



St Joseph's
College
TOOWOOMBA

Senior Curriculum Handbook 2020-2021



Let's create
your best
future, *together.*



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General

School Information

Office Hours:	8am – 4pm
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Our Vision Statement

St Joseph's College is an educational community focused on the Spirit of Jesus.

It aims to nurture in all who join it:

- an alive and deepening search for God present-amongst-us in the world;
- an expectation that to educate each person to his/her potential is a journey to self, and from self, to the world beyond;
- an appreciation that growth which happens differently for each person needs space and time to truly bear fruit; and
- a commitment to the life and energy of this community to enable good to happen.

Our Mission Statement

At St Joseph's College, Christian principles permeate all aspects of College life. It is where an atmosphere of Christian Spirit and values takes precedence, so that the student's gift of faith may be nurtured, internalised and integrated with the culture of our times.

St Joseph's College will cultivate intellectual values, will promote integrity, honest, truth, openness, and respect for scholarly virtues. Each student will be encouraged and assisted to achieve to the best of his or her abilities.

The College's programs will encourage students to develop skills of inquiry, research, explanation and critical awareness.

The College will assist students' growth as individuals with unique gifts, and will foster an environment within which students grow towards an inner-directed sense of discipline.

Students will be encouraged to reach out to, and learn from those in need, within and beyond the College.

The application of Christian principles in all aspects of College life maintains an evolution between the Christian values it espouses and its policies and practices.



Principal's Message

Entering Year 11 and 12 signifies an important time in a student's educational journey at St Joseph's College. Students have an exciting opportunity to choose their desired pathway and courses of study based on interest and ability, with an eye to future directions for study and careers.

Our Senior Subject Selection Handbook provides general information which will enable students and parents of St Joseph's College to examine specific detail about course content and understand the pathways available to students entering Year 11 and 12.

- The Senior Studies Program is designed so that all students select six subjects or courses of study.
- This may include General and Applied subjects, VET courses, School based traineeships or apprenticeships.
- Assistance in selecting subjects will be provided to all students through the Student Education Training Plan (SET PLAN) Process.
- All students must attend their SET PLAN interviews. Parents are welcome to attend. Details will be sent to students during Term 3.
- Throughout the two years, students will be required to complete all assessment tasks and maintain high attendance levels in order to receive credit for their subjects towards the Queensland Certificate of Education.

This is a critical time for students as the choices that are made will have a huge impact on the direction, they take in the next few years. I would encourage students to select subjects wisely ensuring that choices enable them to meet career and personal aspirations, provide academic challenge and experiences necessary for future success.

I urge students and families to read the handbook carefully and seek clarification whenever there is doubt. Let us support each other in this task, whether we are parents, educators or students.

Permeated with the spirit of the Gospel, we are all co-workers in this educational enterprise.

We trust that the information contained in this booklet will provide valuable assistance in guiding this process.



Mr Nicholas Lynch
College Principal



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Glossary of Terms

ATAR

The Australian Tertiary Admission Rank (ATAR) is the primary criterion for entry into most undergraduate-entry university programs in Australia. It was gradually introduced during 2009 and 2010 to replace the Universities Admission Index, Equivalent National Tertiary Entrance Rank and Tertiary Entrance Rank. The first Queensland students to receive an ATAR instead of an OP will graduate from Year 12 in 2020.

Compulsory Participation Phase

From 2006, young people finishing Year 10 are required to participate in education and/or training for a further two (2) years. This is called the Compulsory Participation Phase of Schooling.

Learning Account

The Learning Account is opened for each student with the QCAA and records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the school in their Learning Account. Achievements by students through other learning providers such as TAFE or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student's Learning Account with QCAA.

Learners Unique Identifier (LUI)

The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.

Queensland Curriculum and Assessment Authority (QCAA)

QCAA issues the Senior Statement showing a student's subject results, and a Tertiary Entrance Statement.

Queensland Tertiary Admissions Centre (QTAC)

QTAC handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they will need to do so through QTAC for most courses.

Queensland Certificate of Education (QCE)

The QCE will be awarded to all students completing the requirements. The QCE is Queensland's senior schooling qualification. It is internationally recognised and offers flexibility in what is learnt, as well as where and when learning occurs.



Queensland Certificate of Individual Achievement (QCIA)

QCIA recognises the achievements of students who are on highly individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socio-economic, cultural or linguistic factors. The QCIA is an official record that students have completed at least twelve years of education and provides students with a summary of their knowledge and skills that they can present to employers and training providers.

School Based Apprenticeship (SBA)

A school-based apprenticeship or traineeship while you study. If a student takes up an SBA, their week could include school classes, time working with an employer and time with a trainer.

Senior Education and Training Plan (SET)

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

Senior Education Profile (SEP)

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

Technical and Further Education (TAFE)

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

Unique Student Identifier (USI)

From 1 January 2015, all students doing nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocation Education Training (VET) in schools, at TAFE or through a traineeship or apprenticeship.

Vocational Education and Training (VET)

VET is a national system designed to skill workers to work in particular industries eg. Business, childcare, computers and multimedia, hospitality, retail and creative arts. VET opportunities are available through school subjects, TAFE or school -based traineeships and apprenticeships.



Senior Assessment & Tertiary Entrance in Queensland

A guide for parents and carers

Introduction

The features of these systems will be:

a model that uses school-based assessment and common external assessment

- new processes that strengthen the quality and comparability of school-based assessment

a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

Why is it time to change the current systems?

The senior assessment system in its current form began in the early 1980s. The tertiary entrance system — commonly known as the OP system — was introduced in 1992.

In a report released in 2014, the Australian Council for Educational Research (ACER) found that while existing arrangements had served Queensland students well and remained fair and reliable, they would not be sustainable over the longer term. ACER recommended changes to achieve greater rigour and simplicity. There is also strong support among Queensland universities for eligible Year 12 students to be provided with an ATAR rather than an OP.

When will the new systems start?

The new senior assessment system will start with students entering Year 11 in 2019. These are the current Year 10 students. The first students to receive an ATAR instead of an OP will graduate from Year 12 in 2020.

What will be different about the new assessment system?

A system of 100% school-based assessment has operated in Queensland for more than 40 years. In the new system, subject results will be based on a student's achievement in three school-based assessments and one external assessment that is set and marked by the Queensland Curriculum and Assessment Authority (QCAA). This is fewer assessments than students sit currently — emphasising quality over quantity.

In the new system, the external assessment results will contribute 25% towards a student's result in most subjects. In mathematics and science subjects, it will generally contribute 50%. These will not be 'one-shot' external exams where an entire course of study comes down to performance over a few hours. External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. Queensland is introducing a progressive system that embodies the best of school-based and external assessment. The school-based assessments will not be scaled by the results of the external assessment when calculating a student's subject result.



Why will there be 50% external assessment in mathematics and science subjects but 25% in others?

Variation between subjects reflects the kinds of learning particular to those subjects and how achievement is most appropriately assessed. It would be inappropriate to assess all subjects in the same way. Variation exists in other states although few share exactly the same approach.

Will students be subject to more assessment and high stakes exams in the new system?

Year 12 students typically complete up to seven assessments in each subject. Under the new model, students will be expected to complete four pieces of assessment per subject.

Three will be school -based assessments and one will be externally set and graded. All four assessments will count towards a student's final result.

What preparations are being made for the new assessment system?

The QCAA is developing new senior assessment processes through:

- redeveloping senior syllabuses reflective of a new assessment model
- trialing external assessments with about 20,000 students at more than 250 schools
- trialing processes for improving the quality and comparability of school -based assessment.

Teachers and students will be well supported in the transition to the new system. The education community in general has been an important driver of the changes.

What certificates will students receive in the new system at the end of Year 12?

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. Students who are eligible will continue to be awarded one at the end of Year 12. Students will also still receive a Senior Statement. It shows all studies and the results achieved that may contribute to the award of a QCE.

More information. Please email: secretariat@qcaa.qld.edu.au



Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies.

This profile may include a:

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

Statement of Results

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

For further information please refer to:

<https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te>.



Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. St Joseph's College will be offering General, Applied and VET courses.

Results in General and Applied subjects and VET certificates 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 P–10 Australian Curriculum.

General Syllabuses

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

Applied Syllabuses

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

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

- In addition to literacy and numeracy, General syllabuses are underpinned by:
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Applied Syllabuses

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



- applied learning — the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
- community connections — the awareness and understanding of life beyond school through authentic, real-world interactions by connecting classroom experience with the world outside the classroom
- core skills for work — the set of knowledge, understanding and non-technical skills that underpin successful participation in work.

Vocational Education and Training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Australian Tertiary Admission Rank (ATAR) Eligibility

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

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

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

English Requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of the following subjects — English, Essential English or Literature.

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



General Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General Syllabuses Course Overview

General syllabuses are developmental four-unit courses of study.

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

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 course of study.

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

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

Assessment

Units 1 and 2 Assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. 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.

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

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

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

Instrument-specific Marking Guides

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

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

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

External Assessment

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

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

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



Applied Syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied Syllabuses Course Overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments 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, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

Essential English and Essential Mathematics — Common Internal Assessment

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



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

The CIA is:

- developed by the QCAA
- common to all schools
- 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 CIA 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.



Queensland Certificate of Education

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

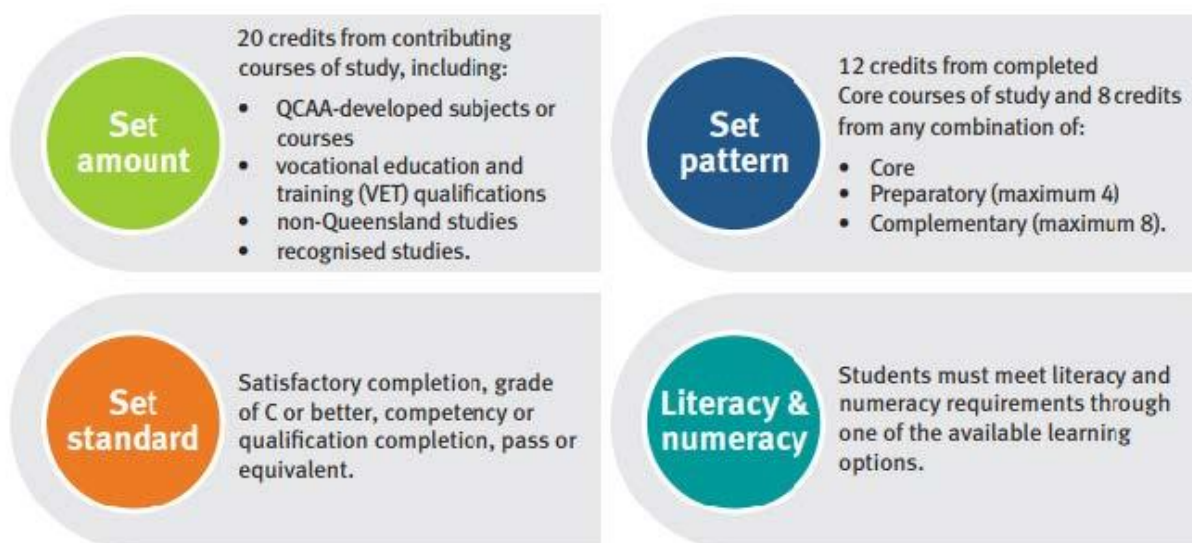
The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.



QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.



More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.





Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

● Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

● Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses	
• QCAA Short Course in Literacy	up to 1
• QCAA Short Course in Numeracy	
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

● Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses	
• QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
• QCAA Short Course in Career Education	
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

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

- 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

● Numeracy

- 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



Prerequisite Table for 2020

QCAA General Subjects	
SENIOR GENERAL SUBJECT	PREREQUISITE
<u>Accounting</u> (PDF, 1016.0 KB)	C in English and Mathematics.
<u>Ancient History</u> (PDF, 1.4 MB)	B in History or Geography and English.
<u>Biology</u> (PDF, 1.7 MB)	B in the Year 10 Science and B in English.
<u>Chemistry</u> (PDF, 1.9 MB)	B in the Year 10 Science, Maths & English.
<u>Design</u> (PDF, 2.2 MB)	B in Graphics and English.
<u>Digital Solutions</u> (PDF, 1.6 MB)	C in English and Mathematics.
<u>Drama</u> (PDF, 1.5 MB)	Recommended study of Year 10 Drama.
<u>Economics</u> (PDF, 1.1 MB)	C in Year 10 English.
<u>English</u> (PDF, 1.4 MB)	B in Year 10 English.
<u>French</u> (PDF, 963.8 KB)	Pre-requisite study of French in Year 10.
<u>General Mathematics</u> (PDF, 1.7 MB)	At least a C standard in Year 10 Maths.
<u>Geography</u> (PDF, 1.7 MB)	C in History or Geography and English.
<u>Japanese</u> (PDF, 1.3 MB)	Pre-requisite study of Japanese in Year 10.
<u>Legal Studies</u> (PDF, 1.1 MB)	B in History or Geography and English.
<u>Literature</u> (PDF, 1.3 MB)	B standard in Year 10 English.
<u>Mathematical Methods</u> (PDF, 1.7 MB)	B standard in Year 10 Maths extension.
<u>Modern History</u> (PDF, 1.8 MB)	B in History or Geography and English.
<u>Music</u> (PDF, 1.5 MB)	Recommended to have studied Year 10 Music. Alternatively, private music tuition or AMEB study would be beneficial.
<u>Music Extension</u> (PDF, 924.5 KB)	Students must have achieved at least a B in Year 11 Music. The offer to study Music Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 Music.
<u>Physical Education</u> (PDF, 1.8 MB)	C in English and Year 10 HPE
<u>Physics</u> (PDF, 1.9 MB)	B in Year 10 Science and B in Maths
<u>Psychology</u> (PDF, 1.9 MB)	B in Year 10 Science and B in Maths
<u>Specialist Mathematics</u> (PDF, 2.2 MB)	Mathematical Methods (co-requisite). B in Year 10 Extension Maths.
<u>Study of Religion</u> (PDF, 1.0 MB)	C in Year 10 English.
<u>Visual Art</u> (PDF, 1.7 MB)	No pre-requisite is required.



Stand Alone VET Subjects

SENIOR VET SUBJECT	PREREQUISITE
ICT101115 Certificate I in Information, Digital Media & Technology	No pre-requisite is required.
ICT20115 Certificate II in Information, Digital Media & Technology	
SIT20416 Certificate II in Kitchen Operations	Should have completed at least one semester of Junior Home Economics.
BSB20115 Certificate II in Business Certificate III in Business	No pre-requisite is required.
MEM20413 Certificate II in Engineering Pathways	Should have undertaken a Metalwork subject in Year 9 or 10.
CPC10111 Certificate I in Construction	Should have undertaken a Woodwork subject in Year 9 or 10.



QCAA Senior Syllabuses

Please note that although the College is offering these subjects it will depend on student choice after the Subject Selection Evening.

The College may not be able to offer a subject due to class sizes or timetabling constraints. For the senior subjects below: (G) is a General Subject and (A) is an Applied Subject.

Religion

- (G) Study of Religion
- (A) Religion & Ethics

English

- (G) English
- (G) Literature
- (A) Essential English

Mathematics

- (G) General Mathematics
- (G) Mathematical Methods
- (G) Specialist Mathematics
- (A) Essential Mathematics

Business and Technology

- (G) Accounting
- (G) Digital Solutions
- (G) Economics

Humanities

- (G) Ancient History
- (G) Geography
- (G) Legal Studies
- (G) Modern History
- (A) Social & Community Studies
- (A) Tourism

Health and Physical Education

- (G) Physical Education
- (A) Sport and Recreation

Languages

- (G) French
- (G) Japanese

Science

- (G) Biology
- (G) Chemistry
- (G) Physics
- (G) Psychology

Design Technology

- (G) Design
- (A) Fashion
- (A) Furnishing Skills
- (A) Industrial Graphics Skills

The Arts

- (G) Drama
- (A) Drama in Practice
- (G) Music
- (G) Music Extension (Year 12 Only)
- (G) Visual Art
- (A) Visual Art in Practice



Religion & Ethics

Applied Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_religion_19_app_syll.pdf

Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries

Structure

Core	Electives
Who am I? The personal perspective Who are we? The relational perspective Is there more than this? The spiritual perspective	The Australian Scene Ethics and morality Good and evil Heroes and role models Indigenous Australian spiritualities Meaning and purpose Peace and conflict Religion and contemporary culture Religions of the world Religious citizenship Sacred stories Social justice Spirituality



Project	Investigation	Extended Response	Examination
<p>A response to a single task, situation and/or scenario.</p> <p>A project must have two parts with different audiences and modes.</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p>	<p>A technique that assesses the interpretation, analysis / examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p>

Prerequisite

There are no prerequisites for this subject.



Study of Religion

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_study_religion_19_syll.pdf

Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings. <ul style="list-style-type: none"> • Sacred texts • Abrahamic Traditions 	Religion and ritual. <ul style="list-style-type: none"> • Lifecycle rituals • Calendrical rituals 	Religious ethics. <ul style="list-style-type: none"> • Social ethics • Ethical relationships 	Religion, rights and the nation-state. <ul style="list-style-type: none"> • Religion and the nation state • Religion and Human Rights

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination - extended response	25%	Summative internal assessment 3 (IA3): Investigation – inquiry response	25%
Summative internal assessment 2 (IA2): Investigation – inquiry response	25%	Summative external assessment (EA): Examination — short response	25%

Prerequisite

In order to succeed in this subject, students should have achieved at least a C in English.



English

General Subject

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Perspectives and texts</p> <ul style="list-style-type: none"> • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts 	<p>Texts and culture</p> <ul style="list-style-type: none"> • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts 	<p>Textual connections</p> <ul style="list-style-type: none"> • 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 	<p>Close study of literary texts</p> <ul style="list-style-type: none"> • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

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

Prerequisite

In order to succeed in this subject, students should have achieved a **B in English** at Year 10.



Literature

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_literature_19_syll.pdf

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Introduction to literary studies</p> <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	<p>Intertextuality</p> <ul style="list-style-type: none"> • Ways literary texts connect with each other – genre, concepts and contexts • Ways literary texts connect with each other – style and structure 	<p>Literature and identity</p> <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	<p>Independent explorations</p> <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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



Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — analytical written response	25%	Summative internal assessment 3 (IA3): Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): Extended response — persuasive spoken response	25%	Summative external assessment (EA): Examination — analytical written response	25%

Prerequisite

In order to succeed in this subject, students should have achieved **a B in English** at Year 10.



Essential English

Applied Subject

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

Objectives

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

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

Structure

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

Assessment

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

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



Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): Extended response — Multimodal response	25%
Summative internal assessment 2 (IA2): Common internal assessment (CIA)	25%	Summative external assessment (EA): Extended response — Written response	25%

Prerequisite

There are no prerequisites for this subject.



General Mathematics

General Subject

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

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

Assessment

Schools devise 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 internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%



Summative internal assessment 2 (IA2): Examination	15%	
Summative external assessment (EA): 50% Examination		

Prerequisite

In order to succeed in this subject, students should have achieved a **C achievement** in Year 10 Mathematics.



Mathematical Methods

General Subject

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

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

Assessment

Schools devise 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 internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%		
Summative external assessment (EA): 50% The External Examination is split into 2 x 25% (technology free and technology active)			

Prerequisite

In order to succeed in this subject, students should have achieved a minimum of a **mid to high range B** achievement in Year 10 Extension Mathematics or teacher recommendation.



Specialist Mathematics

General Subject

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

Objectives

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

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

Structure

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

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

Assessment

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



Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): Examination	15%
Summative internal assessment 2 (IA2): Examination	15%		
Summative external assessment (EA): 50% The External Examination is split into 2 x 25% (technology free and technology active)			

Prerequisite

This subject requires a high degree of abstract thinking. In order to succeed within the subject students should have achieved a **minimum of a high range B achievement** in Year 10 Extension Mathematics, or by teacher recommendation.



Essential Mathematics

Applied Subject

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

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

Assessment

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

Summative Assessments

Unit 3	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 external assessment (EA): Examination

Prerequisite

There are no prerequisites for this subject.



Elective: Design Technology: Design

General Subject

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Commercial design <ul style="list-style-type: none"> • Explore – client needs and wants • Develop – collaborative design 	Human-centre design <ul style="list-style-type: none"> • Designing with empathy 	Sustainable design <ul style="list-style-type: none"> • Explore – sustainable design opportunities • Develop – redesign

Assessment

Schools devise 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 internal assessment 1 (IA1): Examination — design challenge	Summative internal assessment 3 (IA3): Project
Summative internal assessment 2 (IA2): Project	Summative external assessment (EA): Examination — design challenge

Prerequisite

In order to succeed in this subject, students should have achieved a **B in Graphics and English**.



Elective: Design Technology: Fashion

Applied Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_fashion_19_app_syll.pdf

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Structure

Core	Electives
Fashion culture Fashion technologies Fashion design	Fashion contexts – schools choose between two and six fashion contexts from the following categories: <ul style="list-style-type: none"> • Adornment (Accessories, Millinery, Wearable art) • Collections • Fashion designers • Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising



Assessment

Project	Investigation	Extended Response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Technique assesses the production of fashion solutions, which may be a fashion item, visual folio or fashion display and will be the outcome of applying a range or skills.

Prerequisite

There are no prerequisites for this subject.



Elective: Design Technology: Furnishing Skills

Applied Subject

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

Objectives

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

Structure

Core	Electives
Industry practices Production process	Furniture-making plus at least two other electives: <ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Glazing and framing • Upholstery

Assessment

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

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

Project	Practical Demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

Prerequisite

In order to succeed in this subject, students should have achieved a C in Wood Technology Design in Year 9 or 10. Students are always to wear hard covered footwear while undertaking Practical Work. Students must always wear Safety Glasses and Protective Aprons while undertaking Practical Work.



Elective: Design Technology: Industrial Graphics Skills

Applied Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_ind_graphics_19_app_syll.pdf

Objectives

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

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

Structure

Core	Electives
Industry practices Drafting processes	Select at least two electives: <ul style="list-style-type: none"> • Building and Construction • Engineering drafting • Furnishing

Assessment

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

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

Project	Practical Demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

Prerequisite

In order to succeed in this subject, students should have achieved a C in Year 9 or 10 Graphics.



Elective: Business and Technology: Accounting

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_accounting_19_syll.pdf

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: <ul style="list-style-type: none"> • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business 	Accounting — the big picture <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

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

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 — short response	25%	Summative external assessment (EA): Examination — short response	25%

Prerequisite

In order to succeed in this subject, students should have achieved a **C in English and Mathematics**. It is not necessary to have studied Business Studies during Year 10.



Elective: Business and Technology: Digital Solutions

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_digital_solutions_19_syll.pdf

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

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



Summative Assessments

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

Prerequisite

In order to succeed in this subject, students should have achieved a **C in English and Mathematics**.



Elective: Business and Technology: Economics

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_economics_19_syll.pdf

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 <ul style="list-style-type: none"> • The basic economic problem • Economic flows • Market forces 	Modified markets <ul style="list-style-type: none"> • Markets and efficiency • Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> • The global economy • International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> • Macroeconomic objects and theory • Economic management

Assessment

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

Summative Assessments

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

Prerequisite

In order to succeed in this subject, students should have achieved a **C in English**.



Elective: Health and Physical Education: Physical Education

General Subject

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

Objectives

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

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

Structure

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



Assessment

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

Summative Assessments

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

Prerequisite

In order to succeed in this subject, students should have achieved a **Sound Achievement in English**. A **Sound Achievement in Year 10 HPE** is also recommended. Students are required to make a commitment to all practical components listed above.



Elective: Health and Physical Education: Sport and Recreation

Applied Subject

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

Core	Electives
Topic 1: Sport and recreation in the community Topic 2: Sport, recreation and healthy living Topic 3: Health and safety in sport and recreation activities Topic 4: Personal and interpersonal skills in sport and recreation activities	<p>Schools choose between two and eight electives from the five physical activity categories, with a minimum of one elective from the Games and Sport Category and one elective from the Challenge and Adventure or lifelong physical activity categories.</p>



Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

Project	Investigation	Extended Response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.

Prerequisite

In order to succeed in this subject, students should have achieved a Sound Achievement in HPE. Students are required to make a commitment to ALL practical components listed above.



Elective: Humanities: Ancient History

General Subject

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

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies —Slavery • Ancient societies —Art and architecture • Ancient societies —Weapons and warfare • Ancient societies —Technology and engineering • Ancient societies —The family • Ancient societies —Beliefs, rituals and funerary practices. 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus



Assessment

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

Summative Assessments

Unit 3		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%

Prerequisite

Students choosing Ancient History are expected to have achieved at least a **sound level of achievement** in both English and Humanities in Year 10.



Elective: Humanities: Geography

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_geography_19_syll.pdf

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> • Natural hazard zones • Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> • Land cover transformations and climate change • Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> • Population challenges in Australia • Global population change

Assessment

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

Summative Assessments

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

Prerequisite

Students choosing Geography are expected to have achieved at least a **sound level of achievement** in both English and Humanities in Year 10.



Elective: Humanities: Legal Studies

General Subject

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

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

Assessment

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

Summative Assessments

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

Prerequisite

Students choosing Legal Studies are expected to have achieved at **least a sound level of achievement** in both English and Humanities in Year 10.



Elective: Humanities: Modern History

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_modern_history_19_syll.pdf

Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948



<ul style="list-style-type: none"> • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 		<ul style="list-style-type: none"> • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984
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Assessment

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

Summative Assessments

Unit 3		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%

Prerequisite

Students choosing Modern History are expected to have achieved at **least a sound level of achievement** in both English and Humanities in Year 10.



Elective: Humanities: Social and Community Studies

Applied Subject

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

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Structure

Core	Electives
Personal skills Growing and developing as an individual Interpersonal skills Living with and relating to other people Citizenship skills Receiving from and contributing to community	<ul style="list-style-type: none"> • Australia's place in the world • Health: food and nutrition • Health: recreation and leisure • Into relationships • Legally, it could be you • Money management • Today's society • The world of work



Summative Assessments

Project	Investigation	Extended Response	Examination
<p>A response to a single task, situation and/or scenario.</p> <p>A project must have two parts with different audiences and modes.</p>	<p>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</p>	<p>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</p>	<p>A response that answers a number of provided questions, scenarios and/or problems.</p>

Prerequisite

There are no prerequisites for this subject.



Elective: Humanities: Tourism

Applied Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_tourism_19_app_syll.pdf

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core	Electives
Tourism as an industry The travel experience Sustainable tourism	<ul style="list-style-type: none"> • Technology and tourism • Forms of tourism • Tourist destinations and attractions • Tourism marketing • Types of tourism • Tourism client groups

Assessment

For Tourism, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments from at least three different assessment techniques, including:

- one project
- one examination
- no more than two assessments from each technique.



Summative Assessments

Project	Investigation	Extended Response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis / examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and / or problems.

Prerequisite

The student requires no special knowledge or skills, but it is expected he/she should have a real interest in the tourism industry.



Elective: Languages: French

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_french_19_syll.pdf

Objectives

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

- comprehend French 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 French 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 French.

Summative Assessments

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My World <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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



Summative Assessments

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%

Prerequisite

Senior French is a continuation of French language study across Years 7 – 10. Students should have achieved a **sound level in Year 10 French**.



Elective: Languages: Japanese

General Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_japanese_19_syll.pdf

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.

Summative Assessments

Unit 1	Unit 2	Unit 3	Unit 4
<p>私の暮らし My World</p> <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	<p>私達のまわり Exploring our world</p> <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	<p>私達の社会 Our society</p> <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	<p>私の将来 My future</p> <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Summative Assessments

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%

Prerequisite

Senior Japanese is a continuation of Japanese language study across Years 7 – 10. Students should have achieved a **sound level in Year 10 Japanese**.



Elective: Science: Biology

General Subject

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

Objectives

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

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

Summative Assessments

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

Assessment

Schools devise 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 internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	25%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Prerequisite

In order to succeed in this subject, students should have achieved a **B in English and Yr 10 Science**.



Elective: Science: Chemistry

General Subject

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

Objectives

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

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

Structure

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

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Data test	10%	Summative internal assessment 3 (IA3): Research investigation	25%
Summative internal assessment 2 (IA2): Student experiment	20%		
Summative external assessment (EA): 50% Examination			

Prerequisite

In order to succeed in this subject, students should have achieved a **B in English and Yr 10 Science**.



Elective: Science: Physics

General Subject

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

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

Summative Assessments

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

Prerequisite

In order to succeed in this subject, students should have achieved a **B in English and Yr 10 Science**.



Elective: Science: Psychology

General Subject

https://www.qcaa.qld.edu.au/downloads/senior-qce/syllabuses/snr_psychology_19_syll.pdf

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	10%	Summative internal assessment 3 (IA3):	20%
<ul style="list-style-type: none"> • Data test 		<ul style="list-style-type: none"> • Research investigation 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Student experiment 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

Prerequisite

In order to succeed in this subject, students should have achieved a **B in English and Yr 10 Science**.



Elective: The Arts: Drama

General Subject

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus

Assessment

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



Summative Assessments

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

Prerequisite

The study of Year 9 and 10 Drama is recommended.



Elective: The Arts: Drama in Practice

Applied Subject

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

Objectives

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

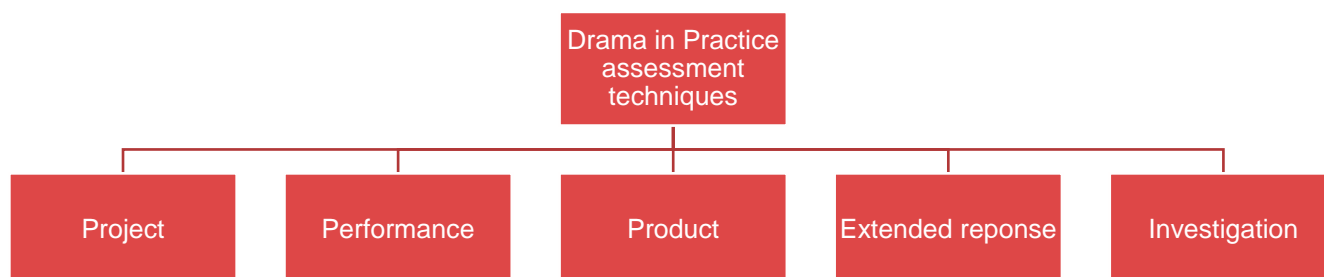
- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

Core	Electives
Dramatic Principles Dramatic Practices	<ul style="list-style-type: none"> • Acting (stage and / or screen) • Career pathways • Community theatre • Contemporary theatre • Directing • Play building • The theatre industry • Theatre through the ages • World theatre • Technical design and production • Scriptwriting



Assessment



Prerequisite

No prerequisite for this subject.



Elective: The Arts: Music

General Subject

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

Objectives

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

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

Structure

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

Assessment

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



Summative Assessments

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

Prerequisite

To succeed in this subject, students should have achieved a C in English and preferably students will have completed Year 9 and Year 10 Music and/or at least Grade 4 in AMEB practical and theory examinations. Units of work in music are developmental not discreet. Students who choose to study Senior Music would have a distinct advantage if they were to compliment the course by the study of an instrument either through the Instrumental Music Program or private tuition.



Elective: The Arts: Music Extension (by invitation only)

General (Extension) Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_music_ext_20_syll.pdf

Objectives

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

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

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent best practice

Assessment

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation 1	20%	Summative internal assessment 3 (IA3): Performance project	35%
Summative internal assessment 2 (IA2): Investigation 2	20%		
Summative external assessment (EA): 25%			
Examination — extended			

Prerequisite

To succeed in this subject, students must have achieved at least a B in Year 11 Music. The offer to study Music Extension in Year 12 will be based upon review of students' academic portfolios from Year 11 Music.



Elective: The Arts: Visual Art

General Subject

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

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



Assessment

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

Prerequisite

No prerequisite for this subject.



Elective: The Arts: Visual Arts in Practice

Applied Subject

https://www.qcaa.qld.edu.au/downloads/portal/syllabuses/snr_visual_art_prac_19_app_syll.pdf

Objectives

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

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

Structure

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

Core	Electives
Visual mediums, technologies, techniques Visual literacies and contexts Artwork realisation	<ul style="list-style-type: none"> • 2D • 3D • Digital and 4D • Design • Craft

Assessment

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

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

Project	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to the production of artworks.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.

Prerequisite

There are no prerequisites for this subject.



Vocational Education and Training

These subjects are competency based and are solely aimed at Certificate qualifications. Students will be awarded a Certificate on completion or awarded a statement of attainment for completed competencies, providing St Joseph's College has been supplied with the student's Unique Student Identifier (USI).

As the course is competency based there is no grade awarded during reporting or on the Senior Statement, but all competencies and the completion of the certificate are stated on the senior statement and contribute towards the QCE.

These courses are designed for students wanting Certificate qualifications and are interested in continuing with further studies or employment within these areas, either while at school or post year 12. Please note: VETiS funded by the VET investment budget is fee-free for students. The VET investment budget will only fund ONE employment stream qualification while the student is attending school. Students should choose carefully should they take up this option in Year 11 as a further fee-free qualification will not be available to them in Year 12.

Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program: <https://training.qld.gov.au/providers/funded/vetis>.

Information for all VET certificates offered at the College are found on the [College's website](#).

Stand Alone VET Subjects	
SENIOR VET SUBJECT	PREREQUISITE
ICT101115 Certificate I in Information, Digital Media & Technology	No pre-requisite is required.
ICT20115 Certificate II in Information, Digital Media & Technology	
SIT20416 Certificate II in Kitchen Operations	Should have completed at least one semester of Junior Home Economics.
BSB20115 Certificate II in Business BSB30115 Certificate III in Business	No pre-requisite is required.
MEM20413 Certificate II in Engineering Pathways	Should have undertaken a Metalwork subject in Year 9 or 10.
CPC10111 Certificate I in Construction	Should have undertaken a Woodwork subject in Year 9 or 10.



Stationery Requirements 2020

The “5 subjects in 1 book” type exercise book should not be purchased – such books do not allow teachers to collect individual subject books and give feedback to students and parents
All students should have a USB to support their studies and assessment.

It is recommended that all books and stationery be clearly labelled with the student's name and protected with exercise book covers or contact.

- ☐ Glue Stick
- ☐ A4 Sheet Protectors Pkt 10
- ☐ Sharpener
- ☐ Eraser
- ☐ Ruler
- ☐ Pencils
- ☐ Scissor
- ☐ Stapler/staples
- ☐ Protractor 360 degrees
- ☐ USB with generous capacity
- ☐ Casio fx-82 plus calculator
- ☐ Highlighters
- ☐ Headphones
- ☐ Pens
- ☐ Coloured Pencils

Religion & Ethics or Study of Religion

- ☐ A4 Exercise Book Olympic 64 Page with Red Margin
- ☐ Highlighter Office Choice Wallet 4 (Yellow, Pink, Green, Orange)
- ☐ A4 Refill Loose Leaf Paper Reinforced Ruled 50 Lf
- ☐ BTS A4 Display Book Assorted Colours 20 pockets – refillable
- ☐ Document Wallet Cardboard F/C Asst Colours

English, Literature or Essential English

- ☐ A4 Exercise Book Olympic 128 Page with Red Margin
- ☐ Macquarie School Dictionary 3rd Ed + Bonus Speller
- ☐ A4 Binder Book Olympic 96 Page

General Mathematics or Essential Mathematics

- ☐ A4 Binder Book Olympic 96 Page



- ☐ Calculator Casio FX 82AUPLUSII Scientific

Mathematical Methods and Specialist Mathematics

- ☐ A4 Binder Book Olympic 96 Page
- ☐ TEXAS Instrument Calculator TI 84PLUS CE

Design and Industrial Graphics

- ☐ Mechanical Pencil Staedtler Graphite 777 0.5mm Assorted Colours
- ☐ Staedtler 0.5 2H Lead Refills – Tube 12

Fashion

- ☐ Visual Art Diary – A4 Jasart Single Wire
- ☐ A4 Sheet Protectors Pkt of 10
- ☐ A4 Refill Loose Leaf Paper Reinforced Ruled 50 Lf
- ☐ Binder A4 2 Ring PVC 25mm Asst Summer Colours
- ☐ Black leather lace-up school shoes must be worn in the kitchen and textiles room at all times.

Accounting

- ☐ Exercise Book Olympic 64 Page 225x175mm (9x7)
- ☐ Ruler Wood 30cm
- ☐ Account Book Collins A24 Series Journal
- ☐ Account Book Collins A24 Series Treble Cash
- ☐ Account Book Collins A24 Series Ledger
- ☐ Account Book Collins A24 Series 8 Money Column

Ancient History

- ☐ Exercise Book Olympic 128 Page 225x175mm (9x7)
- ☐ A4 Binder Book Olympic 128 Page

Biology

- ☐ A4 Graph Pad 1mm Squares 7 hole punched
- ☐ A4 Exercise Book Olympic 96 Page with Red Margin
- ☐ A5 Pad Ruled (Scribbler)

Chemistry

- ☐ A4 Graph Pad 1mm Squares 7 hole punched
- ☐ A4 Exercise Book Olympic 96 Page with Red Margin



- ☐ A5 Pad Ruled (Scribbler)
- ☐ Safety Glasses Tsunami Safety Spec (6309)

Visual Art

- ☐ Eraser Faber-Castell Large
- ☐ Lead Pencil Faber-Castell 1111-HB Single
- ☐ Lead Pencil Staedtler 110-2B
- ☐ Lead Pencil Staedtler 110-4B
- ☐ Lead Pencil Staedtler 110-6B

IDMT

- ☐ A4 Binder Book Olympic 64 Page

Drama and Drama in Practice

- ☐ A4 Exercise Book Olympic 64 Page with Red Margin
- ☐ Project Book Olympic Bugs 24mm
- ☐ Document Wallet Marbig Polypick F/C (Plastic) Assorted Colours
- ✓ Black shirt and black pants.

Economics

- ☐ A4 Exercise Book Olympic 64 Page with Red Margin
- ☐ A4 Binder Book Olympic 64 Page

French

- ☐ A4 Exercise Book Olympic 64 Page with Red Margin
- ☐ A4 Sheet Protectors Pkt of 10
- ☐ Binder A4 2 Ring PVC 25mm Asst Summer Colours

Geography

- ☐ A4 Exercise Book Olympic 128 Page with Red Margin
- ☐ A4 Binder Book Olympic 128 Page

Kitchen Operations

- ☐ A4 Sheet Protectors Pkt of 10
- ☐ A4 Refill Loose Leaf Paper Reinforced Ruled 50Lf
- ☐ Binder A4 2 Ring PVC 25mm Asst Summer Colours
- ✓ Black pants or skirt (knee length, no pin stripes), white shirt.



- ✓ Black leather lace-up school shoes must be worn in the kitchen at all times.

Construction, Furnishing or Engineering Pathways

- ☐ Lead Pencil Staedtler 110-HB Single
- ☐ Safety Glasses Tsunami Safety Spec (6309)
- ☐ Binder A4 2 Ring PVC 25mm Asst Summer Colours
- ☐ Apron (optional)
- ✓ Black leather lace-up school shoes must be worn in workshops at all times.
- ✓ Steel Capped Safety Boots and Protective Overalls (Certificate II Engineering Pathways)
- ✓ Safety Glasses and Protective Aprons must be worn in the workshops while undertaking Practical Work.

Digital Solutions

A4 Binder Book Olympic 64 Page

Japanese

- ☐ Exercise Book Olympic 96 Page 225x175mm (9x7)
- ☐ A4 Clearfront Display Book (20 pockets) – Refillable – Asst Colours

Legal Studies and Modern History

- ☐ A4 Exercise Book Olympic 128 Page with Red Margin

Music

- ☐ A4 Exercise Book Olympic 96 Page with Red Margin
- ☐ Lead Pencil Staedtler 110-2B
- ☐ Eraser Faber-Castell Large
- ☐ BTS A4 Display Book Assorted Colours 20 pockets – refillable

Physical Education or Sport and Recreation

- ☐ A4 Exercise Book Olympic 64 Page with Red Margin
- ☐ College sports shirt and shorts, sport shoes, College hat (compulsory).

Psychology and Physics

- ☐ A4 Graph Pad 1mm Squares 7 hole punched
- ☐ Exercise Book Olympic 64 Page 225x175mm (9x7)
- ☐ A4 Exercise Book Olympic 96 Page with Red Margin



Science in Practice

- ☐ A4 Graph Pad 2mm Squares 7 hole punched
- ☐ Exercise Book Olympic 64 Page 225x175mm (9x7)
- ☐ A4 Exercise Book Olympic 96 Page with Red Margin
- ☐ A4 Refill Loose Leaf Paper Reinforced Ruled 50 Lf

Please note a final list will be distributed at the end of the year. The College may change the requirements listed. This is to give you an idea of the specialised equipment required.

