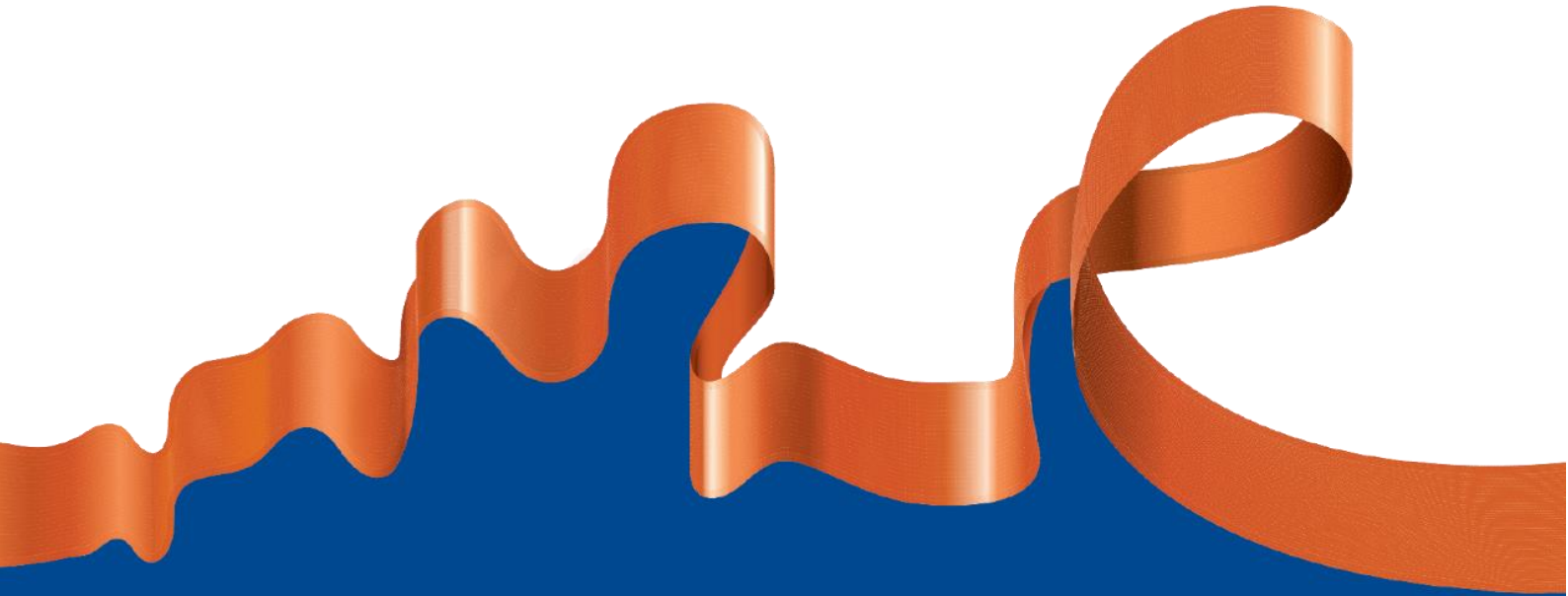
Saint Stephen's College

Year 12 in 2023

Credentials Program

Academic Courses and Pathways Handbook



Developing character,
inspiring hope

CONTENTS

SENIOR EDUCATION PROFILE

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

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

For more information about the Senior Education Profile, please visit www.qcaa.qld.edu.au/senior/certificates-qualifications/sep

Statement of Results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

The Queensland Certificate of Education (QCE) is Queensland's Senior Schooling qualification and is awarded to eligible students at the end of the senior phase of learning. The qualification confirms the achievement of young people achieving a significant amount of learning at an agreed standard, including literacy and numeracy. At the end of Year 12, students will be issued with a Senior Statement from the Queensland Curriculum and Assessment Authority (QCAA), recording all learning achievements, which have been banked in the Learning Account. The QCE recognises a broad range of learning that caters to the diverse needs and aspirations of all young people.

This broad range offers flexibility, but also requires specified standards of achievement. Having a set amount of learning and a set standard lets students know what they have to aspire to, and it lets the community know what is expected to attain the QCE. The QCE sends a clear message that it represents successful achievements in a significant amount of learning, and so provides students with a more valued passport to further education, training and employment.

The QCE complements other education and training reforms. Learning achievements that count towards the certificate are from school subjects, vocational education and training, university, workplaces and the community. This means that at Saint Stephen's College, we are able to design personal pathways that meet the diverse needs of our students, and that meets interests, abilities and stages in academic development.

The **quality criteria** ensure that learning achievements from courses contributing to the QCE are of sufficient size, standing and depth and facilitate the transition from school to the next phase of learning and training.

Credit describes the basic unit of learning and denotes the minimum amount of learning that can contribute to the certificate. The concept of credit allows the total amount of learning required to be specified – that is, **at least 20 credit points**. There are three types of courses: core, preparatory, and complementary. At least 12 credits are gained from completed courses of study from the core courses, up to four credits are gained from preparatory and up to eight credit points from enrichment and advanced. **All 20 points can be earned from the core category**. The set standards for literacy and numeracy must also be met.

Core: At least 12 credits must come from completed Core courses of study	
Course	**QCE credits per course**
QCAA General and Applied Subjects	Up to 4
QCAA Extension Subjects	Up to 2
Certificate II Qualifications	Up to 4
Certificate III and IV Qualifications (including traineeships)	Up to 8
School-based Apprenticeships	Up to 6
Recognised Studies categorised as Core	As recognised by the QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
Course	**QCE credits per course**
QCAA Short Courses: • QCAA Short Courses in Literacy • QCAA Short Courses in Numeracy	Up to 1
Certificate I Qualifications	Up to 3
Recognised Studies categorised as Preparatory	As recognised by the QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study	
Course	**QCE credits per course**
QCAA Short Courses • QCAA Short Courses in Aboriginal and Torres Strait Islander Languages • QCAA Short Courses in Career Education	Up to 1
University Subjects	Up to 4
Diplomas and Advances Diplomas	Up to 8
Recognised Studies categorised as Complementary	As recognised by the QCAA

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy	**Numeracy**
• QCAA General or Applied English subjects; • QCAA Short Course in Literacy; • Senior External Examination in a QCAA English subject; • FSK20113 Certificate II in Skills for Work and Vocational Pathways; • International Baccalaureate examination in approved English subjects; • Recognised studies listed as meeting literacy requirements.	• QCAA General or Applied Mathematics subjects; • QCAA Short Course in Numeracy; • Senior External Examination in a QCAA Mathematics subject; • FSK20113 Certificate II in Skills for Work and Vocational Pathways; • International Baccalaureate examination in approved Mathematics subjects; • Recognised studies listed as meeting numeracy requirements.

TYPES OF SENIOR SUBJECTS

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General courses. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the Preparatory to Year 10 Australian Curriculum.

General Syllabuses

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

Applied Syllabuses

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

Senior External Examinations

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF, please visit www.education.gov.au/australian-core-skills-framework

Underpinning Factors

All senior syllabuses are underpinned by:

Literacy

- The set of knowledge and skills about language and texts essential for understanding and conveying content;

Numeracy

- The knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General Syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by 21st Century skills:

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

Applied Syllabuses

In addition to literacy and numeracy, applied syllabuses are underpinned by:

- Applied Learning - the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts;
- Community Connections - the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom;
- Core Skills for Work - the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)

- Student achievement in accredited vocational education training (VET) modules is based on industry-endorsed competency standards and is recorded on the Senior Statement. The modules are recognised within the Australian Quality Training Framework (AQTF), and this may give advanced standing towards and/or credit on entry into higher-level courses at TAFE institutes and other Registered Training Organisations (RTOs).
- Students who successfully complete higher-level Certificate courses (level 3 and above) may use this as a stand-alone rank score which may then be used to apply for entry into tertiary courses for which other pre-requisites are met.

School-based Apprenticeships and Traineeships (SATs)

- School-based Apprenticeships and Traineeships (SATs) allow students who are generally in Years 11 and 12 to undertake a combination of school and paid employment while working towards completing a nationally recognised qualification. This pathway also provides valuable points towards the QCE. Any student interested in undertaking a SATs pathway must seek further information from the Career's Advisor.

- Apprenticeships and Traineeships are a legally binding formal agreement that combine on and off the job learning requirements. A training Contract is completed by all parties, including the student, a parent or legal guardian if the student is under 18 years of age, and the employer. When students sign this contract, they are agreeing to its terms and conditions. All Apprenticeships and Traineeships come with a probation period. It is a legal requirement to be signed by an Australian Apprenticeship Centre representative.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English Requirements

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects - English, Essential English, Literature, English and Literature Extension or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

GENERAL SYLLABUSES (SUBJECTS)

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Extension Syllabuses Course Overview

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

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

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

Assessment

Units 1 and 2 Assessments

The College will decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for each unit.

The College will report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 Assessments

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

The College will develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of the General syllabuses.

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

Instrument-specific Marking Guides

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

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

The College cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, the College will discuss ISMGs with students to help them understand the requirements of an assessment task.

External Assessment

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

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

The external assessment contributes a determined percentage (see specific subject guides - assessment) to the student's overall subject result and is not privileged over summative internal assessment.

APPLIED SYLLABUSES (SUBJECTS)

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. The College will develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and this assessment should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific Standards Matrixes

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

Essential English and Essential Mathematics - Common Internal Assessment (CIA)

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

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

- developed by the QCAA;
- common to all schools;
- delivered to schools by the QCAA;
- administered flexibly in Unit 3;
- administered under supervised conditions;
- marked by the school according to a common marking scheme developed by the QCAA.

The Common Internal Assessment is not privileged over the other summative internal assessment.

Summative Internal Assessment - Instrument-specific Standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

Senior External Examinations

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects. Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

- low candidature subjects not otherwise offered as a General subject in Queensland;
- students in their final year of senior schooling who are unable to access particular subjects at their school, including adult students (people of any age not enrolled at a Queensland secondary school) to meet tertiary entrance or employment requirements and/or for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, please visit www.qcaa.qld.edu.au/senior/see.

Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term Four. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA Policy and Procedures Handbook, Section 10.

SUBJECTS OFFERED

The College will not be able to provide for every possible combination of electives from our suite of offerings; however, the College undertakes to develop a line structure that best suits the needs and desires of the majority of its students, within timetabling constraints. The 'line structure' depends on 'subject preferences' identified by students in Stage One.

Subject to sufficient numbers enrolling for the courses, the following subjects will be offered in Year 12 in 2022.

• Accounting
• Biology
• Business
• Chemistry
• Design
• Drama
• Economics
• English
• English as an Additional Language
• English as an Other Language
• English Literature
• Essential English
• Film, Television and New Media
• Fitness – Certificate IV *(Certificate III as a pre-requisite)*
• Geography
• Japanese
• Legal Studies
• Mathematics – Essential
• Mathematics – General
• Mathematics – Mathematical Methods
• Mathematics – Specialist Mathematics
• Modern History
• Philosophy and Reason
• Physical Education
• Physics
• Spanish
• Visual Art

SENIOR EDUCATION AND TRAINING (SET) PLAN

The Senior Education and Training (SET) Plan is a confidential document that students develop in consultation with their parents/guardians and the College. A SET Plan is designed to map students' individual learning pathway through the senior phase of learning (Years 11 and 12). The SET Plan:

- includes flexible and coordinated pathway options.
- assists in examining learning options across education, training, and employment sectors.
- helps make decisions about learning pathways.
- helps communicate with personnel from the College about learning pathways.

Students are currently in the process of developing a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests, and ambitions. Students will map out what, where and how they will study during their senior phase of learning. The SET Plan needs to be agreed to by students, their parents/guardians, and the College.

SET Plan Interviews

SET Plan Interviews are conducted by several key staff at the College. Parents and students are notified of interview dates and venues at the Subject Information Evening. Parents can help by:

- attend Student Academic Review Meetings and SET Plan Interviews.
- refer to the SET Plan and identified goals regularly and reflect on progress.
- communicate regularly with College teaching staff and assist students with investigating career options.
- support students in working towards SET Plan goals.

Pre-Requisites for University and College Courses

All Year 10 students were issued with the QTAC booklet 'Tertiary Pre-requisites 2023'. This is a summary of selection criteria for entry to Universities, TAFE Queensland, and Colleges. Pre-requisite subjects for courses to be offered at the respective universities in 2023 are listed in the handbooks referred to above; however, the following general points should be noted.

- each institution has its own list of pre-requisite subjects which may differ between institutions.
- English is a pre-requisite for almost all tertiary courses.
- Mathematics and Science subjects are most commonly listed as pre-requisites; however, a variety of other subjects are also mentioned.
- while some subjects are not listed as pre-requisites, progress at university will be significantly less demanding if they have been studied in Years 11 and 12.
- QUT has an 'Assumed Knowledge' scheme, which replaces formal subject pre-requisites for course entry. Students who do not have the 'assumed level of knowledge' are not prevented from receiving an offer but may encounter difficulty with their studies. QUT recommends such students undertake bridging or preparation work to acquire the assumed knowledge.

Note: International students; however, must read 'assumed' as a pre-requisite subject. In other words, they have to complete the specified subject in Years 11 and 12.

Progression to Years 11 and 12

Students who select to remain ATAR eligible need to be equipped with the basic knowledge and skills to cope with an 'academic' course. General guidelines indicate that a student who has not achieved a passing grade at the end of Year 10 Mathematics and English and/or across all subjects will have difficulty coping with the demands of Years 11 and 12 and as such, could be asked to consider other pathways to ensure a successful transition from school to further study or work.

It is also important to realise the awarding of a QCE at the completion of Year 12, requires 20 credits; a credit is given when a **minimum amount of learning is achieved**, that is, a **C grade** which is determined at the end of Year 12.

COLLEGE TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35	8.20 **Tutor Group** 8.35
8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15	8.35 **1** 9.15
9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55	9.15 **2** 9.55
9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35	9.55 **3** 10.35
10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00	10.35 **Morning Tea** 11.00
11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40	11.00 **4** 11.40
11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20	11.40 **5** 12.20
12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00	12.20 **6** 1.00
1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45	1.00 **Lunch** 1.45
1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25	1.45 **7** 2.25
2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05	2.25 **8** 3.05

ACCOUNTING

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real World Accounting	***Management Effectiveness***	***Monitoring a Business***	***Accounting - The Big Picture***
• Accounting for a service business - cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business – no GST.	• Accounting for a trading GST business. • End-of-year reporting for a trading GST business.	• Managing resources for a trading GST business. • Fully classified financial statement reporting for a trading GST business.	• Cash management. • Complete accounting process for a trading GST business. • Performance analysis of a listed public company.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit the local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1) Examination – Combination Response	25%	Summative Internal Assessment 3 (IA3) Project – Cash Management	25%
Summative Internal Assessment 2 (IA2) Examination – Combination Response	25%		
Summative External Assessment (EA) - Examination – Short Response 25%			

BIOLOGY

Biology provides opportunities for students to engage with living systems. Students will develop their understanding of cells and multicellular organisms and 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 will 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 will 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 will 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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and Multicellular Organisms	***Maintaining the Internal Environment***	***Biodiversity and the Interconnectedness of Life***	***Heredity and Continuity of Life***
• Cells as the basis of life. • Multicellular organisms.	• Homeostasis. • Infectious diseases.	• Describing biodiversity. • Ecosystem dynamics.	• DNA, genes and the continuity of life. • Continuity of life on Earth.

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.

Assessment

Units 1 and 2 formative assessment items include:

- Student Experiment worth 20% of the year (Term One Year 11).
- Data Test worth 10% of the year (Term One Year 11).
- Research Investigation worth 20% of the year (Term Three Year 11).
- Examination worth 50% of the year (Term Three Year 11).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1)
Data Test</td><td>10%</td><td rowspan="2">Summative Internal Assessment 3 (IA3)
Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2)
Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) – Examination 50%</td></tr>
</table>

BUSINESS

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 will 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 will investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing, and operations.

Students will use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They will engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Objectives

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

- describe business environments and situations.
- explain business concepts, strategies, and processes.
- select and analyse business data and information.
- interpret business relationships, patterns, and trends to draw conclusions.
- evaluate business practices and strategies to make decisions and propose recommendations.
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business Creation	***Business Growth***	***Business Diversification***	***Business Evolution***
• Fundamentals of business. • Creation of business ideas.	• Establishment of a business. • Entering markets.	• Competitive markets. • Strategic development.	• Repositioning a business. • Transformation of a business.

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.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Combination Response</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Extended Response - Feasibility Report</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Investigation - Business Report</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

CHEMISTRY

Chemistry is the study of materials and their properties and structure. Students will 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 will develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They will critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature. Students will learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how Chemistry works and how it may impact society.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical Fundamentals - Structure, Properties and Reactions • Properties and structure of atoms. • Properties and structure of materials. • Chemical reactions - reactants, products, and energy change.	***Molecular Interactions and Reactions*** • Intermolecular forces and gases. • Aqueous solutions and acidity. • Rates of chemical reactions.	***Equilibrium, Acids and Redox Reactions*** • Chemical equilibrium systems. • Oxidation and reduction.	***Structure, Synthesis and Design*** • Properties and structure of organic materials. • Chemical synthesis and design.

Pathways

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

Assessment

Units 1 and 2 formative assessment items include:

- Data Test worth 10% of the year (Term One Year 11).
- Research Investigation worth 20% of the year (Term Two Year 11).
- Student Experiment worth 20% and Examination worth 50% of the year (Term Three Year 11).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Data Test</td><td>10%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) – Examination 50%</td></tr>
</table>

DESIGN

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 will learn how design has influenced the economic, social and cultural environment in which they live. They will 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 will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students will 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 will communicate design proposals to suit different audiences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	***Commercial Design***	***Human-centred Design***	***Sustainable Design***
• Experiencing design. • Design process. • Design styles.	• Explore - client needs and wants. • Develop - collaborative design.	• Designing with empathy.	• Explore - sustainable design opportunities. • Develop – redesign.

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.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Design Challenge</td><td>15%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Project</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Project</td><td>35%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Design Challenge 25%</td></tr>
</table>

DRAMA

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 will experience, reflect on, understand, communicate, collaborate, and appreciate different perspectives of themselves, others, and the world in which they live. They will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They will study a range of forms, styles, and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts. Students will learn how to engage with dramatic works as both artists and audience using critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students will learn to pose and solve problems and work independently and collaboratively.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share	***Reflect***	***Challenge***	***Transform***
How does Drama promote shared understandings of the human experience? • cultural inheritances of storytelling. • oral history/emerging practices. • a range of linear/non-linear forms.	How is Drama shaped to reflect lived experiences? • Realism, including Magical Realism, Australian Gothic. • associated conventions of styles and texts.	How can we use Drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre. • associated conventions of styles and texts.	How can you transform dramatic practice? • contemporary performance. • associated conventions of styles and texts. • inherited texts as stimulus.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1): Performance</td><td>20%</td><td rowspan="2">Summative Internal Assessment 3 (IA3): Project - Practice-led Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2): Project — Dramatic Concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA): Examination – Extended Response 25%</td></tr>
</table>

ECONOMICS

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and Models • The basic economic problem. • Economic flows. • Market forces.	***Modified Markets*** • Markets and efficiency. • Case options of market measures and strategies.	***International Economics*** • The global economy. • International economic issues.	***Contemporary Macroeconomics*** • Macroeconomic objectives and theory. • Economic management.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law, and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Combination Response</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Examination - Extended Response to Stimulus</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Investigation - Research Report</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

ENGLISH

English focuses on the study of both literary and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret and create texts for personal, cultural, social, and aesthetic purposes. They will 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 will have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and Texts	***Texts and Culture***	***Textual Connections***	***Close Study of Literary Texts***
• Examining and creating perspectives in texts. • Responding to a variety of non-literary and literary texts. • Creating responses for public audiences and persuasive texts.	• 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.	• Exploring connections between texts. • Examining different perspectives of the same issue in texts and shaping own perspectives. • Creating responses for public audiences and persuasive texts.	• Engaging with literary texts from diverse times and places. • Responding to literary texts creatively and critically. • Creating imaginative and analytical texts.

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 life-long learning across a wide range of contexts.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		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 Internal Assessment 4 (IA4) Examination – Analytical Written Response	25%

ENGLISH AS AN ADDITIONAL LANGUAGE

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social, and aesthetic purposes.

Students will have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They will develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students will make choices about generic structures, language, textual features, and technologies to best convey intended meaning in the most appropriate medium and genre. They will explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students will develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language, Text and Culture	***Perspectives in Texts***	***Issues, Ideas and Attitudes***	***Close Study of Literary Texts***
• Examining and shaping representations of culture in texts. • Responding to a variety of media and literary texts. • Creating analytical and persuasive texts.	• Examining and shaping perspectives in texts. • Responding to literary texts, including a focus on Australian texts. • Creating imaginative and analytical texts.	• Exploring representations of issues, ideas, and attitudes in texts. • Responding to literary and persuasive texts. • Creating analytical and persuasive texts.	• Engaging with literary texts from diverse times and places. • Responding to literary texts creatively and critically. • Creating imaginative and analytical texts.

Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness, and intellectual flexibility; skills that prepare students for local and global citizenship and for life-long learning across a wide range of contexts.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1) Extended Response – Analytical Written Response	25%	Summative Internal Assessment 3 (IA3) Extended Response – Imaginative Spoken/Multimodal Response	25%
Summative Internal Assessment 2 (IA2) Extended Response – Persuasive Written Response	25%	Summative Internal Assessment 4 (IA4) Examination – Analytical Extended Response	25%

ENGLISH AS AN OTHER LANGUAGE

English as an Other Language (EOL) is a subject, which ***supports*** English second language students who are integrated into full mainstream courses. Pupils receive individualised and group tuition, with an emphasis on the content and editing assistance of set tasks, to develop their English language skills and their ability to self-edit.

As most assessment is based on written tasks or essays, special attention is given to writing skills, essay planning and techniques to improve the quality of the students' writing. Pupils are also given supportive notes to enhance their understanding of English texts and helped to prepare their set tasks and examinations in English to ensure they refer to the relevant criteria and perform to the best of their ability.

Special Equipment and Costs

English as an Other Language tuition is charged at $750 per term, which is significantly less than home tutoring services of the same duration and expertise. Students in Years 10, 11 and 12 should purchase the 'English Handbook and Study Guide', which is available on the booklist. Students should also have an A4 display folder to organise their EOL handouts.

Assessment

Assessment for English as an Other Language is based on the National Languages and Literacy Institute of Australia (NLLIA) band scales, which is different to the grading system used in other subjects. English as an Other Language tutoring consists of timetabled lessons, while additional optional classes are also conducted outside of school hours.

ENGLISH - ESSENTIAL

Essential English develops and refines students' understanding of language, literature, and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept, or challenge the values and attitudes in these texts. Students will engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education, and work-related contexts. They will choose generic structures, language, language features and technologies to best convey meaning. They will develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts. Students will use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They will actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that Works • Responding to a variety of texts used in and developed for a work context. • Creating multimodal and written texts.	***Texts and Human Experiences*** • Responding to reflective and nonfiction texts that explore human experiences. • Creating spoken and written texts.	***Language that Influences*** • 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*** • Responding to popular culture texts. • Creating representations of Australian identifies, places, events and concepts.

Pathways

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 life-long learning across a wide range of contexts.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3	Unit 4
Summative Internal Assessment 1 (IA1): Extended Response - Spoken/Signed Response	Summative Internal Assessment 3 (IA3): Extended Response - Multimodal Response
Summative Internal Assessment 2 (IA2): Common Internal Assessment (CIA)	Summative Internal Assessment (IA4): Extended Response - Written Response

ENGLISH - LITERATURE

Literature focuses on the study of literary texts, developing students as independent, innovative, and creative learners and thinkers, who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students will engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They will make choices about generic structures, language, textual features, and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students will explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They will explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Literary Studies • Ways literary texts are received and responded to. • How textual choices affect readers. • Creating analytical and imaginative texts.	***Texts and Culture*** • Ways literary texts connect with each other - genre, concepts, and contexts. • Ways literary texts connect with each other - style and structure. • Creating analytical and imaginative texts.	***Literature and Identity*** • Relationship between language, culture, and identity in literary texts. • Power of language to represent ideas, events, and people. • Creating analytical and imaginative texts.	***Independent Explorations*** • Dynamic nature of literary interpretation. • Examination of style, structure, subject matter. • Creating analytical and imaginative texts.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Analytical Written Response</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Extended Response - Imaginative Written Response</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Extended Response - Imaginative Spoken/Multimodal</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Analytical Written Response 25%</td></tr>
</table>

FILM TELEVISION AND NEW MEDIA

Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions, and languages. Students will learn about film, television and new media as our primary sources of information and entertainment. They will understand that film, television and new media are important channels for educational and cultural exchange and are fundamental to our self-expression and representation as individuals and as communities. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and investigate and respond to moving-image media content and production contexts. Students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Objectives

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

- Explain and analyse the features of moving-image media content and practices, production and use.
- symbolise conceptual ideas and stories.
- construct proposals and construct moving-image media products and apply literacy skills.
- structure visual, audio and text elements to make moving-image media products.
- appraise film, television and new media products, practices and viewpoints.
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation	***Story Forms***	***Participation***	***Identity***
• How are tools and associated processes used to create meaning? • How are institutional practices influenced by social, political and economic factors? • How do signs and symbols, codes and conventions create meaning?	• How do representations function in story forms? • How does the relationship between story forms and meaning change in different contexts? • How are media languages used to construct stories?	• How do technologies enable or constrain participation? • How do different contexts and purposes impact the participation of individuals and cultural groups? • How is participation in institutional practices influenced by social, political and economic factors?	• How do media artists experiment with technological practices? • How do media artists portray people, places, events, ideas and emotions? • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Pathways

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Case Study Investigation	15%	Summative Internal Assessment 3 (IA3): Stylistic Project	35%
Summative Internal Assessment 2 (IA2): Multi-platform Project	25%		
Summative External Assessment (EA): Examination - Extended Response 25%			

GEOGRAPHY

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

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

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

Objectives

By the conclusion of the course, students will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk and Vulnerability in Hazard Zones • Natural hazard zones. • Ecological hazard zones.	***Planning Sustainable Places*** • Responding to challenges facing a place in Australia. • Managing the challenges facing a megacity.	***Responding to Land Cover Transformations*** • Land cover transformations and climate change. • Responding to local land cover transformations.	***Managing Population Change*** • Population challenges in Australia. • Global population change.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Combination Response</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Investigation - Data Report</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Investigation - Field Report</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

JAPANESE

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし ***My World***	**私達のまわり** ***Exploring Our World***	**私達の社会** ***Our Society***	**私の将来** ***My Future***
• Family/carers and friends. • Lifestyle and leisure. • Education.	• Travel. • Technology and media. • The contribution of Japanese culture to the world.	• Roles and relationships. • Socialising and connecting with my peers. • Groups in society.	• Finishing secondary school, plans and reflections. • Responsibilities and moving on.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Short Response	15%	Summative Internal Assessment 3 (IA3): Extended Response	30%
Summative Internal Assessment 2 (IA2): Examination - Combination Response	30%		
Summative External Assessment (EA) - Examination - Combination Response 25%			

LEGAL STUDIES

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 will 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 develop critical skills to assess the effectiveness of laws to manage competing interests.

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

Students will develop skills of inquiry, critical thinking, problem solving and reasoning to make informed and ethical decisions and recommendations. They will 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 will question, explore, and discuss tensions between changing social values, justice and equitable outcomes.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond Reasonable Doubt • Legal foundations. • Criminal investigation process. • Criminal trial process. • Punishment and sentencing.	***Balance of Probabilities*** • Civil law foundations. • Contractual obligations. • Negligence and the duty of care.	***Law, Governance and Change*** • Governance in Australia. • Law reform within a dynamic society.	***Human Rights in Legal Contexts*** • Human rights. • The effectiveness of international law. • Human rights in Australian contexts.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Combination Response</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Investigation - Argumentative Essay</td><td rowspan="2">25%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Investigation - Inquiry Report</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

MATHEMATICS - ESSENTIAL

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, Data and Graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	***Money, Travel and Data*** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	***Measurement, Scales and Data*** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	***Graphs, Chance and Loans*** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

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 of the mathematics used by various professional and industry groups.

Assessment

The College assessments in Units 1 and 2 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 (ICIA) is developed by the QCAA.

Summative Assessments

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

MATHEMATICS - GENERAL

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the Preparatory to Year 10 Australian Curriculum. General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10, but whose future studies or employment pathways do not require calculus. Students will build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students will engage in a practical approach that equips learners for their needs as future citizens. They will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, Measurement and Relations • Consumer arithmetic. • Shape and measurement. • Linear equations and their graphs.	***Applied Trigonometry, Algebra, Matrices and Univariate Data*** • Applications of trigonometry. • Algebra and matrices. • Univariate data analysis.	***Bivariate Data, Sequences and Change, and Earth Geometry*** • Bivariate data analysis. • Time series analysis. • Growth and decay in sequences. • Earth geometry and time zones.	***Investing and Networking*** • Loans, investments and annuities. • Graphs and networks. • Networks and decision mathematics.

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.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1)
Problem-solving and Modelling Task</td><td>20%</td><td rowspan="2">Summative Internal Assessment 3 (IA3)
Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2)
Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) – Examination 50%</td></tr>
</table>

MATHEMATICAL METHODS

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, Statistics and Functions • Arithmetic and geometric sequences and series 1. • Functions and graphs. • Counting and probability. • Exponential functions 1. • Arithmetic and geometric sequences.	***Calculus and Further Functions*** • Exponential functions 2. • The logarithmic function 1. • Trigonometric functions 1. • Introduction to differential calculus. • Further differentiation and applications 1. • Discrete random variables 1.	***Further Calculus*** • The logarithmic function 2. • Further differentiation and applications 2. • Integrals.	***Further Functions and Statistics*** • Further differentiation and applications 3. • Trigonometric functions 2. • Discrete random variables 2. • Continuous random variables and the normal distribution. • Interval estimates for proportions.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1)
Problem-solving and Modelling Task</td><td>20%</td><td rowspan="2">Summative Internal Assessment 3 (IA3)
Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2)
Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) – Examination 50%</td></tr>
</table>

MATHEMATICS - SPECIALIST

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

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students will learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences will range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Objectives

By conclusion of the course of study, students will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, Vectors and Proof • Combinatorics • Vectors in the plane • Introduction to proof	***Complex Numbers, Trigonometry, Functions and Matrices*** • Complex numbers 1 • Trigonometry and functions • Matrices	***Mathematical Induction, and further Vectors, Matrices and Complex Numbers*** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	***Further Statistical and Calculus Inference*** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1): Problem-solving and Modelling Task</td><td>20%</td><td rowspan="2">Summative Internal Assessment 3 (IA3): Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2): Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA): Examination 50%</td></tr>
</table>

MODERN HISTORY

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students will learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences, and international experiences, they discover how the past consists of various perspectives and interpretations. Students will gain a range of transferable skills that will help them become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the Modern World • Australian Frontier Wars, 1788–1930s • French Revolution, 1789–1799	***Movements in the Modern World*** A choice from: • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African American civil rights movement, 1954–1968	***National Experiences in the Modern World*** • Germany,1914–1945 • Indonesia, 1942–1975	***International Experiences in the Modern World*** • Australian engagement with Asia since 1945

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		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%			

PHILOSOPHY AND REASON

Philosophy and Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students will learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They will analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students will develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, and collaboration and communication.

Objectives

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

- define and use terminology.
- explain concepts, methods, principles, and theories.
- interpret and analyse arguments, ideas, and information.
- organise and synthesise ideas and information to construct arguments.
- evaluate claims and arguments inherent in theories, views, and ideas.
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of Reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	***Reason in Philosophy*** • Philosophy of religion • Philosophy of science • Philosophy of mind.	***Moral Philosophy and Schools of Thought*** • Moral philosophy • Philosophical schools of thought	***Social and Political Philosophy*** • Rights • Political philosophy

Pathways

A course of study in Philosophy and Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3		Unit 4	
Summative Internal Assessment 1 (IA1): Examination - Extended Response	25%	Summative Internal Assessment 3 (IA3): Extended Response - Analytical Essay	25%
Summative Internal Assessment 2 (IA2): Extended Response - Analytical Essay	25%		
Summative External Assessment (EA) - Examination - Extended Response 25%			

PHYSICAL EDUCATION

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students will optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. Students will 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 will engage in a range of activities to develop movement sequences and movement strategies. Students will learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They will 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 will gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They will engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor Learning, Functional Anatomy, Biomechanics and Physical Activity • Motor learning integrated with a physical activity. • Functional anatomy and biomechanics integrated with a physical activity.	***Sport Psychology, Equity and Physical Activity*** • Sport psychology integrated with a physical activity. • Equity - barriers and enablers.	***Tactical Awareness, Ethics and Integrity and Physical Activity*** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity. • Ethics and integrity.	***Energy, Fitness and Training and Physical Activity*** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Project - Folio</td><td>25%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Project - Folio</td><td rowspan="2">30%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Investigation - Report</td><td>20%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

PHYSICS

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students will 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 will explore how scientists explain some phenomena using an understanding of waves. They will 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 will 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. They will learn how matter and energy interact in physical systems across a range of scales. They will 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 will use accurate and precise measurement, valid and reliable evidence, scepticism, and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes, and genres. Students will learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem solving and research skills), understand how Physics works and how it may impact society.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, Nuclear and Electrical Physics • Heating processes. • Ionising radiation/nuclear reactions. • Electrical circuits.	***Linear Motion and Waves*** • Linear motion and force. • Waves.	***Gravity and Electromagnetism*** • Gravity and motion. • Electromagnetism.	***Revolutions in Modern Physics*** • Special relativity. • Quantum theory. • The Standard Model.

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.

Assessment

Units 1 and 2 formative assessment items include:

- Data Test worth 10% of assessment (Term One Year 11).
- Research Investigation worth 20% of assessment (Term Two Year 11).
- Student Experiment worth 20% of assessment (Term Three Year 11).
- Examination worth 50% of assessment (Term Three Year 11).

Summative Assessments – Year 12

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Data Test</td><td>10%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Research Investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Student Experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA): Examination 50%</td></tr>
</table>

SPANISH

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

Students will communicate with people from Spanish-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They will acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students will experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes, and audiences.

Objectives

By conclusion of the course of study, students will:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo ***My World*** • Family/carers and friends. • Lifestyle and leisure. • Education.	***La exploración de nuestro mundo*** ***Exploring Our World*** • Travel. • Technology and media. • The contribution of Spanish culture to the world.	***Nuestra Sociedad*** ***Our Society*** • Roles and relationships. • Socialising and connecting with my peers. • Groups in society.	***Mi futuro*** ***My Future*** • Finishing secondary school, plans and reflections. • Responsibilities and moving on.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Examination - Short Response</td><td>15%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Extended Response</td><td rowspan="2">30%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Examination - Combination Response</td><td>30%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA) - Examination - Combination Response 25%</td></tr>
</table>

VISUAL ART

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as Lens	***Art as Code***	***Art as Knowledge***	***Art as Alternate***
Through inquiry learning, the following are explored: • Concept: lenses to explore the material world. • Contexts: personal and contemporary. • Focus: People, place, objects. • Media: two-dimensional, three-dimensional, and time-based.	Through inquiry learning, the following are explored: • Concept: art as a coded visual language. • Contexts: formal and cultural. • Focus: Codes, symbols, signs and art conventions. • Media: two-dimensional, three-dimensional, and time-based.	Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience. • Contexts: contemporary, personal, cultural and/or formal. • Focus: student directed. • Media: student directed.	Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning. • Contexts: contemporary and personal, cultural and/or formal. • Focus: continued exploration of Unit 3 student-directed focus. • Media: student directed.

Pathways

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

Assessment

The College assessments in Units 1 and 2 suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative Internal Assessment 1 (IA1):
Investigation - Inquiry Phase 1</td><td>15%</td><td rowspan="2">Summative Internal Assessment 3 (IA3):
Project - Inquiry Phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative Internal Assessment 2 (IA2):
Project - Inquiry Phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative External Assessment (EA): Examination 25%</td></tr>
</table>

VET

The following VET courses are offered at the College.

- **Fitness – Certificate IV**

  Students completing this course successfully will be eligible for registration with Fitness Australia as a Personal Trainer. Fitness can contribute to a student's final exit result, as they can supplement their Senior Pathway with a VET option and are encouraged to see the College Career's Advisor for further details. Furthermore, the Certificate IV is a valuable contribution to Tertiary Entrance. At time of print, Griffith University and Queensland University of Technology have acknowledged that they will award an **ATAR equivalent rank of 74** for a successful completion of a Certificate IV. Course options are varied. This is subject to change at the decision of the University and other institutions may provide such information in the future.

Saint Stephen's College
RTO Number 45295

NATIONALLY RECOGNISED TRAINING

SIS40221 Certificate IV in Fitness

Qualification Description

The Certificate IV in Fitness course will enable students to gain their personal training qualification. This course is one year in duration. This course will be timetabled as any other senior subject. Students will complete relevant practical and theoretical elements of the course, which are competency-based. This program is structured to enable graduates to utilise skills in a simulated workplace environment. Teachers from Saint Stephen's College will deliver the course to the students; however, Fit Education acts as the Registered Training Organiser (RTO) for the enrolled students.

The Certificate IV in Fitness provides students with employment and career progression in the sport, fitness and recreation industries. It covers the skills and knowledge required of a personal trainer and strength and conditioning coach. Certificate IV graduates will have the capacity to:

- conduct personal training;
- prescribe strength and conditioning programs for general, specific and special populations;
- organise and administer strength and conditioning programs for individuals and team sports;
- monitor and manage business activities.

Entry Requirements

In order to be involved in the Fitness course, students will follow an application process and may be interviewed by the Head of Physical Education and/or the Career's Department. The Certificate III in Fitness is a pre-requisite into the Certificate IV in Fitness. Students should have an interest in pursuing a pathway within a fitness industry.

Learning Experiences

Students are required to complete a number of theoretical components to support the learning of content. These involve short answer responses, research tasks, online learning tools and scenario responses. Students will be asked to engage with peers to conduct training sessions and programs, and evaluate diet and health appraisals. This will require liaising with external clients of different age groups and developing client/trainer relationships.

Duration and Location

This is a one-year course delivered on site at Saint Stephen's College.

Delivery Modes

This is a nationally recognised certificate and as such, a significant commitment of time and energy to complete the course successfully. This includes:

- The course will be delivered over one line, consisting of two double lessons and one single lessons. Double lessons are 80-minutes and single lessons are 45-minutes (205 minutes per week), based on a two-week timetable cycle;
- Excursions and Community Projects;
- Work Experience/Placement;
- Personal study time and additional lessons as required;
- Additional support while undertaking current school-based studies.

Fees

This certificate requires a fee, which is charged by Fit Education, the registered training provider. Please note, if a student withdraws from the course, full payment is required.

Assessment

Assessment is competency based.

Pathways

A course of study in Fitness can establish a basis for further education and employment in the fields of personal training, strength and conditioning coaching, sports coaching, health industry services and sports and recreation services.

Course Units
The following Units of Competency are offered:

Unit Code	Title
SISFFIT045	Develop and instruct personalised exercise programs for adolescent clients (C)
SISFFIT044	Develop and instruct personalised exercise programs for older clients (C)
SISFFIT051	Establish and maintain professional practice for fitness instruction (C)
SISFFIT050	Support exercise behaviour change (C)
SISFFIT034	Assess client movement and provide exercise advice (E)
SISFFIT049	Use exercise science principles in fitness instruction (C)
SISFFIT043	Develop and instruct personalised exercise programs for body composition goals (C)
SISFFIT041	Develop personalised exercise programs (C)
SISFFIT042	Instruct personalised exercise sessions (C)
SISFFIT053	Support healthy eating for individual fitness clients (C)
CHCCOM006	Establish and manage client relationships (C)
SISFFIT051	Establish and maintain professional practice for fitness instruction (C)
BSBESB404	Market new business ventures (E)
BSBESB401	Research and develop small business plans (E)
SISXCAI010	Develop strength and conditioning programs (E)
SISXCAI005	Conduct individualised long-term training programs (E)
BSBESB402	Establish legal and risk management requirements of new business ventures (E)
SISFFIT046	Plan and instruct online exercise sessions (E)

RTO Obligation

The College guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a record of results by Fit Education. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment. ***Note, information is subject to change***.

SENIOR EXTERNAL EXAMINATION LANGUAGES

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Chinese
- Korean
- Russian

Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

CHINESE

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

Students will communicate with people from Chinese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They will acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students may write responses in full form characters and will experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

This syllabus cannot be studied in conjunction with the Chinese General Senior Syllabus 2019 and/or the Chinese Extension General Senior Syllabus 2020.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 ***My World***	**探索世界** ***Exploring Our World***	**社会现象** ***Our Society***	**我的未来** ***My Future***
• Family/carers and friends; • Lifestyle and leisure; • Education.	• Travel; • Technology and media; • The contribution of Chinese culture to the world.	• Roles and relationships; • Socialising and connecting with my peers; • Individuals in society.	• Future pathways, plans and reflections; • Responsibilities and moving on.

Pathways

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

Assessment

The College will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete two summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3	Unit 4
Summative External Assessment 1 (EA1)	Examination – Extended Response 25%
Summative External Assessment 2 (EA2)	Examination – Combination Response 75%

KOREAN

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

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

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
나의 삶 ***My World*** • Family/carers and friends • Lifestyle and leisure • Education	**우리가 사는 세상** ***Exploring Our World*** • Travel • Technology and media • The contribution of Korean culture to the world	**우리 사회** ***Our Society*** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**나의 미래** ***My Future*** • Future pathways, plans and reflections • Responsibilities and moving on

Pathways

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

Assessment

The College will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete two summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3	Unit 4
Summative External Assessment 1 (EA1)	Examination – Extended Response 25%
Summative External Assessment 2 (EA2)	Examination – Combination Response 75%

RUSSIAN

The language to be studied and assessed is the modern standard spoken and written version of Russian. While the value and place of regional variants of the standard language are recognised, competence in the syntactic and morphological structures of the standard language is expected. The study of Russian contributes to the overall education of candidates, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language, and promotes understanding of different attitudes and values within the wider Australian community and beyond. The study of Russian develops students' ability to understand and use a significant world language and an Australian community language. As well as being the official language of Russia, Russian is also used officially and spoken extensively in the Commonwealth of Independent States (CIS). Russian is also the first language of significant populations in various parts of the world, particularly in Eastern and Western Europe, as well as being one of the official languages of international organisations such as the United Nations and UNESCO. The study of Russian provides an insight into, and an appreciation of, Russia's rich culture and history, as well as an understanding of contemporary life in the CIS. Russian culture has had an influence in fields such as music, the performing and visual arts, sport, film, literature, politics and the sciences. This syllabus is designed for candidates who wish to study Russian as an additional language and who have studied Russian prior to the commencement of this course. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
The Individual • Personal identity • Leisure and lifestyle	***The Speaking Communities*** • Visiting Russia • Arts and entertainment	***The Changing World*** • Social issues • Environmental issues • lifestyles	***My Future*** • Education and aspirations • The world of work

Pathways

Russian is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work. A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Russian provides candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

Assessment

The College will devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative Assessments

Unit 3	Unit 4
Summative External Assessment 1 (EA1)	Examination – Extended Response 25%
Summative External Assessment 2 (EA2)	Examination – Combination Response 75%

BYOL (BRING YOUR OWN LAPTOP) PROGRAM

All students require a Windows 10 or Windows 11 laptop computer.

The College is a Windows environment, devices must be a Windows 10 or Windows 11 device built on hardware with minimum specifications. Any other type of device, such as an Apple laptop running Windows via BootCamp, parallels of any other type of virtual environment, or a Linux computer running Windows in a virtual environment is not suitable. **Unsuitable devices or devices running unsuitable operating systems will not be connected to the network** and cannot be used in class. **Please do not purchase anything other than a Windows 10 or Windows 11 laptop that meets the specifications for use at Saint Stephen's College**. If you need further advice, please email Greg Wilkinson, Director of eLearning via elearning@ssc.qld.edu.au.

'Hand me down' Computers

Pre-owned computers will experience battery and hardware problems as the computer will be slow and without necessary specifications. It is imperative that laptops meet the minimum specifications. A laptop must be able to operate for most of the school day without the need for recharging. The minimum working period should be six hours. Many laptops have batteries that cannot be removed; however, if the battery has limited life and it can be removed, it is worth buying a replacement. If a laptop has a battery that is failing, it may indicate that the laptop is reaching replacement age.

Security

Each student is able to store his/her laptop in a locker during breaks. Laptops should not be left unattended.

Software

Most software needed by students is provided by the College. This includes the latest version of Microsoft Office, which is the standard software used across all subject areas. ***Please do not purchase Microsoft Office when purchasing a computer***. Each student will be shown how to download and install a legal copy of Microsoft Office at no cost. For students studying subjects that require the Adobe suite, this will also be provided by the College. ***Please do not purchase Adobe Programs when purchasing a computer.***

Updating Laptops

Students are expected to keep software (the operating system, Microsoft Office, anti-virus software, plug-ins and other software) updated. Windows should be updated when required; however, updates should be done at home, as they can take some time to complete and often require a reboot which may impact class time. ***Students should check for updates the weekend prior to returning to school after holiday periods.***

Charging Laptops at the College

Students are expected to bring their laptops to school fully charged each day. Twenty 'charging lockers' are available in the *Teams* area (ground floor of QW/Science building); however, these are for 'emergency' use only, at lunchtime and outside of lesson times, rather than for regular daily charging by individuals. A good strategy is to put the laptop on charge before bed each night.

"Loaner" Laptops

The College has a small number of 'loaners'. These are available at no cost for short-terms loans of up to two weeks in the event that a student has a computer being repaired. They will not be available for excessive loan periods or if students simply forget to bring their laptops to school. The application form for a 'loaner' laptop is available in Student Cafe, Parent Lounge, the D2L Brightspace Home Page and from the IT Department. The agreement must be signed by a parent or guardian before a laptop can be provided. Please note that the College does not sell computers or loan computers for long term arrangements. Please arrange for the student laptop to be repaired as soon as it becomes damaged or inoperable.

Anti-Virus, Spyware and Malware

Students must have viable and current anti-virus software operating on their laptops. For uniformity, we recommend the default product that is provided with Windows 10 (Defender) rather than any other free or commercial anti-virus product. These other products have caused support problems in the past.

Warranty

Please check the conditions of the warranty to ensure the service provided is acceptable. When purchasing a new computer, some questions you should be asking yourself and the retailer, include:

- Does the computer warranty conversation happen with the store I purchased it from, or do I phone a state/national phone number?
- What is the normal turnaround time for repairs? (days, weeks?)
- Is the computer repaired locally or does it have to be sent away?
- If the computer is sent away, who arranges the courier? Do I have to wait at home for the courier to collect the device?
- What happens if what was thought to be a warranty repair isn't? (i.e. It was a software problem or it appears that the device was dropped, which caused the problem.) Is there a cost?

Many laptops come with a standard 12-month warranty; however, *an extended warranty is recommended* as a laptop should last two to three years in a school environment (depending on the physical treatment of the device). It is safer to have the warranty cover this full period of use.

Insurance

Accidental Damage Insurance is essential. A large percentage of the hardware problems that we see are due to physical damage, which is not covered by warranty. This can be arranged at the time of purchase.

Accessories

Laptop Case/Bag: The hybrid laptop/tablet devices (e.g. Surface Pro) should be encased in custom-made protective case in order to minimise the chance of damage. These are available from companies, such as STM, UAG and Targus. Each student should have a padded case for his/her laptop. This reduces the risk of damage when travelling around the College or to and from home. The College is happy for each student to choose his/her own laptop case, *as long as it is appropriate and will fit inside a College bag for travelling to and from the College grounds.* A general guide for students regarding appropriateness is, 'Would the student be happy to show his/her laptop case at assembly when all staff and students are present'? Individualised laptop cases will also reduce confusion amongst students. We do not want students accidentally picking up the incorrect laptop because their case looks the same as everyone else's.

Computer Mouse*:* For ease of use and ergonomic reasons, it is recommended that students have a mouse to use with their laptops. This can be wired or cordless. A cordless mouse offers greater flexibility. A Bluetooth cordless mouse does not use a USB port, which is useful for some devices with a limited number of USB ports.

Headsets: Each student must have a headset for every lesson in a classroom. These can be ear buds, headphones, Bluetooth, with a USB connection, etc. Headphones with a microphone are recommended.

Hardware Specifications - What needs to be purchased?

Minimum laptop specifications have been outlined to ensure that each student can use his/her laptop efficiently and effectively in order to maximise potential learning. When purchasing a new computer, it is important to get one that will meet minimum requirements. Computers that use Atom, Pentium, Celeron, Intel-Core 2 and similar CPUs may be inexpensive but are not suitable for the learning environment at the College.

CPU (Processor)	Intel i5 or i7 recommended, AMD equivalent acceptable
Screen	Touch screen with battery-powered pen; 11inch minimum with detachable or 360 rotation for a flat surface
Battery Life	6 hours of continuous use is a ***minimum.***
Memory (RAM)	8GB is the minimum recommended. Of course, more is better.
Operating System	Windows 10 on a Windows 10 device or Windows 11 on a Windows 11 device (not Apple, Android or Chromebook)
USB Ports	One minimum
Hard Drive	128 GB SSD minimum
Front and Rear Camera	Devices must have front and rear cameras
Warranty and Accidental Damage Protection	It is recommended parents purchase 3 years of Warranty and 3 years of Accidental Damage Protection ADP when purchasing a device.

For further information or guidance with regards to purchasing laptops, please contact Greg Wilkinson, Director of eLearning at the College on (07)5573 8600 or via elearning@ssc.qld.edu.au.