



Immanuel Lutheran College

Walk as Children of the Light



2022 Years 11 and 12 Curriculum Handbook

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Introduction

This handbook is designed to assist students in selecting subjects for their final years of secondary schooling. Immanuel Lutheran College provides a broad range of learning options allowing students to personalise their pathway to suit their individual abilities, interests and aspirations beyond school. Students are supported to gain key educational qualifications as foundations for their post-school lives at universities or other educational institutions or in employment. These include the Queensland Certificate of Education (QCE), the Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) Diplomas and Certificates, and Headstart university courses through the University of the Sunshine Coast.

In their Careers module, students identify several preferred careers, consider available pathways to these careers and their preferred options for further training or study. They note any prerequisite or assumed knowledge specified by tertiary institutions so these can be considered carefully in the subject selection process. Further information can be obtained from the QCAA [website](#) or through the Student Pathways Coordinator, Lynette Druery (E: drueryl@immanuel.qld.edu.au).

All subjects are two-year courses and students' greatest opportunity for success lies in maintaining a commitment to their chosen subjects for the full duration of the course. Subject changes during Years 11 and 12 are strongly discouraged. Students should select subjects which genuinely interest them, for which they have demonstrated the necessary aptitude and work ethic, and provide any necessary prerequisites. College staff will provide guidance, advice and support throughout the subject selection process to assist students and families in selecting a suite of subjects.

To successfully complete senior subjects, students must be dedicated, organised and motivated to give their best effort. Learning is a journey that may not always run smoothly so being able to learn from mistakes, bounce back with a better strategy, be proactive in seeking help when needed, and building balance into their lives are all important skills for success. College programs lead students to become self-directed learners, building metacognitive capability with explicit training in time management, independent learning skills, resilience, mindfulness, and wellbeing.

This handbook provides a concise summary of key information to assist with subject selections. Further information can be found online at:

- the Queensland Curriculum and Assessment Authority (QCAA) website.
- the Vocational Education website.
- the Immanuel Careers Portal provides a wealth of information and resources. Links are also on SEQTA Engage and Learn.
- The QCAA myQCE website

Parent Handbook

Please refer to the parent handbook for any questions or information regarding the structures, routines and pastoral care of students. The handbook can be accessed here: [2021 ILC Parent Handbook](#).

Secondary School Curriculum Administration

Further information about the contents of this handbook may be obtained by contacting one of the following people via the **Secondary School Office on T: 07 5477 3461**.

Head of Secondary School

Nick Cheyne: cheynen@immanuel.qld.edu.au

Acting Deputy Head of Secondary School

Amy Thompson: thompsona@immanuel.qld.edu.au

Student Pathways Coordinator

Lynette Druery: drueryl@immanuel.qld.edu.au

Learning at Immanuel

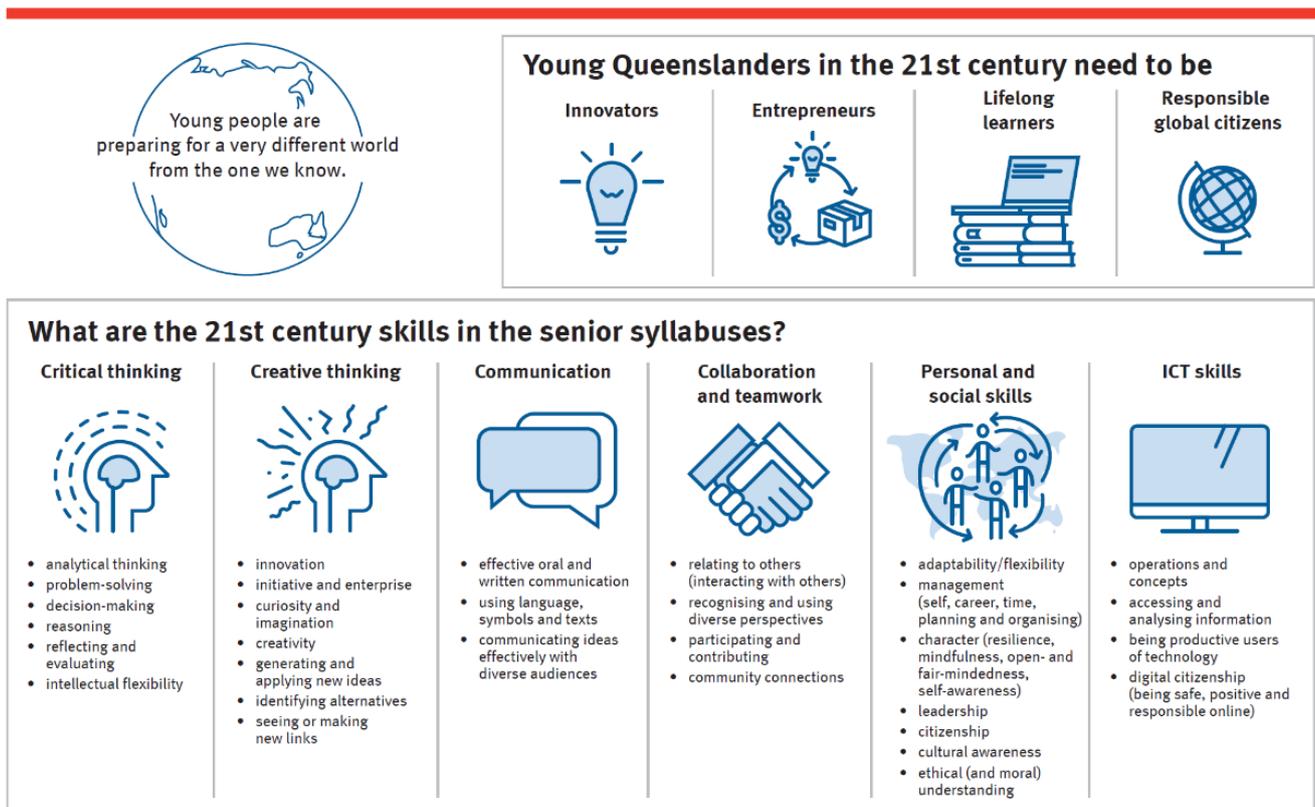
The focus in the Secondary School at Immanuel Lutheran College, is on meeting the personal, intellectual, and social needs of adolescents within a Christian context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity and connections within community. With growing maturity and independence, they begin to take responsibility for their learning and for establishing and maintaining healthy relationships. We provide opportunities for our students to learn and grow in ways that acknowledge and respect each unique phase of their development.

To prepare our young people for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21st century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills and, importantly, personal and social skills – see Figure 1). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

Figure 1

21st century skills

Preparing students for a changing world



The skills underpinning all senior syllabuses are considered vital for school leavers. These include literacy, numeracy and 21st century skills (see Figure 1). These skills are explicitly developed in Years 7 to 10 providing students with a firm foundation on which to build their learning in these critical areas during the senior years.

Academic and Pastoral Care

At Immanuel, the whole person is the whole point. We see balance in life as important and encourage students to grow in all aspects of their lives. Wellbeing and healthy relationships provide the foundations for academic success and so we entwine our academic and pastoral care of students with specific focus areas for each stage of student development. Further pastoral care details are provided in the Parent Handbook. Students participate in a weekly Life Skills lesson, led by their Home Group teacher. The Life Skills program equips students to develop social and emotional capacity. It is developed by our Director of Wellbeing and informed by best practice and current research. The Life Skills program is sequenced to ensure that students gain the information, skills, and experience pertinent to their developmental needs.

Parent/Teacher/Student Interviews and Academic Coaching

To encourage students to take ownership of their learning, students are key participants in our Parent/Teacher/Student interviews which are held twice yearly (at the start of Terms Two and Three). Opportunity is provided for students, parents and teachers to review the student's learning progress, to peruse the student's work and to set goals and strategies for improvement. The interviews are invaluable in building partnerships between home and school to enhance student learning. The Parent/Teacher/Student interviews are supported by academic coaching conversations at school between students and their pastoral care and subject teachers. Students are assisted to identify specific learning goals and to develop strategies for improvement. Additional meetings can be requested at any time throughout the year.

Self-Directed Learners

Learning how to learn is a critically important skill for young people to develop. Self-directed learners are able to effectively manage time, organise information, record useful study notes, use memory effectively, engage in deep learning, set goals and reflect on progress. These skills are explicitly taught through our Study Skills Development Program and through project-based learning, with consistent reinforcement in all subjects.

Industry leaders in this area, *Elevate Education*, provide the resources used in this program. Each year level begins the year with a workshop provided by Elevate's team of young presenters. The topics covered provide a developmentally appropriate continuum of learning. Our teachers build on this initial learning with on-going training and support throughout the year using additional *Elevate Education* resources. Students and parents can reinforce the message at home by accessing a broad range of text-based and multi-media resources on the *Elevate Education* website. To assist further, the College supports parents to participate in Elevate's webinar series for parents. Topics include: *Time Management; Memory and Focus; Effective Revision; and Exam Preparation; and Stress and Wellbeing*.

SEQTA Learn is a 'one-stop shop' for students to access digital resources either on campus or at home. Students are encouraged to utilise this portal to support the learning that takes place in classrooms. Via SEQTA Learn, students can manage all aspects of their school life, including their timetable, collaboration with peers and teachers, content, assessments, grades, goal setting and homework. When students log in to SEQTA Learn, they can see their personalised calendar and can 'hover over' each day to see if they have assessment tasks current for the group of subjects in which they are enrolled. Links on SEQTA Learn also allow for electronic submission of drafts and final tasks. For students who are absent on due dates, this is an ideal way to submit their work.

SEQTA Engage provides parents with the information needed to effectively partner with the College to support their child(ren)'s learning journey. This includes reporting, attendance, timetables, teacher contacts, latest results, finance, excursion information, notices, etc. Parents are able to access SEQTA Engage via the Portal option on the College Home Page: www.immanuel.qld.edu.au by entering their username and password. Please contact the Secondary School Office should you require assistance with this process.

Establishing Routines

It is important in these formative years of Secondary Schooling, that students develop routines to promote wellbeing and provide the foundations for self-directed learning and academic success. Maintaining a balance of homework/study, physical activity, and family/social activities along with a healthy diet and plenty of sleep will promote mental and physical health. Having regular family routines can help students organise their time and arrive at school with everything they need for a productive day of learning.

Homework

Students should develop a regular homework/study/revision routine that is set in a quiet, well-lit area away from distractions such as the television, music, conversations and electronic devices (except when necessary for learning). Homework is designed to provide opportunities for students to consolidate and extend classroom learning, regularly revisit learning and develop time management skills by planning to complete checkpoint tasks as components of larger projects.

Family life can be busy, so teachers design flexibility into their homework programs. Homework may be set on a weekly basis, due on the same day each week, allowing students to plan time for homework around their other commitments. It may utilise digital platforms to deliver activities and games to consolidate learning and build skills in an engaging environment where students, parents and teachers can easily monitor progress. For example, German and Japanese use *Education Perfect* and Mathematics uses *MathSpace*.

Homework tasks are intentionally designed and allocated to students to help consolidate their learning of content and skills. Homework time is also allocated to be used by students to work on assignments. When students 'have no homework', they are encouraged to undertake individual revision tasks or engage in recreational reading.

This table provides a general guide to the time that students should allocate to completing their homework/study/revision tasks each night.

| | Per lesson | Per night | Per week |
|------------------|-----------------|---------------|-----------------|
| Year 7 | 5 – 10 minutes | 40 minutes | 2 – 2.5 hours |
| Years 8-9 | 10 – 15 minutes | 1 hour | 5 hours |
| Year 10 | 20 minutes | 1 – 1.5 hours | 5 – 7.5 hours |
| Year 11 | 25 minutes | 2 – 2.5 hours | 10 – 12.5 hours |
| Year 12 | 30 minutes | 2.5 – 3 hours | 12.5 – 15 hours |



The Queensland Certificate of Education (QCE)

The QCE is Queensland's Senior School qualification, which is awarded to eligible students, usually at the end of Year 12. It allows flexibility in what is learned as well as where and when learning occurs. Students have a wide range of learning options.

To receive a QCE, students must achieve the set amount of learning (20 QCE credits), in the set standard (successful completion), in a set pattern, while meeting literacy and numeracy requirements. Students complete a SET Plan.

Credit is given towards a QCE for successful completion of a wide range of learning activities. For example, QCE credits can be gained by students who:

- successfully complete school subjects (1 credit each for Satisfactory completion of Units 1 and 2; 2 credits for achieving an A, B or C grade for Units 3 and 4).
- successfully complete a VET qualification such as the Certificate II in Hospitality or a School Based Traineeship.
- successfully complete a Headstart University course.
- gain advanced qualifications in **other recognised studies**, such as the AMEB music exams or the Duke of Edinburgh Awards.

During Year 10, each student will be allocated a Learner Unique Identifier (LUI) number which will allow access to his/her individual QCAA learning account. Each approved achievement allows QCE credits to be 'banked' into the student's learning account. A QCE is awarded when twenty credits have been banked in a set pattern and a satisfactory standard of literacy and numeracy has been demonstrated.

Although students may continue to bank QCE credits after they have left school, we assist students to plan their learning pathway to attain their QCE by the end of Year 12. **This is best done by selecting subjects that are suited to their abilities and interests.**



Senior Subjects

School Developed Subjects

These compulsory subjects support the pastoral, Christian and values learning that are core to a wholistic education at Immanuel.

Home Group: Year levels are divided into Home Groups. The Home Group teacher initiates pastoral support for students who are experiencing difficulties or who need advice/guidance. Where necessary, they may refer a student to an appropriate specialist for advice (e.g. College Counsellor, Student Pathways Coordinator, Learning Enhancement Department (LED) staff). Families are advised to alert the Home Group teacher to changes in a student's life so that support can be provided when necessary.

Life Skills: Students participate in a weekly Life Skills lesson, delivered by the Home Group teacher, and focused on equipping students to develop to their fullest social and emotional capacity. It is developed by our team of pastoral leaders and informed by best practice and current research. It includes training in mindfulness, growth mindset, resilience and wellbeing.

Religious and Values Education (RAVE): Students have four compulsory RAVE retreat days per year. During this time, they explore issues of faith and values in an extended format.

QCAA Subjects

General Subjects: General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects include Extension subjects (eg Music Extension). General subjects include Extension subjects QCAA General subjects are developmental four-unit courses of study. Students should complete Units 1 and 2 before starting Units 3 and 4. Units 1 and 2 provide foundational learning and an opportunity to practice the assessment types for Units 3 and 4. Units 3 and 4 build on Units 1 and 2 and are completed as a pair. The overall subject result for General subjects will be based on assessments from Units 3 and 4 which include three school-based assessments and one external assessment. Subject results contribute to the ATAR calculations.

Applied Subjects: Applied subjects are typically suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They include applied learning in real-world or lifelike contexts, community connections and core skills for work. Applied subjects will be assessed differently to the other Applied subjects.

Essential English and Essential Mathematics: A student's result will be based on four internal assessments that count towards their overall subject result. Schools develop three of the internal assessments and the other is a common internal assessment (CIA) developed by the QCAA. The CIA will be marked by the school according to a common marking scheme developed by the QCAA.

Other Applied Subjects: A student's result will be based on four internal assessments that count towards their overall subject result. For all Applied subjects, the result for each assessment task will be an A-E grade. The QCAA will combine these grades to give a final result which is also an A-E grade.

Vocational Education and Training (VET)

The College allows students to access VET programs via:

- a timetabled subject (Certificate II in Hospitality).
- off campus or online access to courses offered by RTOs eg TAFE, Sunshine Coast Trade Training Centre (additional RTO charges may apply).
- opportunities for students to undertake school-based apprenticeships or traineeships (additional RTO charges may apply).

Senior Assessment and Tertiary Entrance (SATE) System

Features of the SATE system

The SATE system includes:

- processes to strengthen the quality and comparability of internal (school-based) assessment.
- a student's result in each subject will be based on his/her achievement in four assessments only.
- an external assessment is included for all General subjects – this is set and marked by the QCAA.
- no external assessment is included for Applied subjects.
- a common internal assessment developed by the QCAA is included for the two Applied subjects: Essential English and Essential Mathematics.
- all QCAA subjects draw on the 74 cognitive verbs which describe the cognitive skills consistent across all subjects. All subjects will develop students' understanding and application of the cognitive verbs.
- the Australian Tertiary Admission Rank (ATAR) will be used to apply for most university placements

This [QCAA video](#) (4 minutes) summarises the new system from syllabus to subject result.

This [QTAC video](#) (18 minutes) provides further information about the new SATE.

Assessment

External Assessment

External assessment will be:

- common to all schools.
- administered under the same conditions at the same time and on the same day in Term 4 for all students in Queensland who study a particular General subject.
- marked by QCAA according to a commonly applied marking scheme.

The external assessment results will contribute:

- 50% towards a student's result in Mathematics and Science General subjects.
- 25% towards a student's result in other General subjects.

Internal Assessment – Endorsement and Confirmation

New processes of *endorsement* and *confirmation* will be adopted to strengthen the quality and comparability of internal (school-based) assessment in Units 3 and 4. Internal assessment tasks are prepared by teachers according to QCAA guidelines and must be approved by the QCAA prior to distribution to students (*Endorsement*). Teachers will use *Instrument Specific Marking Guides* (ISMGs) designated by the QCAA to mark students' work. Samples of students' work will be submitted to the QCAA in order to confirm teacher judgements (*Confirmation*).

Ratification of Subject Results

The QCAA will combine student's results from all internal and external assessments to determine the final subject result for each student in each subject (*ratification*). For General subjects, the result for each assessment task will be expressed as a numerical value (eg 20/25). The final subject result will be expressed as a numerical value out of 100 (eg 80/100). The QCAA will convert these numerical values to an A-E grade.

Pathway to Tertiary Studies

The Queensland Tertiary Admissions Centre (QTAC) will perform Australian Tertiary Admission Rank (ATAR) calculations and manage applications and offers for tertiary places.

QTAC applies two selection principles in allocating tertiary places to applicants:

- **eligibility** (Minimum Entry Requirements e.g. subject prerequisite, folio, audition etc.) - only eligible students are considered; and
- **merit** (based on ATARs – see below) many courses have quotas and entry is competitive – offers are made in descending order of merit until quotas are filled.

The Australian Tertiary Admission Rank (ATAR)

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers. The Queensland ATAR will be recognised in all other Australian states and territories. This [QTAC video](#) (3 minutes) provides a summary.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all Australian states and territories. It is a rank indicating a student's position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'. An ATAR of 75.00 means your child performed better than 75 percent of their cohort – so they are in the top 25 percent.

ATAR Eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject (minimum C grade).
- completed five General subjects, or four General subjects plus one Applied subject or VET course at Certificate III or above.
- a student's English result will only be included in the ATAR calculation if it is one of his/her best five subjects.
- accumulated their subject results within a five-year period.

ATAR Calculation

The ATAR will be calculated by combining a student's best five subject **scaled scores** using a process of inter-subject scaling.

Inter-Subject Scaling

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. Scaling is based on actual subject achievement data for all Year 12 subjects across the state in a particular year. Consequently, scaling outcomes for individual subjects will vary from year to year. Scaling outcomes for previous years are published by QTAC.

VET and the ATAR

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the Certificate III.

A completed VET Diploma will be given a higher scaled score than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

Senior Education and Training Plan (SET Plan) Development

College staff will work with students and parents to develop each student's individual Senior Education and Training Plan (SET Plan). The SET Plan details a student's preferred work or study intentions and their pathway to attaining a QCE and other required outcomes (eg ATAR and/or VET Qualifications). The SET Planning process is guided by a consideration of the student's individual strengths, aspirations and work ethic.

Career Planning

During Year 10, students participate in numerous activities to prepare them to consider their strengths and interests and to plan possible career pathways and associated training requirements. These include:

- Registering a QCAA Learning Account and LUI number to 'bank' QCE credits.
- Accessing and use the QCAA myQCE website.
- Viewing careers/work skills presentations.
- **Work Experience** - Compulsory – last week of Term 2.
- **Sunshine Coast Careers Expo Visit:** Excursion as a cohort in Term 3.

Your career choices will guide your pathway decisions

Generally, students who aim to:

- study at university, should plan to attain an ATAR*.
- work after school or study at TAFE, will not need an ATAR and should consider gaining a VET qualification.

* Some VET qualifications may be used to gain entry to some universities. Further advice should be sought.

Choosing Subjects

Students' strengths and aspirations should guide their subject selection decisions.

In choosing subjects, students should consider their:

- **Aptitude (what I am good at):** demonstrated abilities – look at reported grades.
- **Commitment (what I will commit to):** demonstrated work ethic in completing homework, working independently, focusing on learning – look at reported Learning Behaviours.
- **Interests (what I enjoy):** it is easier to maintain motivation when you enjoy what you are doing.
- **Future pathways (what I need):** know the prerequisites for your preferred university course.

Senior Course Structure

In Years 11 and 12, students will select subjects according to this course structure:

- Subject 1: English **or** Literature **or** Essential English (a literacy subject is compulsory)
- Subject 2: General Mathematics **or** Mathematical Methods **or** Essential Mathematics (a numeracy subject is compulsory)
- Subjects 3,4,5,6 Your choice of four other subjects (may include VET courses)

Steps in the SET Planning process

- Parents and students consider information the College provides about each subject.
- Parents and students attend the Subject Selection Information Evening.
- Parents/students receive an email with login details providing individual access to the College's online subject preference site. They will use this site to enter the student's preferred subjects.
- Parents and students attend an interview to discuss the student's proposed career pathway and preferred subjects.
- The 2022 Year 11 timetable lines are constructed grouping subjects to maximise allocation of all students' preferred subjects.
- Parents and students are advised of the subjects they are allocated within the timetable. Follow up interviews are arranged where it has not been possible to allocate all preferred subjects.
- Students' SET Plans are finalised.

Guidelines for Making Subject Changes

The best outcomes for senior studies will be obtained by making wise initial subject choices and continuing with these subjects for the duration of the two-year course. Subject changes are not recommended during Units 1 and 2 and are not permitted during Units 3 and 4.

Students wishing to change a subject must have the approval of their parents and the Head of Secondary School. Each request will be considered on its merits and the decision of the Head of Secondary School will be final.

Subject changes for Years 11 and 12 students may affect their eligibility for a Queensland Certificate of Education (QCE), an ATAR and a subject result for the subjects affected. It may also affect prerequisites for further study and limit the student's ability to achieve their preferred post-school options.

Subject changes are not recommended during Units 1 and 2 as valuable foundational learning will be missed. Subject changes are not permitted during Units 3 and 4 as this may preclude the student attaining a subject result in the new subject. Subject change requests may be considered during Term One Year 11. Changes between Mathematics or English subjects may be considered at other times on the advice of the Heads of Department.

Students seeking to change a subject must seek guidance as soon as possible from the Student Pathways Coordinator, Mrs Lynette Druery. After these initial consultations, a Subject Change Form documenting the student's consultation with the relevant subject teachers and the Student Pathways Coordinator must be submitted to the Head of Secondary School for consideration and possible approval.



Subjects Offered

Classes will run provided there are sufficient student numbers and that staffing is available. It may be necessary to run a composite Years 11 and 12 class if numbers are small. This strategy allows the College to offer a broad range of subjects. Some subjects may not run. Where a subject is oversubscribed, previous student performance in a subject will be considered in the subject allocation process.

List of Subjects by Department

The list below shows a summary of the subjects that **may be offered** to Year 11 students in 2022. The final suite of subjects to be offered will be communicated as soon as possible.

Christian Studies

School Based

Religious and Values Education (RAVE)

Design Innovation and Business

General

Business
Design
Economics

Applied

Information and Communication Technology
Industrial Technology Skills

English

General

English
Literature

Applied

Essential English

Health and Physical Education

General

Physical Education

Applied

Sport and Recreation

Humanities

General

Geography
Legal Studies
Modern History

Languages

General

Mathematics

General

General Mathematics
Mathematical Methods
Specialist Mathematics

Applied

Essential Mathematics

Science

General

Biology
Chemistry
Physics

The Arts

General

Dance
Drama
Film, Television and New Media
Music
Visual Art

Extension

Music Extension in Year 12 only
(choose one strand – Composition, Performance)

University Courses – USC Headstart

Off campus delivery at University of the Sunshine Coast

A variety of courses are available

VET

On campus delivery by ILC staff under external RTOs

Certificate II in Hospitality

Off campus / online delivery under external RTOs

A variety of Certificate and Diploma courses
A variety of school-based apprenticeships or traineeships

SCHOOL BASED SUBJECTS

Religious and Values Education (RAVE)

School Based Program

From 2022, the way students engage with our Religious and Values Education (RAVE) program will change. RAVE will be delivered as a series of retreats emphasising the senior years as a journey across the threshold to adulthood.

The retreat program will be informed by the learning outcomes contained in Lutheran Education Australia's (LEA) Christian Studies Curriculum Framework and will touch on topics such as:

- Expressions of Spirituality
- Ethics and Decision Making
- Finding Meaning and Purpose
- Stewardship and Service

Throughout the retreat series, students will reflect on what they have learned, consider the values that are important to them and how they might become the adults they hope to be.



QCAA SUBJECTS

Biology

General Subject

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

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students studying Biology should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms 1, 2 and 3. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Biology.

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Prerequisites

C+ grade or better in Year 10 English
 C+ grade or better in Year 10 Science
 C+ grade or better in Year 10 Maths (General or Methods Preparation)

Corequisites

Year 11 English or Literature
 Year 11 Mathematics (General or Methods)

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|---|
| Cells and Multicellular Organisms <ul style="list-style-type: none"> • Cells as the basis of life • Multicellular organisms | Maintaining the Internal Environment <ul style="list-style-type: none"> • Homeostasis • Exchange surfaces | 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 |

Summative Assessment

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

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through authentic and real-life practices, the knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

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

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

Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce.

Pathways

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors.

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Year 11 English or Literature

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Business Creation | Business Growth | Business Diversification | Business Evolution |
| <ul style="list-style-type: none"> • Fundamentals of business • Creation of business ideas | <ul style="list-style-type: none"> • Establishment of a business • Entering markets | <ul style="list-style-type: none"> • Competitive markets • Strategic development | <ul style="list-style-type: none"> • Repositioning a business • Transformation of a business |

Summative assessment

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): | 25% | Summative internal assessment 3 (IA3): | 25% |
| <ul style="list-style-type: none"> • Examination — combination response | | <ul style="list-style-type: none"> • Extended response — feasibility report | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Investigation — business report | | <ul style="list-style-type: none"> • Examination — combination response | |

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. Students studying Chemistry should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms 1, 2 and 3. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Chemistry.

Pathways

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

Objectives

By the conclusion of the course of study, students will

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

Prerequisites

C+ grade or better in Year 10 English

C+ grade or better in Year 10 Science

C+ grade or better in Year 10 Maths (General or Methods Preparation)

Corequisites

Year 11 English or Literature

Year 11 General Mathematics or Mathematical Methods

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 |

Summative Assessment

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

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinesthetic intelligence, and personal and social skills.

Pathways

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

Objectives

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

- demonstrate an understanding of dance concepts and skills.
- apply literacy skills.
- organise and apply the dance concepts.
- analyse and interpret dance concepts and skills.
- apply technical skills.
- realise meaning through expressive skills.
- create dance to communicate meaning.
- evaluate dance, justifying the use of dance concepts and skills.

Prerequisites C grade or better in Year 10 English **Corequisites** Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| <p>Moving Bodies</p> <p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - meaning, purpose and context - historical and cultural origins of focus genres | <p>Moving Through Environments</p> <p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - physical dance environments including site-specific dance - virtual dance environments | <p>Moving Statements</p> <p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - Contemporary - at least one other genre • Subject matter: <ul style="list-style-type: none"> - social, political and cultural influences on dance | <p>Moving My Way</p> <p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> • Genres: <ul style="list-style-type: none"> - fusion of movement styles • Subject matter: <ul style="list-style-type: none"> - developing a personal movement style - personal viewpoints and influences on genre |

Summative Assessment

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| • Performance | | • Project — dance work | |
| Summative internal assessment 2 (IA2): | 20% | | |
| • Choreography | | | |
| Summative external assessment (EA): 25% | | Examination — extended response | |

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

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

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

Pathways

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

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.

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

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

Summative Assessment

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): | 15% | Summative internal assessment 3 (IA3): | 25% |
| <ul style="list-style-type: none"> • Examination — design challenge | | <ul style="list-style-type: none"> • Project | |
| Summative internal assessment 2 (IA2): | 35% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Project | | <ul style="list-style-type: none"> • Examination — design challenge | |

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

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

Summative Assessment

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| <ul style="list-style-type: none"> • Performance | | <ul style="list-style-type: none"> • Project — practice-led project | |
| Summative internal assessment 2 (IA2): | 20% | | |
| <ul style="list-style-type: none"> • Project — dramatic concept | | | |
| <ul style="list-style-type: none"> • Summative external assessment (EA): 25% Examination — extended response | | | |

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision making is core: how to allocate and distribute scarce resources to maximise well-being. Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students appreciate ideas, viewpoints and values underlying economic issues.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions. The final units of the course dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. This segues to Australian economic management, as students analyse trends and evaluate economic policies. Curiosity is essential when studying Economics — how can we best use and allocate resources and production, and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connection with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Pathways

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

Objectives

By the conclusion of the course of study, students will

- comprehend 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.

Prerequisites

C grade or better in Year 10 English
C grade or better in Year 10 Maths (General or Methods Preparation)

Corequisites

Year 11 English or Literature
Year 11 General Mathematics or Mathematical Methods

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 objectives and theory • Economic management |

Summative Assessment

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): | 25% | Summative internal assessment 3 (IA3): | 25% |
| <ul style="list-style-type: none"> • Examination — combination response | | <ul style="list-style-type: none"> • Examination — extended response to stimulus | |
| Summative internal assessment 2 (IA2): | 25% | Summative external assessment (EA): | 25% |
| <ul style="list-style-type: none"> • Investigation — research report | | <ul style="list-style-type: none"> • Examination — combination response | |

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

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

Summative Assessment

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

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

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

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

Pathways

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

Objectives

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

- Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- 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.

Prerequisites

Nil

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| <p>Language That Works</p> <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 | <p>Texts and Human Experiences</p> <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts | <p>Language That Influences</p> <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 | <p>Representations and Popular Culture Texts</p> <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts |

Summative Assessment

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

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

Pathways

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

Objectives

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

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

Prerequisites

Nil

Corequisites

Nil

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 |

Summative Assessment

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Problem-solving and modelling task | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Examination |

Film, Television and New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Foundation <ul style="list-style-type: none"> • Concept: technologies • How are tools and associated processes used to create meaning? • Concept: institutions • How are institutional practices influenced by social, political and economic factors? • Concept: languages • How do signs and symbols, codes and conventions create meaning? | Story Forms <ul style="list-style-type: none"> • Concept: representations • How do representations function in story forms? • Concept: audiences • How does the relationship between story forms and meaning change in different contexts? • Concept: languages • How are media languages used to construct stories? | Participation <ul style="list-style-type: none"> • Concept: technologies • How do technologies enable or constrain participation? • Concept: audiences • How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions • How is participation in institutional practices influenced by social, political and economic factors? | Identity <ul style="list-style-type: none"> • Concept: technologies • How do media artists experiment with technological practices? • Concept: representations • How do media artists portray people, places, events, ideas and emotions? • Concept: languages • How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning? |

Summative Assessment

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): • Case study investigation | 15% | Summative internal assessment 3 (IA3): • Stylistic project | 35% |
| Summative internal assessment 2 (IA2): • Multi-platform project | 25% | | |
| <ul style="list-style-type: none"> • Summative external assessment (EA): 25% Examination — extended response | | | |

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 General Mathematics Preparation

Or D grade or better Year 10 Mathematical Methods Preparation

Corequisites

Nil

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 |

Summative Assessment

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 15% |
| <ul style="list-style-type: none"> • Problem-solving and modelling task | | <ul style="list-style-type: none"> • Examination | |
| Summative internal assessment 2 (IA2): | 15% | | |
| <ul style="list-style-type: none"> • Examination | | <ul style="list-style-type: none"> • Summative external assessment (EA): 50% Examination | |

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

C grade or better in Year 10 Humanities

Corequisites

Year 11 English or Literature

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 |

Summative Assessment

| 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% |

Manufacturing industries transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills. The subject includes two core topics — ‘Industry practices’ and ‘Production processes’.

Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics

Objectives

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

- identify and explain hardware and software requirements related to ICT problems.
- identify and explain the use of ICT in society.
- analyse ICT problems to identify solutions.
- communicate ICT information to audiences using visual representations and language conventions and features.
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts.
- synthesise ICT concepts and ideas to plan solutions to given ICT problems.
- produce solutions that address ICT problems.
- evaluate problem-solving processes and solutions, and make recommendations.

Prerequisites

Nil

Corequisites

Nil

Structure

| Core Topics | Elective Topics |
|--|---|
| <ul style="list-style-type: none"> • Industry Practices • Production Processes | <ul style="list-style-type: none"> • Aeroskills • Automotive • Building and Construction • Engineering • Furnishing • Industrial Graphics • Plastics |

Assessment: Assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

| Unit 3 | Unit 4 |
|----------------------------------|----------------------------------|
| • Project — Multimodal Component | • Project — Multimodal Component |
| • Practical Demonstration | • Practical Demonstration |
| • Examination – Short Response | • Examination – Short Response |

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

Students will apply knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent, and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centers.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems.
- identify and explain the use of ICT in society.
- analyse ICT problems to identify solutions.
- communicate ICT information to audiences using visual representations and language conventions and features.
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts.
- synthesise ICT concepts and ideas to plan solutions to given ICT problems.
- produce solutions that address ICT problems.
- evaluate problem-solving processes and solutions, and make recommendations.

Prerequisites

Nil

Corequisites

Nil

Structure

| Core Topics | Elective Topics |
|--|--|
| <ul style="list-style-type: none"> • Hardware • Software • ICT in Society | <ul style="list-style-type: none"> • Website production • Digital imaging and modelling / Animation • Application development • Online Communication |

Assessment

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

| Unit 3 | Unit 4 |
|--|--|
| <ul style="list-style-type: none"> • Extended response — Multimodal Component | <ul style="list-style-type: none"> • Project – Product and Spoken Component (live or virtual) |
| <ul style="list-style-type: none"> • Project – Product and Written Component | <ul style="list-style-type: none"> • Extended response — Written Component |

The College supports students to study a wide variety of languages through Schools of Distance Education (SDE). Languages accessed in this way have included: Chinese, French, German, Indonesian and Japanese.

Access is on a user pays basis with charges levied by the SDEs passed on to families.

Students accessing a language via distance education have their learning resources, lessons, teacher support and assessments provided by the SDE. The College releases students from one College subject and provides access to Independent Learning spaces in the KTC with all resources needed to access their learning.

The College's Distance Education Coordinator liaises with the SDE on behalf of the students and supports the student to monitor their progress and interact with the SDE. They also assist the student to negotiate their timetable with the SDE to minimise the impact on their Immanuel subjects. The SDE provides recordings of lessons for students to access should they be unable to attend a live remote lesson.

Please contact the Student Pathways Coordinator, Mrs Lynette Druery E: drueryl@immanuel.qld.edu.au for more information, should this option interest you.



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

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

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

Pathways

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

Objectives

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

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

Prerequisites

C+ grade or better in Year 10 English

C+ grade or better in Year 10 Humanities

Corequisites

Year 11 English or Literature

Structure

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

Summative Assessment

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

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

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

Objectives

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

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

Prerequisites

B grade or better in Year 10 English

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Introduction to Literary Studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts | Intertextuality <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 • Creating analytical and imaginative texts | Literature and Identity <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 | Independent Explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts |

Summative Assessment

| 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 — imaginative spoken/multimodal response | 25% | Summative external assessment (EA): • Examination — analytical written response | 25% |

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

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

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 Mathematical Methods Preparation

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|---|
| Algebra, Statistics and Functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences | 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 |

Summative Assessment

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

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

Pathways

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

Objectives

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

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

Prerequisites

C+ grade or better in Year 10 English

C+ grade or better in Year 10 Humanities

Corequisites

Year 11 English or Literature

Structure

Two topics are studied per unit.

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|--|--|
| Ideas in the modern world <ul style="list-style-type: none"> • French Revolution, 1789–1799 • Russian Revolution, 1905–920s | Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Women’s movement since 1893 | National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • China, 1931–1976 | International experiences in the modern world <ul style="list-style-type: none"> • Cold War, 1945–1991 • Australian engagement with Asia since 1945 |

Summative Assessment

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination - essay in response to historical sources | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation - historical essay based on research | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Independent source investigation | 25% | Summative external assessment (EA): <ul style="list-style-type: none"> • Examination - short responses to historical sources | 25% |

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

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

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

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|---|
| <p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> | <p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <p>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?</p> | <p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> | <p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p> |

Summative Assessment

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

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

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

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Prerequisites

B+ grade or better in Year 11 Music

Letter of application with composition folio

Corequisites

Year 12 Music

Excluded Subjects

Music Extension (Performance)

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 |

Summative Assessment

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 35% |
| • Composition 1 | | | |
| Summative internal assessment 2 (IA2): | 20% | • Composition project | |
| • Composition 2 | | | |
| Summative external assessment (EA): 25% | | | |
| • Examination — extended response | | | |

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

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

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

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

Prerequisites

B+ grade or better in Year 11 Music

Letter of application with performance audition

Corequisites

Year 12 Music

Excluded Subjects

Music Extension (Composition)

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 |

Summative assessment

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

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

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

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

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

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, psychology, teaching, sport journalism, sport marketing and management, sport promotion and sport development. Studying Physical education can also provide a platform for further studies in public health, the allied health professions such as physiotherapy, nursing and medicine.

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.

Prerequisites

C grade or better in Year 10 Health and Physical Education

C grade or better in Year 10 English

Corequisites

Year 11 English or Literature

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|--|--|
| Motor learning, functional anatomy and biomechanics integrated with physical activity | Sport psychology and equity integrated with physical activity | Tactical awareness, ethics and integrity integrated with physical activity | Energy, fitness and training integrated with physical activity |

Physical Activities

- The physical activities that will be assessed and contribute to **20%** of the total summative grade may include: Volleyball, Touch Football, Badminton, and or Netball/Basketball.
- Other activities that will be used as a platform to collect data include: Water polo, Volleyball, Surfing, Rock Climbing and other relevant activities.
- For each unit of work approximately **50%** of the allocated class time is utilised for practical activities. This includes filming performance and collecting data.

Summative Assessment

| 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% |

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

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

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

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

Students studying Physics should be aware that due to the course structure and assessment for Units 1 and 2, two QCE credits will be awarded after successful completion of Terms 1, 2 and 3. Partial QCE credit will not be available after partial course completion. Please take this into consideration when selecting Physics.

Pathways

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

Objectives

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

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

Prerequisites

C+ grade or better in Year 10 Science
 B grade or better in Year 10 Mathematical Methods Preparation
 C+ grade or better in Year 10 English

Corequisites

Year 11 English or Literature
 Year 11 Mathematical methods

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 |

Summative Assessment

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

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

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

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

Pathways

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

Objectives

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

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

Prerequisites

B grade or better in Year 10 Mathematical Methods Preparation

Corequisites

Year 11 Mathematical Methods

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 |

Summative Assessment

| Unit 3 | | Unit 4 | |
|--|-----|---|-------------|
| Summative internal assessment 1 (IA1): | 20% | Summative internal assessment 3 (IA3): | 15% |
| <ul style="list-style-type: none"> • Problem-solving and modelling task | | <ul style="list-style-type: none"> • Examination | |
| Summative internal assessment 2 (IA2): | 15% | | |
| <ul style="list-style-type: none"> • Examination | | <ul style="list-style-type: none"> • Summative external assessment (EA): 50% | Examination |

Sport and Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities. Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- 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 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 audiences and purposes.



Prerequisites: Nil

Corequisites: Nil

Structure - the Sport and Recreation course is designed around core and elective topics.

| Core Topics | Elective Topics |
|---|--|
| <ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities | <ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities |

Possible Activities

The Sport and Recreational activities offered may include Hiking, Fishing, Fitness and Training, Surfing, Stand Up Paddle Boarding, Snorkeling, OzTag, Touch, Volleyball, Expedition Planning, First Aid and other relevant activities. Performance contributes to 50% of the overall grade.

Assessment

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

| 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. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ min • multimodal: 3–6 min • performance: 2–4 min* | Presented in one of these modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of these modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 2–4 minutes Evidence must include annotated records that clearly identify the application of standards to performance. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

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

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Pathways

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

Objectives

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

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

Prerequisites

C grade or better in Year 10 English

Corequisites

Nil

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|---|
| Art as Lens Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based | Art as Code Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based | Art as Knowledge Through inquiry learning, the following are explored: <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed | Art as Alternate Through inquiry learning, the following are explored: <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 |

Summative Assessment

| Unit 3 | | Unit 4 | |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): | 15% | Summative internal assessment 3 (IA3): | 35% |
| <ul style="list-style-type: none"> • Investigation — inquiry phase 1 | | | |
| Summative internal assessment 2 (IA2): | 25% | <ul style="list-style-type: none"> • Project — inquiry phase 3 | |
| <ul style="list-style-type: none"> • Project — inquiry phase 2 | | | |
| <ul style="list-style-type: none"> • Summative external assessment (EA): 25% Examination | | | |

University Courses: Headstart Program – University of the Sunshine Coast

A Headstart course at the University of the Sunshine Coast is an advanced course of study. It does not contribute to an ATAR but does contribute to a QCE.

Overview

In conjunction with the USC Sunshine Coast, Immanuel may offer Years 11 and 12 students the opportunity to study one or two university subjects whilst still at school. Students must attend lectures or tutorials for their subject at the university whenever they are scheduled.

For example, the core course, COR109 - Communication and Thought is offered as part of the Headstart Program at USC. The university suggests that students choose a core course, as these are a component of nearly all USC undergraduate degrees and provide an excellent introduction to university study.

Prerequisites

Some courses have prerequisites. Students may be required to have completed relevant high school study or sit an assessment to determine his/her skill level, to meet a course prerequisite. Course prerequisites are listed online under each course description (where applicable).

Benefits

The Headstart program offers students an opportunity to trial university study while still at school, enhance their educational performance and explore various careers to prepare for future study. Credit can be gained towards a future degree.

Cost

The first Headstart course will be free. For any subsequent course a fee will be charged by the university. In addition to the Student Services and Amenities Fee, there may also be costs associated with textbooks and course materials. Some scholarships are available.

Assessment

All assessment is conducted by the USC Sunshine Coast.

Further Information

Further information can be obtained from the USC Sunshine Coast or from Mrs Lynette Druery, Student Pathways Coordinator.

QCE Contribution

Students who complete a semester university course at a satisfactory level (equivalent of a Pass grade or better) will gain two QCE credits.

Vocational Education and Training (VET) Qualifications

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF).

Participating in VET can:

- Provide credit points towards the attainment of a Queensland Certificate of Education, and/or the attainment of a nationally recognised VET qualification.
- Lead to an industry specific vocational Certificate or Statement of Attainment
- Support students' transitions to employment, vocational and higher education pathways.

Other benefits of participating in VET include (but are not limited to):

- Obtaining practical experience from work.
- Gaining familiarity on how a workplace operates.
- Developing employability skills.
- Developing and improving interpersonal skills.
- Allowing students to explore the potential career path they would like to pursue.

Students at Immanuel Lutheran College can access VET in a number of ways. These include:

- Through courses offered under an external Registered Training Organisation (RTO) delivered by Immanuel Lutheran College staff.
- Through courses offered by external RTOs offering VET in Schools programs.
- Through a school-based traineeship or apprenticeship.

VET in Schools allows students to remain at school while completing vocational training. There are a number of enrolment options.

Enrolment Options

Option 1

Choose a course on offer on campus which is delivered by Immanuel Lutheran College staff under an external RTO.

- SIT20316 Certificate II in Hospitality (Smartskill Pty Ltd 5710)

Option 2

Choose a course that is delivered by qualified teachers (trainers) through an external RTO.

These courses are accessed by students at the College or online:

- 10283NAT Certificate IV in Crime and Justice (Unity College 32123)

Other courses require the student to attend one day per week at the RTO. Examples include:

- Sunshine Coast Technical Trade Training Centre (SCTTTC) - Certificate I in Construction
- TAFE Queensland

Many of these courses require:

- Attendance at information sessions.
- Submitting an application.
- Receiving confirmation of a placement into the course.
- Supporting documentation from Immanuel Lutheran College to validate and support student enrolment.

Option 3

School-Based Apprenticeships and Traineeships (SATs). Contact the Student Pathways Coordinator for further details.

There are limited numbers in many of these courses, so it is important that you complete an expression of interest by the given dates. Contact the Student Pathways Coordinator for further information.

VET Student Handbook

RTOs will, prior to course commencement, give students all relevant information about the course curriculum, program of study, availability of learning resources and appropriate support services. Students will also be given access to a current copy of the curriculum associated with the qualification.

Roles and Responsibilities

The College:

- Recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- Will follow all human resource policies and regulations which may mean changes in modes of delivery and/or cancellation of courses if the particular qualifications are not held by staff due to staff changes and transfers. All efforts will be taken to ensure course completion in line with the relevant VQF policy.
- Has a process for addressing any concerns a student may have and offers the students access to a range of people who can provide advice and guidance about the vocational education program.

The Student:

- Makes a serious commitment to studies undertaken.
- Attempts to complete all units of competency on the first attempt and agree to revisit competencies if not competent after the first attempt.
- Participates in structured workplace learning as arranged by RTO.
- Meets the expectations and demands of the college in terms of participation, co-operations, punctuality, successful submission of work and high standards of behaviour and conduct.
- Meets all aspects of work health and safety requirements.
- Be willing to work in team environments.
- Demonstrates perseverance and persistence with regard to all tasks.
- Maintains the high standard of reputation of Immanuel Lutheran College when participating in courses conducted by external RTOs.
- Has a suitable device (laptop) to be able to participate fully in the learning environments and activities offered by the Certificate courses.

Enrolment and Admission

Access to VET Certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards.

Fees and Refunds

The fees charged will vary according to the option selected. If a student withdraws from a course provided by an external Registered Training Provider, students and parents should carefully read their refund policy as outlined for each opportunity.

Complaints and Appeals Policy

All RTOs have a Complaints and Appeals Policy. This process will be outlined in their VET Student Handbook.

Certificate II in Hospitality (SIT20316)

(RTO – SmartSkill Pty Ltd -5710)

Delivered and assessed by Immanuel Lutheran College staff

Provide Responsible Service of Alcohol will be delivered by SmartSkill Pty Ltd (5710)



**QCE Credit
Points - 4**

| | | | |
|-----------------------------------|---|--|--|
| Subject type: VET Qualification | | Duration: Two Years | |
| Qualification Description: | <p>Hospitality is a stand-alone VET subject. This subject does not contribute to an OP but contributes to a Selection Rank and a QCE (4 credits). Certificate II in Hospitality is a nationally opportunit qualification that complies with the Australian Qualification Framework. This front of house qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with the hospitality industry.</p> <p>AIMS OF COURSE: To become competent in a variety of Front of House competencies. To gain an understanding of the structure, scope and roles in a range of Hospitality operations. To gain an understanding of styles of food service, distribution, packaging and marketing. To provide skills in the planning, preparation and service of food. To demonstrate appropriate work methods and use of equipment and utensils.</p> | | |
| Entry Requirements: | <p>There are no formal qualification entry requirements. Ability to work in an industry environment and handle industry standard equipment. Compliance of Code of Conduct requirements of Immanuel Lutheran College. Compliance with any directions on work, health and safety matters.</p> | | |
| Qualification Packaging Rules: | To be awarded the SIT20316 Certificate II Hospitality, competency must be achieved in twelve (12) units of competency – six (6) core units of competency and six (6) elective units of competency. (Additional electives listed and used at the RTO's discretion) | | |
| Core (6) and Electives (6): | <p>CORE:</p> <p>BSBWOR203 Work effectively with others</p> <p>SITHIND002 Source and use information on the hospitality industry</p> <p>SITHIND003 Use hospitality skills effectively</p> <p>SITXCOM002 Show social and cultural sensitivity</p> <p>SITXCCS003 Interact with customers</p> <p>SITXWHS001 Participate in safe work practices</p> | <p>ELECTIVES:</p> <p>SITXFSA001 Use hygienic practices for food safety</p> <p>SITHFAB002 Provide responsible service of alcohol</p> <p>SITHFAB004 Prepare and serve non-alcoholic beverages</p> <p>SITHFAB005 Prepare and serve espresso coffee</p> <p>SITHFAB007 Serve food and beverage</p> <p>SITHCCC002 Prepare and present simple dishes</p> | |
| Learning experiences can include: | <p>Classroom Activities in simulated training work environments Face to face in a commercial work site</p> | | |
| Assessment: | <p>Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: Direct observation checklist Product resulting from an activity Direct verbal or written questioning checklist Reports from workplace supervisor</p> | | |
| Pathways: | Study of Certificate II in Hospitality gives students an insight into the Hospitality industry and assists students in future studies or employment in the hospitality industry. | | |
| Student Requirements: | <p>Students are required to purchase a long sleeved white business shirt, ILC Hospitality apron and the Hospitality & Commercial Cookery Portfolio workbook from the College Uniform shop. They also require a pair of long black trousers to be worn with the uniform. Students must apply for a USI (Unique Student Identifier). Students MUST undertake 12 service periods (12 shifts x 3 hours minimum).</p> | | |
| Fees: | <p>This course is fully funded through the VETiS (Vocational Education and Training in Schools) program. Queensland secondary students can access this funding for one VET course while at school. Students considering undertaking training with other Registered Training Organisations (RTO) should inform them that their VETiS funding will be directed to ILC students via SmartSkill Pty Ltd.</p> | | |
| Further Information: | <p>Contact the Student Pathways Coordinator, Mrs Druery for information regarding support services and other general VET information. Students will be provided with access to a Student VET Handbook prior to enrolment. For further information see Mr Price.</p> | | |
| Service Agreement: | <p>This is a two-year course. The RTO guarantees that the student will be provided with every opportunity to complete the Certificate II in Hospitality as per the rights and obligations outlined in the enrolment process and information handbooks provided. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.</p> <p>This information is correct at time of publication but subject to change (14 July 2020)</p> | | |

Certificate IV in Crime and Justice (10283NAT)

(RTO – Unity College - 32123)

Delivered and assessed by Unity College (32123)



**QCE Credit
Points - 8**

| Qualification description: | <p>Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.</p> <p>Aims: The Certificate IV in Crime and Justice course is designed to:</p> <ul style="list-style-type: none"> • provide students with a broad understanding of the justice system • develop the personal skills and knowledge which underpin employment in the justice system. | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------|--|-----------|-----------|-----------|---|-----------|---|-----------|-------------------------------|-----------|--|-----------|-------------------------|-----------|--|-----------|-------------------------|-----------|-----------------------------|-----------|--|-----------|----------------------------------|
| Entry requirements: | <p>Academic – There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.</p> <p>Attitude – students need to demonstrate independent learning skills</p> | | | | | | | | | | | | | | | | | | | | | | |
| Qualification packaging rules: | To attain this certificate, 10 units of competency (6 core and 4 elective) must be completed. | | | | | | | | | | | | | | | | | | | | | | |
| Units of Competency delivered: | <table border="1"> <thead> <tr> <th>Unit Code</th> <th>Unit Name</th> </tr> </thead> <tbody> <tr> <td>CJSCOM401</td> <td>Provide information and referral advice on justice-related issues</td> </tr> <tr> <td>CJSDCP402</td> <td>Prepare documentation for court proceedings</td> </tr> <tr> <td>CJSSJI403</td> <td>Analyse social justice issues</td> </tr> <tr> <td>BSBINS401</td> <td>Analyse and present research information</td> </tr> <tr> <td>PSPREG003</td> <td>Apply Regulatory Powers</td> </tr> <tr> <td>BSBLEG421</td> <td>Apply understanding of the Australian Legal System</td> </tr> <tr> <td>BSBLDR414</td> <td>Lead team effectiveness</td> </tr> <tr> <td>PSPREG010</td> <td>Prepare a brief of evidence</td> </tr> <tr> <td>BSBLEG523</td> <td>Apply legal principles in tort law matters</td> </tr> <tr> <td>BSBPEF402</td> <td>Develop personal work priorities</td> </tr> </tbody> </table> | Unit Code | Unit Name | CJSCOM401 | Provide information and referral advice on justice-related issues | CJSDCP402 | Prepare documentation for court proceedings | CJSSJI403 | Analyse social justice issues | BSBINS401 | Analyse and present research information | PSPREG003 | Apply Regulatory Powers | BSBLEG421 | Apply understanding of the Australian Legal System | BSBLDR414 | Lead team effectiveness | PSPREG010 | Prepare a brief of evidence | BSBLEG523 | Apply legal principles in tort law matters | BSBPEF402 | Develop personal work priorities |
| Unit Code | Unit Name | | | | | | | | | | | | | | | | | | | | | | |
| CJSCOM401 | Provide information and referral advice on justice-related issues | | | | | | | | | | | | | | | | | | | | | | |
| CJSDCP402 | Prepare documentation for court proceedings | | | | | | | | | | | | | | | | | | | | | | |
| CJSSJI403 | Analyse social justice issues | | | | | | | | | | | | | | | | | | | | | | |
| BSBINS401 | Analyse and present research information | | | | | | | | | | | | | | | | | | | | | | |
| PSPREG003 | Apply Regulatory Powers | | | | | | | | | | | | | | | | | | | | | | |
| BSBLEG421 | Apply understanding of the Australian Legal System | | | | | | | | | | | | | | | | | | | | | | |
| BSBLDR414 | Lead team effectiveness | | | | | | | | | | | | | | | | | | | | | | |
| PSPREG010 | Prepare a brief of evidence | | | | | | | | | | | | | | | | | | | | | | |
| BSBLEG523 | Apply legal principles in tort law matters | | | | | | | | | | | | | | | | | | | | | | |
| BSBPEF402 | Develop personal work priorities | | | | | | | | | | | | | | | | | | | | | | |
| Learning experiences: | <p>Content is delivered in a classroom environment through Legal Studies/Certificate IV Crime and Justice classes or via an online plus face-to face option. Course content provided by the trainer and assessor. This can be in the format of online reading and activities, whole day workshops, 3 x compulsory after school workshops with industry professionals</p> <p>Technology required: access to the internet</p> | | | | | | | | | | | | | | | | | | | | | | |
| Assessment: | <p>Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.</p> | | | | | | | | | | | | | | | | | | | | | | |
| Pathways: | The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. | | | | | | | | | | | | | | | | | | | | | | |
| Course Costs: | \$700 up-front fee. | | | | | | | | | | | | | | | | | | | | | | |
| Further information | <p>Refund Policy: Refund for students exiting a certificate course is on prorate basis related to the unit/s of competency covered (less a \$50.00 administration fee). Students must have evidence of the reason/s why exit from the course is being sought (e.g. a medical certificate or show extreme personal hardship). Applications for refund are made to the Unity College Principal and are at the discretion of the Principal.</p> <p>This information is correct at time of publication but subject to change (14 July 2020)</p> | | | | | | | | | | | | | | | | | | | | | | |



Immanuel Lutheran College

Walk as Children of the Light

126-142 Wisers Road
Buderim Q 4556

T: 07 5477 3444
E: ilc@immanuel.qld.edu.au

www.immanuel.qld.edu.au



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THE LUTHERAN CHURCH OF AUSTRALIA
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