencement Requirements.

Subject	Pre-Requisite or Co-Requisite	Commencement Requirements
English	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard).	No commencement requirements.
General Mathematics	<i>Pre-Requisite:</i> Year 10 Mathematics – Core Level (satisfactory standard).	No commencement requirements.
Mathematical Methods	<i>Pre-Requisite:</i> Year 10 Mathematics – Advanced Level (satisfactory standard).	Must be commenced Term 1, Year 11.
Specialist Mathematics	<i>Pre-Requisite:</i> Year 10 Mathematics – Advanced Level (satisfactory standard). <i>Co-Requisite:</i> Mathematical Methods.	Must be commenced Term 1, Year 11.
Ancient History	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard); Year 10 History (satisfactory standard). <i>Co-Requisite:</i> English.	Must be commenced Term 1, Year 11.
Business	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard); Year 10 History (satisfactory standard). <i>Co-Requisite:</i> English.	Must be commenced Term 1, Year 11.
Legal Studies	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard); Year 10 History (satisfactory standard). <i>Co-Requisite:</i> English.	Must complete 1 semester of Year 11 to study in Year 12
Biology	<i>Pre-Requisite:</i> Year 10 Science (satisfactory standard).	Must be commenced Term 1, Year 11.
Chemistry	<i>Pre-Requisite:</i> Year 10 Science (satisfactory standard). <i>Co-Requisite:</i> General Mathematics or Mathematical Methods (Mathematical Methods preferred).	Must be commenced Term 1, Year 11.
Physics	<i>Pre-Requisite:</i> Year 10 Mathematics – Advanced Level (satisfactory standard); Year 10 Science (satisfactory standard). <i>Co-Requisite:</i> Mathematical Methods.	Must be commenced Term 1, Year 11.
Physical Education	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard).	Must be commenced Term 1, Year 11.
Design	<i>Pre-Requisite:</i> Year 10 English & Mathematics – Advanced or Core Level (satisfactory standard).	Must complete 1 semester of Year 11 to study in Year 12
Food and Nutrition	<i>Pre-Requisite:</i> Year 10 Science (satisfactory standard).	Must be commenced Term 1, Year 11.
Drama	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard).	Must complete 1 semester of Year 11 to study in Year 12
Music	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard).	Must complete 1 semester of Year 11 to study in Year 12
Visual Art	<i>Pre-Requisite:</i> Year 10 English – Advanced or Core Level (satisfactory standard).	Must complete 1 semester of Year 11 to study in Year 12

ENGLISH

Year 10 Core Subject

English

Year 11 & 12 General Subject

English

Year 11 & 12 Applied Subject

Essential English

Head of English: Mrs Ashley Myatt

Ashley.Myatt@calvary.qld.edu.au

English

Year 10 Core Subject

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and the world around them.

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

Effective literacy is intrinsically purposeful, flexible and dynamic, and involves the integration of speaking, listening and

critical thinking with reading and writing. New technologies, the influences of globalisation and restructured workplaces require students to be able to interpret, construct and make judgments about meanings of texts in a range of contexts for different audiences and purposes.

Recommendation

A minimum of a C standard in Year 9 English.

Pathways

A successful course of study in Year 10 English will establish a basis for further study in either General English or Essential English in Years 11 and 12.

A pass in the Short Course in Literacy is not used to calculate a student's Australian Tertiary Admission Rank (ATAR) at the end of Year 12 but does contribute one point towards their Queensland Certificate of Education (QCE).

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Short Course in Literacy</i>	<i>Short Course in Literacy</i>	<i>The Classics: Shakespeare</i>	<i>Years 11 and 12 Preparatory Course</i>

Assessment

Depending on the unit, teachers will either use Instrument-Specific Marking Guides (ISMGS) or Australian Curriculum Achievement Standards in school-based assessment. The assessment used in Year 10 English will reflect the types of assessment used in Senior English with the intention of equipping students with the skills necessary to successfully complete them.

Types of assessment

- Extended written response
- Learning journal
- Extended spoken response
- Reading comprehension task
- Analytical essay
- Knowledge exam

English

Year 11 & 12 General Subject

English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of

purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves and their world.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_english_19_syll.pdf

Recommendation

A minimum of a C standard in Year 10 English.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts. English is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Essential English

Year 11 & 12 Applied Subject

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

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_ess_english_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

Essential English is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessment

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

MATHEMATICS

Year 10 Core Subject

General Mathematics

Mathematical Methods

Essential Mathematics

Short Course – Term 4 Only

Specialist Mathematics

Year 11 & 12 General Subjects

General Mathematics

Mathematical Methods

Elective Subject

Specialist Mathematics

Year 11 & 12 Applied Subject

Essential Mathematics

Head of Mathematics: [Mrs Rhonda Knuth](#)

Rhonda.Knuth@calvary.qld.edu.au

General Mathematics

Year 10 Core Subject

Learning mathematics creates opportunities for and enriches the lives of all Australians. *The Australian Curriculum: Mathematics* provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined

mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Recommendation

A minimum of a C standard in Year 9 Mathematics – Advanced or Core.

Pathways

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

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Index Laws Deductive Geometry</i>	<i>Trigonometry Linear Algebra Quadratics</i>	<i>Statistics Probability</i>	<i>Financial Maths Shape & Measurement</i>

Assessment

The assessment used in General Mathematics will prepare students for the types of assessment used in Senior Mathematics. Items include problem-solving and modelling tasks as well as technology-free and technology-active examinations.

Students are assessed in two criteria:

- *Understanding and Fluency:* *recall and use of learned facts, procedures and conventions.*
- *Problem Solving and Reasoning:* *formulation of mathematical models and justification of mathematical thinking.*

Assessment is by examination and regular problem-solving and reasoning tasks.

Mathematical Methods

Year 10 Core Subject

Learning mathematics creates opportunities for and enriches the lives of all Australians. *The Australian Curriculum: Mathematics* provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and

problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Recommendation

A minimum of a B in Year 9 Mathematics - Advanced.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and Health and Nutrition sciences, engineering, computer science, psychology and business.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Indices Measurement Trigonometry</i>	<i>Linear algebra Simultaneous equations</i>	<i>Probability Statistics</i>	<i>Financial mathematics Functions</i>

Assessment

The assessment used in Mathematical Methods will prepare students for the types of assessment used in Senior Mathematics. Items include problem-solving and modelling tasks as well as technology-free and technology-active examinations.

Students are assessed in two criteria:

- **Understanding and Fluency:** *recall and use of learned facts, procedures and conventions.*
- **Problem Solving and Reasoning:** *formulation of mathematical models and justification of mathematical thinking.*

Assessment is by examination and regular problem-solving and reasoning tasks.

Essential Mathematics

Year 10 Core Subject

Learning mathematics creates opportunities for and enriches the lives of all Australians. *The Australian Curriculum: Mathematics* provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities

enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Recommendation

A minimum of a C standard in Year 9 Mathematics.

Pathways

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

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Index Laws Deductive Geometry	Trigonometry Linear Algebra	Statistics Probability	Financial Maths Shape and Measurement

Assessment

The assessment used in Essential Mathematics will prepare students for the types of assessment used in Senior Essential Mathematics. Items include problem-solving and modelling tasks as well as technology-free and technology-active examinations.

Students are assessed in two criteria:

- Understanding and Fluency: recall and use of learned facts, procedures and conventions.
- Problem Solving and Reasoning: formulation of mathematical models and justification of mathematical thinking.

Assessment is by examination and regular problem-solving and reasoning tasks.

Specialist Mathematics

Year 10 Short Course Subject – Term 4 Only

Specialist Mathematics is offered in Year 10 as a Short Course Elective at Calvary Christian College. It is designed for students who not only enjoy Mathematics and are mathematically talented, but is focused on introducing students to topics studied as part of Specialist Mathematics in Year 11 and 12.

Topics are quite abstract and require students to have a high level of competency of number facts and algebra in order to comprehend the content. The subject enables students to experience and appreciate some of the depth and complex beauty of higher level Mathematics.

The content of the Short Course covers the listed Assumed Knowledge for the Specialist Mathematics Syllabus. Students studying Specialist Mathematics will gain

invaluable problem solving skills and thinking skills as they work on in-class tasks and assignments. Students may also gain experience in the use of Data Loggers and technology such as Graphics Calculators.

Recommendation

A minimum of a B in Year 10 Mathematic Methods. *Mathematical Methods* must also be studied in conjunction with Specialist Mathematics.

Pathways

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Structure

CORE TOPICS
<p><i>Algebra</i> <i>Number systems</i> <i>Trigonometry applications</i> <i>Polynomial functions</i></p>

Assessment

The assessment used in Specialist Mathematics will prepare students for the types of assessment used in Senior Specialist Mathematics. Assessment items will include examinations and problem solving tasks.

Students are assessed in two criteria:

- Understanding and Fluency: *recall and use of learned facts, procedures and conventions.*
- Problem Solving and Reasoning: *formulation of mathematical models and justification of mathematical thinking.*

Assessment is by examination and regular problem-solving and reasoning tasks.

General Mathematics

Year 11 & 12 General Subject

General Mathematics incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_maths_general_19_syll.pdf

Recommendation

A minimum of a C standard in Year 10 Mathematics – Advanced or Core.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Mathematical Methods

Year 11 & 12 General Subject

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Topics are developed systematically, with increasing levels of sophistication, complexity and connection. Calculus and statistics are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make use of complex factual knowledge to successfully

formulate, represent and solve mathematical problems.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_maths_methods_19_syll.pdf

Recommendation

A minimum of a B in Year 10 Mathematics - Advanced.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences, mathematics and science education, medical and Health and Nutrition sciences, engineering, computer science, psychology and business.

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Specialist Mathematics

Year 11 & 12 General Subject

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_maths_specialist_19_syll.pdf

Recommendation

A minimum of a B in Year 10 Mathematics - Advanced. Mathematical Methods must also be studied in conjunction with Specialist Mathematics.

Pathways

Specialist Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Combinatorics, vectors and proof <ul style="list-style-type: none"> • Combinatorics • Vectors in the plane • Proof by mathematical induction • Vectors applications in geometry 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> • Geometric proofs using vectors • Trigonometry and functions • Integration and applications of integration • Vector calculus 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> • Matrices and application of matrices • Complex numbers 1 • Nature of proof • Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> • Complex numbers 2 • Rates of change and differential equations • Statistical inference

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Essential Mathematics

Year 11 & 12 Applied Subject

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

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

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

Students learn within a practical context related to general employment and

successful participation in society, drawing on the mathematics used by various professional and industry groups.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_ess_maths_19_app_syll.pdf

Recommendation

A minimum of a C standard in Year 10 Mathematics.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Summative Assessment

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

HUMANITIES

Year 10 Elective Subjects

Ancient History

Business

Humanities in Practice

Legal Studies

Year 11 & 12 General Subjects

Ancient History

Business

Legal Studies

Year 11 & 12 Applied Subject

Social & Community Studies

Head of Humanities: [Mrs Wendy Miller](#)

Wendy.Miller@calvary.qld.edu.au

Ancient History

Year 10 Elective Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Recommendation

A minimum of a C in Year 9 English – Advanced or Core and Year 9 History.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, Health and Nutrition and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Ancient Egypt</i>	<i>Ancient Greece</i>	<i>Ancient Rome</i>	<i>Foundations</i>

Assessment

The assessment instruments that have been developed to assess the learning of Ancient History students have been designed to build student learning towards assessment techniques that are valued in senior subjects.

Types of Assessment

- Written Assignments
- Multimodal Tasks
- Examinations
- Response to Stimulus Tasks
- Research Tasks
- Feature Articles

Business

Year 10 Elective 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 and economic activity impacts on and presents a range of challenges to individuals and members of groups and organisations in their roles as active and informed citizens, consumers, workers or entrepreneurs.

Business and Economics is important for students in the later years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services, and acquire legal rights and responsibilities as citizens.

Students build on their understanding of the ways decisions are made about the allocation of resources by considering the Australian economy, its place in the broader global economy and the interdependence of participants in the

global economy. They explore reasons for variations in the performance of economies and investigate the role of governments in managing economic performance to improve living standards. They explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes. They learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

Recommendation

A minimum of a C in Year 9 English – Advanced or Core and Year 9 History.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Economic Systems and Contemporary Environments</i>	<i>Entrepreneurial Creativity</i>	<i>The Changing Work Environment, Economic Performance and Living Standards</i>	<i>Skills for Senior Business</i>

Assessment

The assessment instruments that have been developed to assess the learning of Business and Economics students have been designed to build student learning towards assessment techniques that are valued in senior subjects.

Types of Assessment

- Knowledge Examinations
- Practical (Business Plan, Market Stall, Reflection)
- Extended Responses (Multimodal and Written)

Humanities in Practice

Year 10 Elective Subject

Humanities in Practice focuses on researching and contemporary skills which lead to self-reliance and autonomy. It fosters appreciation of, and respect for, responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

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

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the

community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Recommendation

Proficiency in the English language.

Pathways

A course of study in Humanities in Practice can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers. This course will equip students with the research skills necessary for daily life.

Structure

The Humanities in Practice course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course. Furthermore, a final set of skills will lead directly into Social and Community Studies for Year 11.

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>The Game of Life</i>	<i>Dawn of the Internet</i>	<i>What Works for You</i>	<i>The Road Ahead</i>

Assessment

The assessment instruments that have been developed to assess the learning of Humanities in Practice students have been designed to build student learning towards assessment techniques that are valued in senior subjects.

Types of Assessment

- Examination - Short Written Response
- Reports - Extended Written Response
- Field work
- Project work

Legal Studies

Year 10 Elective Subject

Legal Studies as a Junior elective focuses on the foundations of law in Australia and Queensland. It will evaluate the role and development of law in response to current issues. Students will explore the modern legal system and how it protects the rights of the citizen, regulates activities, while balancing these with obligations and responsibilities.

Students study the foundations of criminal and civil law through the criminal justice process and the civil justice system. They will discuss contemporary issues that are relevant to real-life situations, while engaging in research relating to law reform and jurisdiction alternatives.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and

recommendations. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Recommendation

A minimum of a C in Year 9 English – Advanced or Core and Year 9 History.

Pathways

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

Structure

CORE TOPICS
<i>The Legal System and You – Rights and Responsibilities of the Citizen</i> <i>Human Rights – Modern Activism</i> <i>Civil Law</i> <i>Criminal Law</i>

Assessment

The assessment instruments that have been developed to assess the learning of Legal Studies students have been designed to build student learning towards assessment techniques that are valued in senior subjects.

Types of Assessment

- Short Response Written Examinations
- Extended Response Written Examinations
- Essay
- Investigation – Inquiry Report

Ancient History

Year 11 & 12 General Subject

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing

arguments, challenging assumptions, and thinking both creatively and critically.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_ancient_history_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English – Advanced or Core and Year 10 History.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, Health and Nutrition and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives —when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Investigating the ancient world</i> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices. 	<i>Personalities in their time</i> <ul style="list-style-type: none"> • Alexander the Great • Cleopatra 	<i>Reconstructing the ancient world</i> <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Pompeii and Herculaneum 	<i>People, power and authority</i> <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Business

Year 11 & 12 General Subject

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and

synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_business_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English – Advanced or Core and Year 10 History.

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Business creation <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas 	Business growth <ul style="list-style-type: none"> • Establishment of a business • Entering markets 	Business diversification <ul style="list-style-type: none"> • Competitive markets • Strategic development 	Business evolution <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

Legal Studies

Year 11 & 12 General Subject

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues.

Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations,

and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_legal_studies_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English – Advanced or Core and Year 10 History.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Social & Community Studies

Year 11 & 12 Applied Subject

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

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

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with

opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_social_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course.

CORE LIFE SKILLS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • <i>Personal skills — Growing and developing as an individual</i> • <i>Interpersonal skills — Living with and relating to other people</i> • <i>Citizenship skills — Receiving from and contributing to community</i> 	<ul style="list-style-type: none"> • <i>Gender and identity</i> • <i>Health and Nutrition: food and nutrition</i> • <i>Health and Nutrition: Recreation and leisure</i> • <i>Into relationships</i> • <i>Legally, it could be you</i> • <i>Money management</i> • <i>The world of work</i>

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Investigation Multimodal response</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Examination – Short Response</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Extended Response</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Investigation – Multimodal response</i>

SCIENCES

Year 10 Elective Subjects

Agricultural Practices

Health and Nutrition

Marine Studies

Natural Science

Physical Science

STEM

Year 11 & 12 General Subjects

Biology

Chemistry

Food and Nutrition

Physics

Year 11 & 12 Applied Subject

Agricultural Practices

Aquatic Practices

Science in Practice

Head of Science: Mrs Rhonda Knuth

Mrs Rhonda Knuth@calvary.qld.edu.au

Agricultural Practices

Year 10 Elective Subject

Agricultural Practices provides opportunities for students to explore, experience and gain knowledge and practical skills valued in agricultural workplaces. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and engage in a variety of potential career pathways in the world of agriculture.

Year 10 Agricultural Practices can include Animal and Plant studies, sustainable farming practices and farm management with a focus on building knowledge and skills suited to practical situations in both agricultural and non-agricultural workplaces. Safety and best management practices are embedded throughout the course. Building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations is an important part of the course. Agricultural

Practices also develops personal skills that are needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. Opportunities will also arise for engagement with, and contribution to community associations, events and activities, such as agricultural shows.

Recommendation

A minimum of a C in Year 9 Agricultural Studies and/or Science.

Pathways

Study of Agricultural Practices in year 10 will establish a strong foundation for the study of Agriculture in year 11 and 12 and potential further education, training and employment in Agriculture including aquaculture, food technology, journalism, environmental management and agribusiness.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>The Australian Cattle Industry</i>	<i>Sustainable Farming Practices</i>	<i>Biosecurity Farming the Future</i>	<i>Agricultural Biotechnology</i>

Assessment

The assessment used in Agricultural Practices will reflect the types of assessment used in Senior Agricultural Practices. This will be done with the purpose of preparing students with the skills necessary to successfully complete these types of assessments in Year 11 and 12.

Types of assessment

- Multi-Modal Presentation
- Field Trial Report
- Research Report

Health and Nutrition

Year 10 Elective Subject

Health and Nutrition provides students with an understanding of the importance of personal well-being based around practical resourcing and science perspective.

Within the health study students will learn from a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship.

While the nutrition study allows students to understand food from a scientific context. Exploring nutrition by identifying and understanding relevant sectors of the food system and how food is developed, produced, processed, transported, stored and distributed. Students will also explore

how this impacts a persons health needs of vitamins and minerals.

Health and Nutrition uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health and nutrition change at personal, peer, family and community levels.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Science is recommended.

Pathways

A successful course of study in Health and Nutrition in Year 10 will establish a basis for further study in Food & Nutrition, Physical Education and Sports & Recreation in Year 11 and 12.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Resilience as a personal health resource</i>	<i>Peers and family as a resource of healthy living</i>	<i>Food and nutrition as a health resource.</i>	<i>Introduction to Food & Nutrition – Unit 1: Food science of vitamins, minerals and protein.</i>

Assessment

The assessment used in Health & Nutrition will reflect the type of assessment instruments used in Senior Food & Nutrition and Senior Physical Education. This will be done with the purpose of preparing students with the skills necessary to successfully complete the recommended subject pathways.

Types of assessment

- Research task
- Project - folio
- Practical investigation
- Examination

Marine Studies

Year 10 Elective Subject

Marine Studies provides opportunities for students to study an interdisciplinary science focusing on marine environments and the effects of human influences and interactions on ocean resources. Students will develop their understanding of marine biology and ecosystems, human interaction with the marine environment and our resource management. Students will also study marine engineering, with a focus on the coral reef environment, how it is affected as well as the environmental and economic impacts human recreational interactions have on marine environments.

Students will develop a well-rounded knowledge of marine ecosystems. In addition, they will become citizens who are better informed about the world around

them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues affecting the marine environment.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Science is recommended.

Pathways

A successful course of study in Marine Studies will give students a broad and general exposure to the sciences. It leads directly to Aquatic Practices in Senior, and will also assist in further study in the science field.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Marine and Aquatic Organisms.</i>	<i>Fishing Regulations and Practices/ Aquaculture.</i>	<i>Marine Engineering and The Reef.</i>	<i>Marine Recreation – Boating, Snorkelling, Scuba Diving, Surfing etc.</i>

Assessment

The assessment used in Marine Studies will reflect the types of assessment used in Senior Aquatic Practices. This will prepare students with the skills necessary to successfully complete these types of assessments when studying Aquatic Practices in Years 11 and 12.

Types of Assessment

- Examination – Short Response
- Project
- Performance

Natural Science

Year 10 Elective Subject

Natural Science provides an empirical way of answering interesting and important questions about the biological world. The sciences aim to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Natural Science provides opportunities for students to develop an understanding of important biological concepts and processes, the practices used to develop scientific knowledge, of biology's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the biological knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning natural science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery

and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Mathematics and Science is recommended.

Pathways

A successful course of study in Natural Science will establish a basis for further study in the field of Biology in Years 11 and 12.

Structure

CORE TOPICS
<i>Environmental Biology</i> <i>Genetics</i> <i>Biological Skills</i> <i>Experimental Biology</i> <i>Cellular Biology</i>

Assessment

The assessment used in Natural Science will reflect the types of assessment used in Senior Biology. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Biology in Years 11 and 12.

Types of assessment

- Data test
- Practical Investigation
- Research task
- Scientific Report
- Examination

Physical Science

Year 10 Elective Subject

Physical Science encompasses the fundamental principles of Chemistry and Physics. This knowledge develops citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

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

Physics is the study of diverse natural phenomena in order to explain, analyse and predict outcomes.

Both fields of study develop students' investigative skills, including the ability to

design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Mathematics and Science is recommended.

Pathways

A successful course of study in Physical Science will establish a basis for further study in the separate subjects of:

- Chemistry in Years 11 and 12
- Physics in Years 11 and 12.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Chemistry <ul style="list-style-type: none"> • <i>Elements and the periodic table</i> • <i>Reactions and equations</i> • <i>Rates of reaction</i> 	Physics <ul style="list-style-type: none"> • <i>Motion</i> • <i>Gravity and space</i> 	Physical Science Toolkit <ul style="list-style-type: none"> • <i>Analysing data</i> • <i>Experimental foundations</i> • <i>Technology toolkit</i> 	Year 11 Chemistry <ul style="list-style-type: none"> • <i>Unit 1</i>

Assessment

The assessment used in Physical Science will reflect the types of assessment used in Senior Chemistry and Senior Physics. This will be done with the purpose of preparing students with the skills necessary to successfully complete these types of assessments in Year 11 and 12.

Types of assessment

- Data test
- Practical investigation
- Research task
- Scientific report
- Examination

STEM

Year 10 Elective Subject

Australia is one of the top countries in the quality of scientific research and technological development. This puts Australia on the forefront of many technological innovations, both as creators and adopters. New technology is created through the design/build process. This process begins by looking at the problem that needs to be solved, reviewing research and then designing, evaluating and redesigning in a cyclic manner.

In STEM the students will use their core knowledge in science and mathematics, and their understanding of technology to engineer solutions to real life problems.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Science and Maths Core is recommended.

Pathways

A successful course of study in STEM will establish a basis for further study in the field of Physics in Years 11 and 12.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Radio Control (RC) Technology</i>	<i>Sound Waves and Acoustics</i>	<i>Aerodynamics and The Fundamentals of Physics</i>	<i>Physics Toolkit</i>

Assessment

Assessment may include any of the following techniques:

- Logbook Portfolio
- Physical Project
- Data Test
- Student Experiment
- Research Investigation
- Summative Exam

Biology

Year 11 & 12 General Subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

Students plan and carry out fieldwork, laboratory and other research

investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_biology_19_syll.pdf

Recommendation

Proficiency in English language is important and a minimum of a B in Year 10 Science is essential.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Chemistry

Year 11 & 12 General Subject

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

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed,

responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_chemistry_19_syll.pdf

Recommendation

Achievement of at least a B in Year 10 Science; pass in English and Mathematics.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Food and Nutrition

Year 11 & 12 General Subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_food_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English, Mathematics and Science.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and Health and Nutrition.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Physics

Year 11 & 12 General Subject

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact

in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence.

Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_physics_19_syll.pdf

Recommendation

Strong achievement (eg A or B) in Year 10 Mathematics - Advanced and Science.

Pathways

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

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Physics of Motion <ul style="list-style-type: none"> Linear motion and force Gravity and motion 	Einstein's famous equation <ul style="list-style-type: none"> Special relativity Ionising radiation and nuclear reactions The Standard Model 	The transfer and use of energy <ul style="list-style-type: none"> Heating processes Waves Electrical circuits 	Electromagnetism and quantum theory <ul style="list-style-type: none"> Electromagnetism Quantum theory

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Agricultural Practices

Year 11 & 12 Applied Subject

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Agricultural Practices includes two areas of study, 'Animal studies' and 'Plant studies', which focus on building knowledge and skills suited to practical situations in agricultural workplaces. Safety and management practices are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers,

colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_ag_19_app_syll.pdf

Recommendation

A minimum of a C in Year 10 Science.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Structure

The Agricultural Practices course is designed around five core topics which must be covered within the elective topic studied and be integrated throughout the course.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Animal industries • Plant industries • Rules, regulations and recommendations • Equipment maintenance and operation • Management practices 	<ul style="list-style-type: none"> • Infrastructure • Production • Agribusiness • Operating machinery

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Extended Response - Written</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Collection of work</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Investigation – Multimodal Response</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Examination – Short Response</i>

Aquatic Practices

Year 11 & 12 Applied Subject

The subject Aquatic Practices investigates how Australians interact with their coastal waters, freshwater rivers, lakes and wetlands. Australia's seas and inland waterways have always played a critical role in supporting human habitation and culture, from pre-colonisation to the present day.

Through a study of Aquatic Practices, students will gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship. The subject promotes an appreciation of the role coastal waters and inland waterways play in tourism, recreation, transport and food production, and of the legal and safety issues and codes of practice associated with waterways.

Students will gain knowledge and understanding of the principles

underpinning safety and management in the aquatic environment, and of the commercial, environmental, recreational and cultural considerations and opportunities around aquatic practices.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_aquatic_19_app_syll.pdf

Recommendation

A minimum of a C in Year 10 Science.

Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

Structure

The Aquatic Practices course is designed around four areas of study with the core topic and elective topics integrated throughout the course.

CORE TOPIC	AREAS OF STUDY	ELECTIVE TOPICS
<ul style="list-style-type: none"> Safety and management practices 	<ul style="list-style-type: none"> Environmental Recreational Commercial Cultural 	<ul style="list-style-type: none"> Citizen science Aquatic activities Aquaculture, aquaponics and aquariums Boat building and marine engineering Historical understandings

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): • Examination – Short Response	Summative internal assessment 3 (IA3): • Performance
Summative internal assessment 2 (IA2): • Project – Written and Product component	Summative internal assessment (IA4): • Examination – Short Response

Science in Practice

Year 11 & 12 Applied Subject

Science is a dynamic, collaborative and future-focused field of human endeavour that has emerged from a need to understand natural phenomena. Studying science contributes to the development of a sense of wonder and engagement with the natural world. To have an informed voice in charting the future of society and to effectively participate in society and everyday life, where science and technology play significant and increasing roles, students need to be scientifically literate. Scientific literacy is a way of thinking and a way of viewing and interacting with the world that is developed through engaging in the practical and analytical approaches of scientific inquiry.

Science in Practice supports and focuses the development of these questions by encouraging inquiry and a respect for evidence and reasoning. It develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world. Science in Practice is practical, with

experiments and hands-on investigations at its heart. Practical activities engage students, producing excitement and curiosity. Investigations develop a deeper understanding of the nature of science and of a particular topic or context. They foster problem-solving skills that are transferable to new situations.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_science_prac_19_app_syll.pdf

Recommendation

A minimum of a C in Year 10 Science.

Pathways

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

Structure

The Science in Practice course is designed around three core topic with elective topics integrated throughout the four unit course. Each module of work including learning experiences from different science disciplines.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • <i>Scientific literacy and working scientifically</i> • <i>Workplace Health and Nutrition and safety</i> • <i>Communication and self-management</i> 	<ul style="list-style-type: none"> • <i>Science for the workplace</i> • <i>Resources, energy and sustainability</i> • <i>Health and Nutrition and lifestyles</i> • <i>Discovery and change</i>

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Examination – Short Response</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Investigation – Written Response</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Project – Written and Multimodal</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Collection of Work</i>

HEALTH AND NUTRITION & PHYSICAL EDUCATION

Year 10 Elective Subject

Physical Education
Outdoor Education

Year 11 & 12 General Subject

Physical Education

Year 11 & 12 Applied Subject

Sports & Recreation

Head of Health & Physical Education: [Mrs Kym Patteson](#)

Kym.Patteson@calvary.qld.edu.au

Physical Education

Year 10 Elective Subject

Physical Education will provide students with the opportunity to learn and appreciate knowledge and skills which will enable them to pursue a Health and Nutrition lifestyle.

Physical Education allows students to apply movement concepts and skills. Physical activity enhances performance and moving with competence and confidence, whilst developing communication, decision making and problem solving skills in a team environment.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and

performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students will also be provided with a 'toolkit' to prepare them for year 11 Physical Education.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Health and Nutrition and Physical Education is recommended.

Pathways

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

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Human Movement</i>	<i>Equity & Access</i>	<i>Sport Psychology</i>	<i>Physical Education Toolkit – Year 11</i>

Assessment

The assessment used in Physical Education will reflect the types of assessment used in Senior Physical Education. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Physical Education in Years 11 and 12.

Types of assessment

- Project Folio
- Investigation Report
- Examination

Outdoor Education

Year 10 Elective Subject

Outdoor Education will provide students with the opportunity to learn Health and Nutrition relationships through sustainable outdoor experiences.

Through interaction with the natural world, Outdoor Education aims to develop an understanding of students; relationships with the environment, others and themselves, and ultimately contribute towards a sustainable world.

The integrated approach within this subject allows for practical activities, theoretical concepts, and relationship with the environment to be incorporated into a meaningful program of learning. It provides students with an opportunity to develop essential life skills and physical activity skills, an opportunity to develop a comprehensive understanding of the

environment and develop a positive relationship with nature.

Outdoor education aims to develop self-awareness and leadership through opportunities to plan for, and facilitate, outdoor experiences.

Recommendation

Proficiency in English language is important and a minimum of a C in Year 9 Health and Nutrition and Physical Education is recommended.

Pathways

A course of study in Outdoor Education will prepare students for career and employment pathways in areas such as outdoor leadership, environmental interpretation, environmental planning, facilities management, eco-tourism, military service, outdoor education, and the many unforeseen areas evolving in the outdoors industry.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>First Aid</i>	<i>Coaching</i>	<i>Fitness</i>	<i>Outdoor Recreation</i>

Assessment

The assessment used in Outdoor Education will reflect the types of assessment used in Senior Sports and Recreation. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Sports and Recreation in Years 11 and 12.

Types of assessment

- Performance
- Project
- Investigation – Written Response

Physical Education

Year 11 & 12 General Subject

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

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

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

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases

and the physical activity contexts. They recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

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

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_pe_19_syll.pdf

Recommendation

A minimum of a C in Year 10 Health and Nutrition and Physical Education.

Pathways

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

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

UNIT 3		UNIT 4	
<i>Summative internal assessment 1 (IA1):</i> • <i>Project — folio response for a public audience</i>	25%	<i>Summative internal assessment 3 (IA3):</i> • <i>Project — folio</i>	30%
<i>Summative internal assessment 2 (IA2):</i> • <i>Investigation — report</i>	20%	<i>Summative external assessment (EA):</i> • <i>Examination — combination response</i>	25%

Sports & Recreation

Year 11 & 12 Applied Subject

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general Health and Nutrition and wellbeing. In Sport and Recreation, students are involved in communicating ideas and information in, about and through sport and recreation activities. These activities will be the medium through which students examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good Health and Nutrition, evaluate strategies to promote Health and Nutrition and safety, and investigate personal and interpersonal skills to achieve goals. Sport and recreation

involves students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_sport_recreation_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

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

Structure

The Sports and Recreation course is designed around four core topics with elective topics integrated throughout the course.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • <i>Sport and recreation in the community</i> • <i>Sport, recreation and Health and Nutrition living</i> • <i>Health and Nutrition and safety in sport and recreation activities</i> • <i>Personal and interpersonal skills in sport and recreation</i> 	<ul style="list-style-type: none"> • <i>Active play and minor games</i> • <i>Challenge and adventure activities</i> • <i>Games and sports</i> • <i>Lifelong physical activities</i>

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Performance</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Investigation – Written Response</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Project</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Performance</i>

TECHNOLOGIES

Year 10 Elective Subjects

Design

Food Technology

Furnishing Skills

Year 11 & 12 General Subjects

Design

Year 11 & 12 Applied Subject

Furnishing Skills

Head of Technologies: [Mrs Wendy Miller](#)

Wendy.Miller@calvary.qld.edu.au

Design

Year 10 Elective Subject

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

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they

experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

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

Recommendation

A minimum of a C in Year 9 English, Mathematics and Science.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Experiencing Design	Design Process	Design Styles	Sustainable Design

Assessment

The assessment used in Design will reflect the types of assessment used in Senior Design. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Design in Years 11 and 12.

Types of assessment

- Project
- Research task
- Multimodal Presentation
- Portfolio
- Examination

Food Technology

Year 10 Elective Subject

Food Technology offers our students the opportunity to develop a wide range of skills and competencies that will prepare them for making a contribution to life and work in a technological society. In teaching Food Technology, we aim to educate the pupils about the theory and practical application of knowledge, skills and understanding. The knowledge and skills acquired should also prepare students for

the new Hospitality Practices subject which will be launched in 2020.

Recommendation

Proficiency in the English language.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
<i>Nuts about Nutrition</i>	<i>Around the World</i>	<i>Make a Meal of It!</i>	<i>Techno Food</i>

Assessment

The assessment used in Food Technology will reflect the types of assessment used in Senior Hospitality Practices. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Hospitality Practices in Years 11 and 12.

Types of assessment

- Project
- Research task
- Multimodal Presentation
- Portfolio
- Examination

Furnishing Skills

Year 10 Elective Subject

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

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

By doing manufacturing tasks, students develop transferable skills relevant to a

range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Recommendation

Proficiency in the English language.

Pathways

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

Structure

CORE TOPICS
Industry Practices <i>Workplace Health and Nutrition and safety</i> <i>Personal and interpersonal skills</i> <i>Product quality</i>
Production Processes <i>Specifications</i> <i>Tools</i> <i>Materials</i>

Assessment

The assessment used in Furnishing Skills will reflect the types of assessment used in Senior Furnishing Skills. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Furnishing Skills in Years 11 and 12.

Design

Year 11 & 12 General Subject

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

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

trial and error and a willingness to take risks and experiment with alternatives.

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

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_design_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English, Mathematics and Science.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Design in practice <ul style="list-style-type: none"> Experiencing design Design process Design styles 	Commercial design <ul style="list-style-type: none"> Explore — client needs and wants Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design <ul style="list-style-type: none"> Explore — sustainable design opportunities Develop — redesign

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Furnishing Skills

Year 11 & 12 Applied Subject

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

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

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret

specifications, including information and drawings, demonstrate and apply safe practical production processes with hand/power tools and equipment, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_furnishing_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

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

Structure

The Furnishing Skills course is designed around two core topics with elective topics integrated throughout the course.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • Industry practices • Production processes 	<ul style="list-style-type: none"> • Cabinet making • Furniture making • Furniture finishing • Upholstery

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
Summative internal assessment 1 (IA1): • Project	Summative internal assessment 3 (IA3): • Project
Summative internal assessment 2 (IA2): • Practical Demonstration	Summative internal assessment (IA4): • Practical Demonstration

CREATIVE ARTS

Year 10 Elective Subjects

Drama

Music

Visual Art

Year 11 & 12 General Subjects

Drama

Music

Visual Art

Year 11 & 12 Applied Subject

Drama in Practice

Music in Practice

Head of Creative Arts: [Mr Peter Bourke](#)

Peter.Bourke@calvary.qld.edu.au

Drama

Year 10 Elective Subject

Drama is a subject designed to provide students with a diverse range of opportunities and experiences. The subject involves making and responding to drama independently and within small groups through teacher or community directed activities. This may be explored through (but isn't limited to) improvisation, scripted drama, rehearsal and performance.

Drama enables students to develop not only dramatic and communication skills, but also skills in other important areas of intellect, spirit, aesthetic appreciation, self-esteem, self-actualisation, self-reflection and a greater understanding of the diverse world. This course does not aim to produce "actors", but enables students to

reach their God-given potential in the dramatic arts.

Recommendation

A minimum of a C in Year 9 English is beneficial although not required. Previous involvement in Junior Drama would also be beneficial.

Pathways

A successful course of study in Drama will establish strong skill foundations for various career pathways such as, educators, public servants, promoters, journalists, tourism, solicitors, administration, and management. This course can also prepare a student for further studies in Creative Arts or involvement in theatre.

Structure

The course will be delivered over two phases: three terms of skill preparation and practice, and a short-modified bridging course which mirrors skills covered in Years 11 and 12. Core skills delivered may include, but are not limited to:

CORE SKILLS
<p><i>Further development and practice of the Elements of Drama</i></p> <p><i>Introduction to Conventions of style covered including Verbatim, Documentary Drama, Collage Drama, Epic Theatre, Realism, Magical Realism, and Neoclassicism</i></p> <p><i>Practice of Dramatic Skills such as stagecraft, directing, devising and responding</i></p> <p><i>Working with scripts through analysing, rehearsing and presenting</i></p> <p><i>Development of reflective skills</i></p> <p><i>Workshops with community theatre groups.</i></p>

Assessment

The assessment used in Drama will reflect the types of assessment used in Senior Drama. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Drama in Years 11 and 12. The criteria will be assessed through a range of practical and theoretical tasks which can include devising, analysing, acting, directing, stage craft and practical demonstrations.

Music

Year 10 Elective Subject

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Recommendation

A minimum of a C in Year 10 English and would benefit from having studied Music in Year 9.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Structure

CORE SKILLS
<i>Music Theory</i> <i>Composition</i> <i>Performance</i>

Assessment

The assessment used in Music will reflect the types of assessment used in Senior Music. This will be done with the purpose of preparing the students with the skills necessary to successfully complete these types of assessments when studying Music in Years 11 and 12.

Types of Assessment

- Performance
- Composition
- Extended Written Response

Visual Art

Year 10 Elective Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

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

Recommendation

A minimum of a C in Year 9 English is beneficial although not required. Previous involvement in Junior Art would also be beneficial.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Art as looking <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	Art as symbol <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	Art as knowing <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	Art as lens <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based

Assessment

Assessments undertaken within this course of study will mirror the types of assessments used within the Senior Visual Arts program. This program is designed to prepare and provide a foundational base of skills for the learners to then build from in Years 11 and 12. The criteria will be assessed through a range of practical and theoretical tasks that include developing, researching, reflecting and resolving.

Drama

Year 11 & 12 General Subject

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

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

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

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_drama_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English.

Pathways

A successful course of study in Drama will establish a strong foundations for various career pathways such as, educators, advertising, journalists and tourism. This course can also prepare a student for further studies in Creative Industries or involvement within the theatre community.

Structure

UNIT 1:	UNIT 2:	UNIT 3:	UNIT 4:
Share <ul style="list-style-type: none"> • Linear and non-linear forms and styles such as Verbatim, Collage and Documentary Drama. • Stories of Australian experiences within various cultures. • Performing, analysis, devising and reflecting skills. 	Reflect <ul style="list-style-type: none"> • Realism and hybrid styles such as Magical Realism and Gothic Theatre. • Human experience within various cultures and societies. • Performing, directing, analysis, devising and reflecting skills. 	Challenge <ul style="list-style-type: none"> • Theatre of Social Comment styles such as Theatre of the Absurd and Epic Theatre. • Challenging one's understanding and perspective of humanity. • Performing, analysis, devising and reflecting skills. 	Transform <ul style="list-style-type: none"> • Traditional styles such as Greek and Elizabethan Theatre and Contemporary Styles. • Reshaping and challenging ideas to fit within modern contexts. • Performing, analysis, devising and reflecting skills.

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Music

Year 11 & 12 General Subject

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_music_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English. and studied Music in Year 10.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Visual Art

Year 11 & 12 General Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

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

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/pportal/syllabuses/snr_visual_art_19_syll.pdf

Recommendation

A minimum of a C in Year 10 English.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields.

Structure

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

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. The results from each of the assessments are added together to provide a subject score out of 100.

Summative Assessment

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

Drama in Practice

Year 11 & 12 Applied Subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Through the core of dramatic practices students also learn essential workplace Health and Nutrition and safety procedures relevant to the drama and theatre industry, as well as

effective work practices and industry skills needed by a drama practitioner

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_drama_prac_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions. With additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

Structure

The Drama in Practice course is designed around two core topics with elective topics integrated throughout the course.

CORE TOPICS	ELECTIVE TOPICS
<ul style="list-style-type: none"> • <i>Dramatic principles</i> • <i>Dramatic practices</i> 	<ul style="list-style-type: none"> • <i>Acting</i> • <i>Playbuilding</i> • <i>Scriptwriting</i> • <i>Technical design and production</i>

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Performance</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Examination – Written Response</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Project – Multimodal Presentation and Practical Component</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Project – Written and Practical Component</i>

Music in Practice

Year 11 & 12 Applied Subject

Musicians fulfil many roles in a community — as makers/creators, performers, presenters, journalists, technicians, administrators and managers. Music in Practice gives students opportunities to explore these and other roles through active engagement with music and music productions, and, where possible, by interacting with practising artists.

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They gain practical, technical and listening skills and make choices to communicate in and through their music. Through the music activities of composing, performing and responding, they apply techniques, processes and skills, individually and in groups, to express music ideas that serve particular functions and purposes. This fosters creativity, helps students develop problem-solving skills, and heightens their

imaginative, emotional, aesthetic, analytical and reflective experiences.

QCAA Subject Guide:

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_music_prac_19_app_syll.pdf

Recommendation

Proficiency in the English language.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, record producer, concert promoter, entertainment manager, tour manager or music director.

Structure

The Music in Practice course is designed around two core topics with elective topics integrated throughout the course.

CORE TOPICS	ELECTIVE TOPICS	
<ul style="list-style-type: none"> • <i>Music principles</i> • <i>Music practices</i> 	<ul style="list-style-type: none"> • <i>Contemporary music</i> • <i>Live production and performance</i> • <i>The music industry</i> 	<ul style="list-style-type: none"> • <i>Music technology and production</i> • <i>Practical music skills</i> • <i>Song writing</i>

Assessment

Schools devise Formative assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four Summative Assessments. Students will receive an overall subject result (A–E).

Summative Assessment

UNIT 3	UNIT 4
<i>Summative internal assessment 1 (IA1):</i> <ul style="list-style-type: none"> • <i>Composition</i> 	<i>Summative internal assessment 3 (IA3):</i> <ul style="list-style-type: none"> • <i>Composition</i>
<i>Summative internal assessment 2 (IA2):</i> <ul style="list-style-type: none"> • <i>Project</i> 	<i>Summative internal assessment (IA4):</i> <ul style="list-style-type: none"> • <i>Performance</i>

SCHOOL-BASED SUBJECTS AND ACTIVITIES

Equip - Pastoral Care

Christian Living

Sport & Co-Curricular

Chapel & Assembly

Equip - Pastoral Care

School-Based Subject

Overview

Equip is designed for students to have the opportunity to learn vital skills for their education journey, such as Study Skills, Digital Technology Skills, 21st Century Skills as well as addressing key Mental Health and Nutrition and Wellbeing topics.

Assessment

At the successful completion of the Careers Education Equip Program students will receive 1 QCE point. Equip will otherwise not be assessed and students will not receive a result for this subject. Each term teachers will indicate what topics have been studied in the Student Report Card.

Christian Living

School-Based Subject

Overview

Christian Living is aimed at allowing students opportunity for vigorous discussion and discovering a practical faith in God that can lead them now and in the life beyond their school.

Structure

Year 10	Year 11	Year 12
Psalms: Talking to God. War of the Spirit World.	“Hope for a Shattered World” - Salvation.	“No Turning Back” - Ephesians.

Assessment

Christian Living will not be assessed and students will not receive a result for this subject. Each term teachers will indicate what topics have been studied in the Student Report Card.

Sport & Co-Curricular

School-Based Activities

Overview

All students participate in a weekly Sport & Co-Curricular lesson that offer a wide range of sporting, community and skills-based activities.

Chapel & Assembly

School-Based Activities

Overview

All students attend weekly Chapel & Assemblies which allow students to engage in the core beliefs and values of the College.



Right start, bright future.