



**St Paul's  
School**

# *Senior Subjects Handbook*

**2024-2025**



*create your own story!*

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**Please note: Information in this handbook is subject to change.**

## Preparing for the Senior Phase of Learning

The Senior Phase of learning is an exciting part of our education journey. Years 11 and 12 offer a real challenge for students. More responsibility rests with the student and regular study is essential if success is to be achieved. The increase in the amount of time required for homework and private study is quite substantial.

Students will work towards achieving Queensland's senior secondary schooling qualification, the Queensland Certificate of Education (QCE). Awarded by the Queensland Curriculum and Assessment Authority (QCAA), it is internationally recognised and provides evidence of senior schooling achievements. Students will also be given an opportunity to complement their studies with a Study Skills Program, Religious Education, Recreational Physical Education, or enrolment in either an internally or externally provided Certificate Course.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

Students who intend to go to university should also plan their senior studies to meet the Queensland Tertiary Admission Centre (QTAC) eligibility requirements for an Australian Tertiary Admission Rank (ATAR).

A student's pathway begins now. It can be flexible to adapt to the changing needs of the individual.

## Senior School Pathways

### QCE & ATAR Tertiary Student Pathway (ATAR eligibility)

Students who are interested in studies beyond senior secondary schooling with university in mind will opt for this Pathway. This option requires a minimum of four general subjects plus 1 applied or Certificate III or higher. A pass in an English subject is also mandatory. (See section on ATAR for further information)

### QCE & ATAR Pathway (ATAR eligibility and Vocational qualifications)

Students who are interested in a blended pathway may still take further tertiary studies while gaining experience and credit in a particular vocational field. A student's program can be negotiated while still maintaining a minimum of four general subjects and a certificate course of a Certificate III or higher.

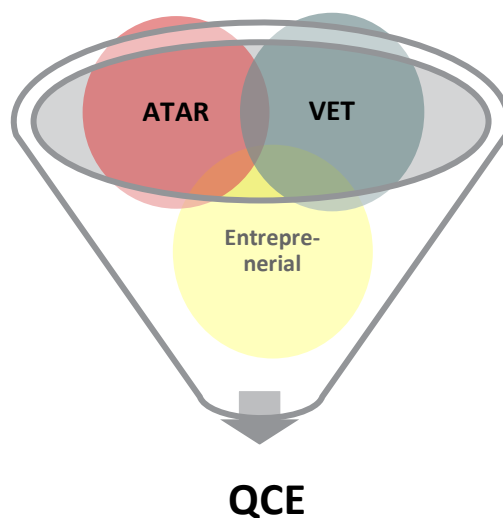
### QCE & Vocational Pathway (Vocational Certificates and Work Experience)

Students who are interested in pursuing a vocational pathway can opt to undertake a range of subjects, general, applied and certificates. This program is by negotiation at SET Planning to make sure mandatory QCE requirements are adhered to.

### QCE & Entrepreneurial

This is for students who are interested in a program that can assist in learning enterprising skills, growing their entrepreneurial mindset and developing a business interest. It can be incorporated into any of the above pathways.

For more information watch this video: <https://tafeqld.wistia.com/medias/y9mf4psnay>



For further information on Senior School Pathways,  
Contact Mrs Sarah Hill ([careerpathways@stpauls.qld.edu.au](mailto:careerpathways@stpauls.qld.edu.au))

### Senior Education & Training (SET) Plan

The Senior Education and Training Plan (SET Plan) helps each student structure their senior learning around their abilities, interests, and ambitions. SET Plans are completed, together with Year 11 subject selections, during **Term 3, Year 10**. The SET plan is agreed between the student, their parents/carers and the School. SET Plans are reviewed regularly during Year 11 and 12 to ensure the student's career pathway is being followed and can be updated at any time.

When developing a SET Plan and making subject selections, students should take into consideration the whole of their Senior Phase of Learning Plan. This includes:

- Determining your long-term career goals.
- Selecting the options (university, TAFE or work) which will assist you to achieve your chosen career.
- Choosing subjects which feed into this career and fulfil requirements of a QCE, ATAR and/or VET (whichever program of study that is required to achieve this career).
- Checking prerequisite subjects for tertiary or TAFE or VET courses have been considered.
- Remembering that you should always choose subjects which you are interested in and those you have success in.

## Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. Students who do not meet the QCE at the end of Year 12 can continue to work towards their certificate after finishing Year 12, through the completion of additional learning such as vocational education and training courses or traineeships. Once eligible, students will be issued a QCE in the following July or December.

### QCE Requirements

#### To be eligible for a QCE, students must:

- Have an opening learning account.
- Not have been previously issued with a QCE or equivalent.
- Accrue at least one credit from the Core Category of learning while enrolled at a Queensland school.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

Set amount	
20 credits from learning options, including:	QCAA subjects or courses Vocational education and training qualifications Non-Queensland studies QCAA Recognised Studies
Set standard	
Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent	
Set pattern	
12 credits from completed Core courses of study, and	
8 credits from any combination of:	Core courses of study Preparatory courses of study (max. 4) Complementary courses of study (max. 8)

For more information visit the QCAA website: <https://myqce.qcaa.qld.edu.au/>

### **QCAA Student Portal**

Students are registered with the QCAA which creates individual learning accounts and a Learner Unique Identifier (LUI) number. Students will be issued with their LUI in year 10 and is usually printed on their St Paul's School Student ID card. The learning account records all eligible learning undertaken during the senior phase of learning, as well as where and when the learning takes place and the results achieved upon completion.

Students should use their learning account to track their progress towards:

- Senior Statement of Results
- QCE: Queensland Certificate of Education
- ATAR: Australian Tertiary Admission Rank (used for Tertiary entrance)
- QCIA: Queensland Certificate of Individual Achievement

To access the QCAA Student Portal visit: <https://myqce.qcaa.qld.edu.au/>

### **Australian Tertiary Admission Rank (ATAR)**

ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. It is the standard measure of a student's overall academic achievement in relation to other students where these students have studied different subject combinations.

ATARS are expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. So, the highest ATAR is 99.95, then 99.90, then 99.85, and so on, down to 0.00. ATARS below 30 are reported as '30.00 or less'.

Students who intend to go to university should also plan their senior studies to meet the Queensland Tertiary Admission Centre (QTAC) eligibility requirements for an Australian Tertiary Admission Rank (ATAR).

To be eligible for an ATAR a student must attain satisfactory completion of a one of the following QCAA English subjects:

- English
- Essential English
- Literature
- English and Literature Extension,
- English as an Additional Language

They must also satisfactorily complete either of the following:

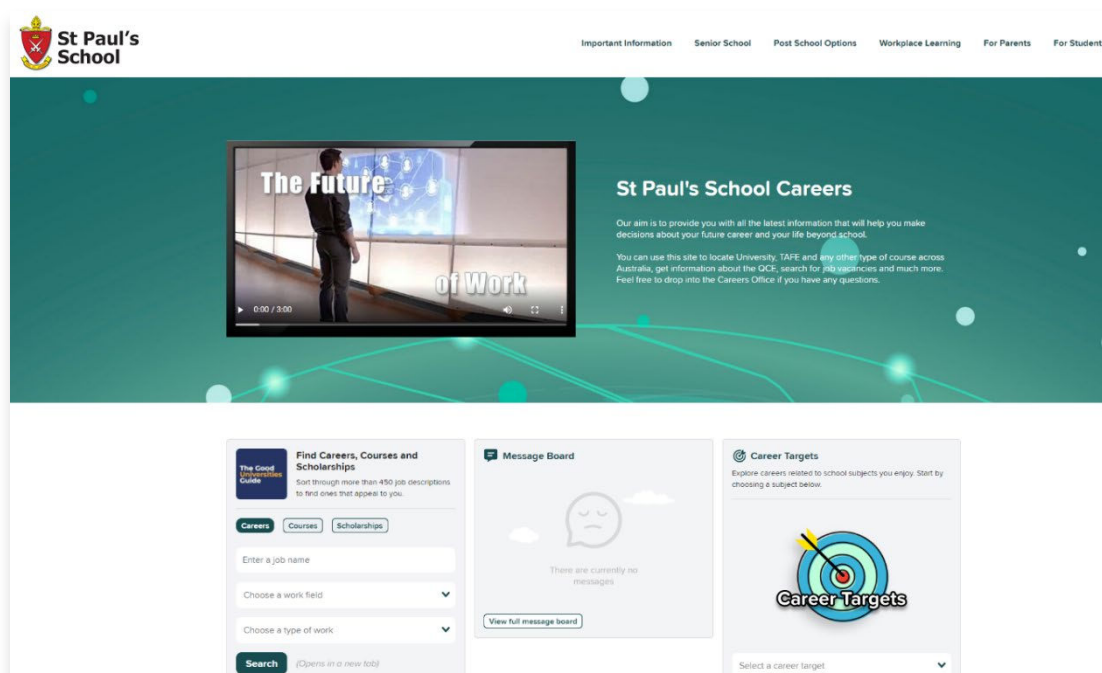
- 5 General Subjects
- 4 General Subjects plus one Applied Subject or a Certificate III or higher VET qualification.

**For more information visit:** <https://www.qtac.edu.au/atar/>



## St Paul's School Career Website

St Paul's School Career Website is your one stop location for everything to do with senior school, post school and so much more.



Subscribe to the Careers Newsletter for up-to-date information about opportunities and events.  
Visit: <https://www.stpaulscareers.com.au/>

## Types of Subjects

### General Subjects

These are subjects which the QCAA has developed to prepare students for further study on completion of school. A minimum of four of these subjects plus one from an Applied subject, Certificate III, or Certificate IV, or Diploma, or Advanced diploma are required for the calculation of the ATAR. A pass in an English subject is also a requirement for students to gain an ATAR.

### Applied Subjects

Applied subjects are more practical in nature, but they can also be used to attain a QCE and one Applied subject can be used in the calculation of an ATAR. These subjects are: Essential Mathematics, Essential English, Engineering Skills, Hospitality Practices, Information & Communication Technology and Industrial Technology Skills.

### Vocational Education and Training (VET)

VET courses can lead to nationally recognised Australian Quality Framework (AQF) qualifications as either Certificates or Statements of Attainment. These courses provide students with workplace experience and skills whilst still at school.

Students choosing vocational subjects where they will be seeking to achieve nationally endorsed competency standards need to check whether structured work placement or industry placement is a requirement. This will need to be considered as students will not be at school during these times and this may impact upon their learning in other subjects. Students are expected to negotiate alternate arrangements with relevant teachers.

### University Head Start Program

Some universities offer Head Start programs for high achieving Year 11 and Year 12 students where they can complete one university subject whilst still at school. These programs aim to prepare students for university by experiencing classes, completing assessment and enjoying campus life. It can also be a great way to trial potential study areas. Students who successfully complete a Head Start program may receive credit for their completed course should they later enrol at the same university in that degree. The Head Start program also counts towards a student's QCE. Students can study a wide range of programs including Business & Economics, People & Culture, Science, Maths and the Environment as well as Languages.

For more information visit the universities:

- The University of Queensland "Enhanced Studies Program" - <https://esp.uq.edu.au/>
- Queensland University of Technology "Start QUT" - <https://www.qut.edu.au/study/study-options/start-qut>
- University of Sunshine Coast "USC Headstart Program" - <https://www.usc.edu.au/learn/courses-and-programs/headstart-program-year-11-and-12-students>
- University of Southern Queensland "Head Start" - <https://www.unisq.edu.au/study/information-for/high-school-students/head-start>
- CQU "Start Uni Now (SUN)" - <https://www.cqu.edu.au/study/entry-pathways/start-uni-now>
- Griffith University Early Start to Tertiary Studies (GUESTS) - <https://www.griffith.edu.au/apply/undergraduate-study/high-school-students/guests-on-campus-or-online>

## Subject Listing by Learning Areas

### QCAA Senior Syllabuses

English	Mathematics	The Arts	Technologies	Humanities & Business
<b>General</b> <ul style="list-style-type: none"><li>•English</li><li>•English and Literature Extension</li><li>•English as an Additional Language *</li><li>•Literature</li></ul> <b>Applied</b> <ul style="list-style-type: none"><li>•Essential English</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•General Mathematics</li><li>•Mathematical Methods</li><li>•Specialist Mathematics</li></ul> <b>Applied</b> <ul style="list-style-type: none"><li>•Essential Mathematics</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•Drama</li><li>•Music</li><li>•Music Extension</li><li>•Visual Art</li></ul> <b>Applied</b> <ul style="list-style-type: none"><li>•Drama in practice</li><li>•Visual Arts in Practice</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•Design</li><li>•Digital Solutions</li><li>•Food and Nutrition</li></ul> <b>Applied</b> <ul style="list-style-type: none"><li>•Engineering Skills</li><li>•Industrial Technology Skills</li><li>•Information and Communication Technology</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•Accounting *</li><li>•Ancient History</li><li>•Business</li><li>•Economics</li><li>•Geography</li><li>•Legal Studies</li><li>•Modern History</li></ul>
Sciences	Languages	Health & Physical Education		
<b>General</b> <ul style="list-style-type: none"><li>•Biology</li><li>•Chemistry</li><li>•Physics</li><li>•Psychology</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•Chinese</li><li>•Japanese</li></ul>	<b>General</b> <ul style="list-style-type: none"><li>•Health</li><li>•Physical Education</li></ul>		

\*English Language Supported Subjects

### Additional Studies

Vocational Education	School Based Subjects	QCAA Recognised Studies
<ul style="list-style-type: none"> <li>•BSB30220 - Cert III in Entrepreneurship and New Business</li> <li>•SIS30315 - Cert III in Fitness</li> <li>•SIT30616 - Cert III in Hospitality</li> <li>•CUA30915 - Cert III in Music Industry</li> </ul>	<ul style="list-style-type: none"> <li>•English Language Development Program *</li> <li>•Recreational Physical Education</li> <li>•Religion and Values Education</li> </ul>	<ul style="list-style-type: none"> <li>•Study Skills</li> </ul>





# English

English

English & Literature Extension

English as an Additional Language

Essential English

Literature

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English	English	General Subject
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### Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing, and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

The subject 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purpose of responding to and creating literary texts and non-literary texts;
- skills to 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;
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others;
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; and
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

### Pathways

English is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in 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.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspective and texts</b> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Text and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining difference perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Extended response – written response for a public audience</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Examination – imaginative written response</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Extended response – persuasive spoken response</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>Examination – analytical written response</li> </ul>	25%

For further information regarding English,  
contact Ms Natalie Styles ([n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au))



English	English as an Additional Language (English Language Supported)	General Subject
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### Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing, and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative, and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic, and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social, and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes, and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

The subject English as an Additional Language is designed to develop students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides students with opportunities to develop higher order thinking skills through interpretation, analysis and the creation of a variety of literary, non-literary, media and academic texts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts and non-literary texts;
- the development of language skills required for English language learners to be competent users of written and spoken English in a variety of contexts including academic contexts suitable for tertiary studies;
- the skills to make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre;
- exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences;
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers; and
- enjoyment and appreciation of the English language.

### Eligibility Statement

English as an Additional Language is designed for students for whom English is not their first or home language. These students include:

- Aboriginal students and Torres Strait Islander students for whom English is not their first or home language/dialect.
- Students who were born in Australia and/or have lived in Australia for a number of years but who still require significant support for learning English as an additional language
- Those who enter schooling with:
  - not more than a total of five years full-time schooling where the medium of instruction is English
  - more than a total of five years of full-time schooling where the medium of instruction is English but they have a restricted knowledge of English
  - varying exposure to English, but who have disrupted education in one or more countries, including Australia
  - Some formal language exposure to English, and significant formal education in another language or languages, before arriving in Australia

### Pathways

English as an Additional Language is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> <ul style="list-style-type: none"> <li>• Examining and shaping representations of culture in texts</li> <li>• Responding to a variety of media and literary texts</li> <li>• Creating analytical and persuasive texts</li> </ul>	<b>Perspectives in text</b> <ul style="list-style-type: none"> <li>• Examining and shaping perspectives in texts</li> <li>• Responding to literary texts, including a focus on Australian texts</li> <li>• Creating imaginative and analytical texts</li> </ul>	<b>Issues, ideas and attitudes</b> <ul style="list-style-type: none"> <li>• Exploring representations of issues, ideas and attitudes in texts</li> <li>• Responding to literary and persuasive texts</li> <li>• Creating analytical and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>• Engaging with literary texts from diverse times and places</li> <li>• Responding to literary texts creatively and critically</li> <li>• Creating imaginative and analytical texts</li> </ul>



### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>  • Examination – analytical written response	25%	<b>Summative internal assessment 3 (IA3):</b>  • Extended response – imaginative spoken/multimodal response	25%
<b>Summative internal assessment 2 (IA2):</b>  • Extended response – persuasive written response	25%	<b>Summative external assessment (EA):</b>  • Examination – analytical written response	25%

For further information regarding English as an Additional Language,  
 contact Mrs Kathleen Power or Ms Natalie Styles ([k.power@stpauls.qld.edu.au](mailto:k.power@stpauls.qld.edu.au) or  
[n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au) )

English	English & Literature Extension (Year 12 only)	General Subject
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### Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing, and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural, and textual understandings about literary texts and the ways they might be interpreted and valued.

In English & Literature Extension, students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### Pathways

English & Literature Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

### Course Structure

Unit 3	Unit 4
<b>Ways of reading</b> <ul style="list-style-type: none"> <li>• Readings and defences</li> <li>• Complex transformation and defence</li> </ul>	<b>Exploration and evaluation</b> <ul style="list-style-type: none"> <li>• Extended academic research paper</li> <li>• Application of theory</li> </ul>

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Extended response – reading and defence</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response – academic research paper</li> </ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Extended response – complex transformation and defence</li> </ul>	20%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – theorised exploration of a short text</li> </ul>	25%

For further information regarding English & Literature Extension,  
contact Ms Natalie Styles ([n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au))

English	Essential English	Applied Subject
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### Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing, and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts;
- skills to choose generic structures, language, language features and technologies to best convey meaning;
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts;
- effective use of language to produce texts for a variety of purposes and audiences;
- creative and imaginative thinking to explore their own world and the worlds of others;
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others;
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers; and
- enjoyment of contemporary literary and non-literary texts, including digital texts.

### Pathways

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

### Course Structure

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Extended response – spoken/signed response</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response – multimodal response</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Common internal assessment</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Extended response – written response</li> </ul>	25%

For further information regarding Essential English,  
contact Ms Natalie Styles ([n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au))

English	Literature	General Subject
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### Rationale

The QCAA English learning area is made up of five senior secondary subjects: Essential English, English, Literature, English & Literature Extension, and English as an Additional Language. These subjects share common features that include the continuing development of students' knowledge, understanding and skills in listening, speaking, reading, viewing, designing and writing. Differences between the subjects lie in the emphasis on how language and skills are developed and the contexts in which they are applied.

The subject 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts;
- the skills to 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;
- enjoyment and appreciation of literary texts and the aesthetic use of language;
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others;
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences; and
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

### Pathways

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### Course Structure

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination – analytical written response</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response – imaginative written response</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Extended response imaginative spoken/multimodal response</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – analytical written response</li> </ul>	25%

For further information regarding Literature,  
contact Ms Natalie Styles ([n.styles@stpauls.qld.edu.au](mailto:n.styles@stpauls.qld.edu.au))



A young man in a school uniform is looking down at a notebook. He is wearing a dark blazer with red stripes, a white shirt, and a dark tie with red stripes. In the background, two other students are visible, one wearing glasses and another smiling. A large red circle is overlaid on the right side of the image, containing the title and a list of mathematics courses.

# Mathematics

**Essential Mathematics**

**General Mathematics**

**Mathematical Methods**

**Specialist Mathematics**

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Mathematics	Essential Mathematics	Applied Subject
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### Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Essential Mathematics is designed for students who want to develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

### Pathways

Essential Mathematics is an Applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education, or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business, and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Required Equipment

Non-programmable Scientific Calculator, preferred model is the Casio fx-82AU Plus II

### Course Structure

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

### Assessment

The Essential Mathematics program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

### Summative Assessment

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

**For further information regarding Essential Mathematics,  
contact Ms Denise Flanagan ([d.flanagan@stpauls.qld.edu.au](mailto:d.flanagan@stpauls.qld.edu.au))**

Mathematics	<b>General Mathematics</b>	<b>General Subject</b>
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### Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. 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. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

### Pathways

General Mathematics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### Required Equipment

Non-programmable Scientific Calculator, preferred model is the Casio fx-82AU Plus II

### Course Structure

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

### Assessment

The General Mathematics program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

**Summative Assessment**

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

For further information regarding General Mathematics,  
contact Ms Denise Flanagan ([d.flanagan@stpauls.qld.edu.au](mailto:d.flanagan@stpauls.qld.edu.au))

Mathematical Methods	Mathematical Methods	General Subject
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### Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

### Pathway

Mathematical Methods is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### Required Equipment

Non-programmable Graphics Calculator, preferred model is the Casio fxCG-50AU

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Arithmetic and geometric sequences and series 1</li> <li>• Topic 2: Functions and graphs</li> <li>• Topic 3: Counting and probability</li> <li>• Topic 4: Arithmetic and geometric sequences and series 2</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Exponential functions 2</li> <li>• Topic 2: The logarithmic function 1</li> <li>• Topic 3: Trigonometric functions 1</li> <li>• Topic 4: Introduction to differential calculus</li> <li>• Topic 5: Further differentiation and applications 1</li> <li>• Topic 6: Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• Topic 1: The logarithmic function 2</li> <li>• Topic 2: Further differentiation and applications 2</li> <li>• Topic 3: Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Topic 1: Further differentiation and applications 3</li> <li>• Topic 2: Trigonometric functions 2</li> <li>• Topic 3: Discrete random variables 2</li> <li>• Topic 4: Continuous random variables and the normal distribution</li> <li>• Topic 5: Interval estimates for proportions</li> </ul>

### Assessment

The Mathematical Methods program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

### Summative Assessment

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

For further information regarding Mathematical Methods,  
contact Ms Denise Flanagan ([d.flanagan@stpauls.qld.edu.au](mailto:d.flanagan@stpauls.qld.edu.au))

Mathematics	<b>Specialist Mathematics</b>	<b>General Subject</b>
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### Rationale

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. Students who undertake Specialist Mathematics will 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.

### Pathways

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

### Course Requirement

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

### Required Equipment

Non-programmable Graphics Calculator, preferred model is the Casio fxCG-50AU

### Course Structure

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

### Assessment

The Specialist Mathematics program is broken into 4 units. Units 1 and 2 are completed in Year 11 and formatively assessed. In Year 12, all assessment completed will be summative and combined with the results from an external exam to give students their overall result.

### Summative Assessment

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

For further information regarding Specialist Mathematics,  
contact Ms Denise Flanagan ([d.flanagan@stpauls.qld.edu.au](mailto:d.flanagan@stpauls.qld.edu.au))





# **The Arts**

**Drama**

**Drama in Practice**

**Music**

**Music Extension**

**Visual Art**

**Visual Arts in Practice**

The Arts	Drama	General Subject
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### Rationale

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.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

In studying Drama, students will learn:

- how drama promotes shared understandings of the human experience;
- how drama is shaped to reflect lived experience;
- how drama can be used to challenge our understanding of humanity; and
- how dramatic practice can be transformed.

### Pathway

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Tertiary studies, vocational education or work experience in the area of drama can lead to and benefit careers in diverse fields such as:

- arts administration and management, eg. artist manager, arts administrator, booking agent, copyright/royalties manager, tour manager, venue manager, events and festivals manager/producer, arts and cultural advisor/administrator;
- communication, eg. writer, communication strategist, arts editor, blogger/vlogger;
- creative industries, eg. professional performer, actor, director, dramaturge, independent artist, artistic director, costume designer, producer, rehearsal director, theatre technician, stage manager, dialect coach, radio presenter;

- education, eg. educator in schools, corporate, private studios, community, universities and professional drama company education programs; or
- public relations, eg. campaign manager, publicist, creative director

### Course Structure

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

### Assessment

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

### Summative Assessment

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

For further information regarding Drama,  
contact Mrs Siobhan Gillespie ([s.gillespie@stpauls.qld.edu.au](mailto:s.gillespie@stpauls.qld.edu.au))

<b>The Arts</b>	<b>Drama in Practice</b>	<b>Applied Subject</b>
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### Rationale

Drama exists wherever people present their experiences, ideas, and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships, and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate, and appreciate different perspectives of themselves, others, and the world they live in.

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

### What the subject is about

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

Through the core of dramatic practices students also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

The Drama in Practice syllabus recognises that the needs and interests of students vary considerably. Through a broad range of electives, schools are given the flexibility to cater for students with interests in the design and technical production aspects of drama and theatre, as well as those with interests in performance.

### Course of Study

Drama in Practice is a four-unit course of study.

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

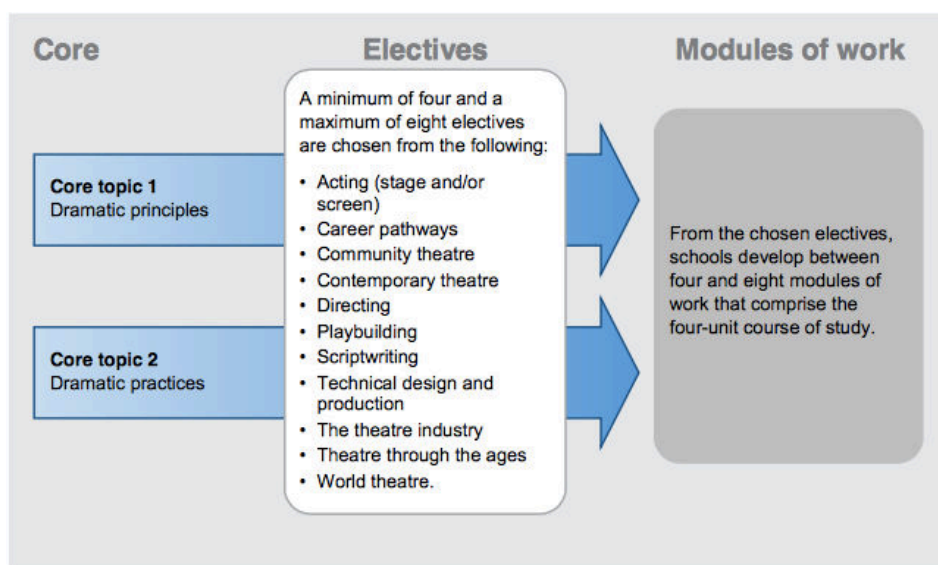
Units 3 and 4 consolidate student learning.

A course of study for Drama in Practice includes:

**Core topics** – ‘Dramatic Principles’ and ‘Dramatic practices’ – and all their associated concepts and ideas integrated into modules of work across Units 1 and 2, and further developed in Units 3 and 4.

**Electives** – exploration of a minimum of four and maximum of eight electives across the four-unit course of study.

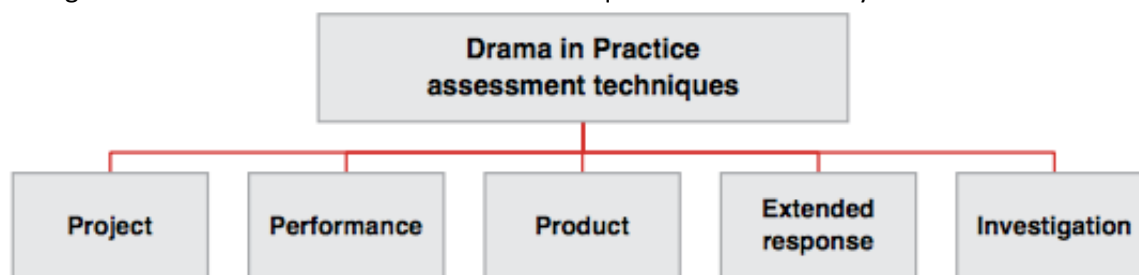
**Modules of work** – two to four modules of work in Units 1 and 2 and again in Units 3 and 4 of the course, based on one or two electives, establishing a focus and identifying a general context/s that provides a purpose and audience.



### Assessment

In Applied syllabus, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

The diagram below identifies the assessment techniques relevant to this syllabus.



For further information regarding Drama in Practice,  
Contact Mrs Siobhan Gillespie ([s.gillespie@stpauls.qld.edu.au](mailto:s.gillespie@stpauls.qld.edu.au))



The Arts	Music	General Subject
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### Rationale

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor, and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience and learning in Music prepares students to engage in a multimodal world.

### Pathways

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

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- arts administration and management, eg. artist manager, arts administrator, booking agent, copyright/royalties' manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager;
- communication, e.g., music copyist, music editor, music librarian, print music manager, sound archivist;
- education, eg. arts educator, instrumental teacher, studio teacher, university music academic;
- creative industries, eg. backing musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, repetiteur, stage manager;
- public relations, eg. creative director, music lawyer, music merchandiser; or
- science and technology, eg. music therapist, music video clip director, new media artist, producer, programmer, sound designer.

### **Required Equipment**

Headphones that fit student laptops (generally 3.5mm plug).

<b>The Arts</b>	<b>Music</b>	<b>General Subject</b>
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### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b>  Through inquiry learning, the following is explored:  <ul style="list-style-type: none"> <li>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<b>Identities</b>  Through inquiry learning, the following is explored:  <ul style="list-style-type: none"> <li>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?</li> </ul>	<b>Innovations</b>  Through inquiry learning, the following is explored:  <ul style="list-style-type: none"> <li>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<b>Narratives</b>  Through inquiry learning, the following is explored:  <ul style="list-style-type: none"> <li>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</li> </ul>

### Assessment

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

### Summative Assessment

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

Equipment Requirements: Headphones that fit student laptops (generally 3.5mm plug)

For further information regarding Music,  
contact Ms Cassandra Waterford ([c.waterford@stpauls.qld.edu.au](mailto:c.waterford@stpauls.qld.edu.au))



The Arts	Music Extension (Year 12 only)	General Subject
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### Rationale

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion, and the exploration of values. The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists, or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

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. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. 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.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists, and performers, and learning in Music Extension prepares students to engage in a multimodal world.

### Pathways

Music Extension is an Extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Music Extension can establish a basis for further education and employment in the fields of performing arts and music.

Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields such as:

- arts administration and management, eg. artist manager, arts administrator, booking agent, copyright/royalties' manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager, venue manager
- communication, eg. music copyist, music editor, music librarian, print music manager, sound archivist, musicologist, music journalist
- education, eg. arts educator, instrumental teacher, studio teacher, university music academic
- creative industries, eg. backing musician, chamber musician, composer, conductor, creative entrepreneur, instrument repairer, music director, performer, presenter, recording engineer, répétiteur, stage manager
- public relations, eg. creative director, music lawyer, music merchandiser
- science and technology, eg. music therapist, music video director, new media artist, producer, programmer, sound designer.

<b>The Arts</b>	<b>Music Extension (Year 12 only)</b>	<b>General Subject</b>
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### Course Structure

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

### Assessment

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

### Summative Assessment: Composition specialisation

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Composition 1</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Composition project</li> </ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Composition 2</li> </ul>	20%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – theorised exploration of a short text</li> </ul>	25%

### Summative Assessment: Musicology specialisation

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Investigation 1</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Musicology project</li> </ul>	35%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Investigation 2</li> </ul>	20%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – theorised exploration of a short text</li> </ul>	25%

For further information regarding Music Extension,  
contact Mrs Cassandra Waterford ([c.waterford@stpauls.qld.edu.au](mailto:c.waterford@stpauls.qld.edu.au))

The Arts	Visual Art	General Subject
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### Rationale

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting, and resolving. Through making and responding, resolution and display of artworks, students 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.

Visual Art prepares young people for participation in the 21<sup>st</sup> century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive response enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience. Visual Art equips students for a future of unimagined possibilities as they develop highly transferable communication skills and the capacity for global thinking. Visual Art encourages students to reflect on and appreciate multiple perspectives and philosophies, and to contribute and engage in all facets of society to sustain our diverse Australian culture confidently and creatively.

### Pathways

Visual Art is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The processes and practices of Visual Art, such as self-directed learning and creative problem-solving, develop transferable 21<sup>st</sup> century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity.

Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as:

- advertising, eg. art director, brand specialist, content marketer, photographer, graphic artist
- arts administration and management, eg. art project manager, agent, events and festivals manager
- communication, eg. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer
- creative industries, eg. visual artist, illustrator, photographer, screenwriter
- design, eg. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer
- education, eg. specialist classroom teacher, lecturer, private teacher
- galleries and museums, eg. curator, registrar, exhibition designer, director, public programs officers, conservator film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer
- public relations, eg. campaign manager, publicist, creative director

- science and technology, eg. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

### Course Structure

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

### Assessment

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessment across Units 1 and 2.

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>	15%	<b>Summative internal assessment 3 (IA3):</b>	35%
<ul style="list-style-type: none"> <li>• Investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Project</li> </ul>	
<b>Summative internal assessment 2 (IA2):</b>	25%	<b>Summative external assessment (EA):</b>	25%
<ul style="list-style-type: none"> <li>• Project</li> </ul>		<ul style="list-style-type: none"> <li>• Examination – Extended Response</li> </ul>	

For further information regarding Visual Art,  
Contact Ms Katy Ward ([k.ward@stpauls.qld.edu.au](mailto:k.ward@stpauls.qld.edu.au))

The Arts	Visual Arts in Practice	Applied Subject
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### Rationale

In Visual Arts in Practice, students respond to authentic, real-world stimulus, seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making.

When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

### Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

### Syllabus objectives

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

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks

### Structure

Visual Arts in Practice is a four-unit course of study.

Unit	Unit title
A	Looking inwards (self)
B	Looking outwards (others)
C	Clients
D	Transform and extend

### Assessment

Students complete two assessment tasks for each unit. The assessment technique used in Visual Arts in Practice are:

Technique	Description	Response requirements
<b>Project</b>	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks	<b>Experimental Folio</b> Or <b>Prototype artwork</b> Or <b>Design proposal</b> Or <b>Folio of stylistic experiments</b>  AND  <b>Planning and Evaluations</b>
<b>Resolved artwork</b>	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	One of the following: <ul style="list-style-type: none"> <li>• 2D, 3D, digital (static)</li> <li>• Time-based</li> </ul>

**For further information regarding Visual Art in Practice,  
Contact Ms Katy Ward ([k.ward@stpauls.qld.edu.au](mailto:k.ward@stpauls.qld.edu.au))**





# Technologies

Design

Digital Solutions

Engineering Skills

Food and Nutrition

Cert III Hospitality

Industrial Technology Skills

Information & Communication  
Technology

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Technologies	Design	General Subject
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### Rationale

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

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design equips students with highly transferrable, future focused thinking skills relevant to a global context.

### Pathways

Design is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

### Course Structure

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

### Assessment

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessment across Units 1 and 2.



### Summative Assessment

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

For further information regarding Design,  
contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))

Technologies	Digital Solutions	General Subject
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### Rationale

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve open-ended problems. Digital Solutions prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They analyse computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate the impacts of technologies. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes that driven by people and their needs.

### Pathways

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

### Course Structure

Digital Solutions is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

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

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

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>	20%	<b>Summative internal assessment 3 (IA3):</b>	25%
<ul style="list-style-type: none"> <li>Investigation – technical proposal</li> </ul>		<ul style="list-style-type: none"> <li>Project - folio</li> </ul>	
<b>Summative internal assessment 2 (IA2):</b>	30%	<b>Summative external assessment (EA):</b>	25%
<ul style="list-style-type: none"> <li>Project - digital solution</li> </ul>		<ul style="list-style-type: none"> <li>Examination</li> </ul>	

For further information regarding Digital Solutions,  
contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))

Technologies	Engineering Skills	Applied Subject
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### Rationale

The Engineering Skills subject focus on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

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

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry – based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

### Pathways

A course of study in Engineering skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

### Course Structure

Core Topics	Core Concepts and Ideas	Elective Topics
Industry practices	<ul style="list-style-type: none"> <li>Manufacturing Enterprises</li> <li>Workplace Health and Safety</li> <li>Personal and interpersonal Skills</li> <li>Product Quality</li> </ul>	<ul style="list-style-type: none"> <li>Sheet Metal Working</li> <li>Welding and Fabrication</li> </ul>
Production processes	<ul style="list-style-type: none"> <li>Specifications</li> <li>Tools</li> <li>Materials</li> </ul>	

### Assessment

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

Units 3 and 4 consolidate student learning. Students will engage in one Practical Demonstration and one Project in each unit of work. A Practical demonstration uses skills associated with the Project. Each assessment instrument includes a practical component and visual evidence (digital portfolio). Each module is assessed against the approved QCAA standards matrix (A-E).

### Formative and Summative Assessment

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – SHEET METAL TOOLBOX</li> </ul>	<b>Module 2:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – ENTERTAINMENT TABLE</li> </ul>	<b>Module 3:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – BBQ BARREL</li> </ul>	<b>Module 4:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – SMOKER BOX</li> </ul>

For further information regarding Engineering Skills,  
contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))

Technologies	Food & Nutrition	General Subject
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### Rationale

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of productions, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem solving process to create food solutions that contribute positively to preferred person, social, ethical, economics, environmental, legal, sustainable and technological futures.

Food and Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein, as well as food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate and fat, and food safety, food preservation techniques and spoilage. In Unit 4, students develop an awareness of the interdisciplinary nature of food science, nutrition and technologies in relation to solving food and nutrition problems and improving safety, nutrition, convenience, transparency and accessibility for the consumer, as well as considering the wider impacts and implications of the solution. Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating the testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

### Pathways

Food and Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. A course of study in Food and Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.



### Course Structure

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

### Assessment

Students should have opportunities in Units 1 and 2 to experience and respond to the types of assessment they will encounter in Units 3 and 4.

For reporting purposes, schools should develop at least *one* assessment per unit, with a maximum of *four* assessment across Units 1 and 2.

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	20%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Project - folio</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Project – folio</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination</li> </ul>	25%

For further information regarding Food & Nutrition,  
Contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))

Technologies	Industrial Technology Skills	Applied Subject
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### Rationale

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aero skills, 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.

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

By doing manufacturing tasks, students develop transferable skills relevant to a range of industry- based electives and future employment opportunities. They understand industry practices, interpret specifications, including technical drawings, demonstrate and apply safe practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

### 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 aero skills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

### Course Structure

The Industrial Technology Skills course is designed around:

- Core topics, which are integrated throughout the course
- Elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core Topics 1 and 2	Industry Area	Elective Topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	Building and Construction	<ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Plastering and painting</li> <li>• Concreting</li> <li>• Tiling</li> <li>• Landscaping</li> </ul>
	Furnishing	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> </ul>

### Assessment

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

Units 3 and 4 consolidate student learning. Students will engage in one Practical Demonstration and one Project in each unit of work. A Practical demonstration uses skills associated with the Project. Each assessment instrument includes a practical component and visual evidence (digital portfolio). Each module is assessed against the approved QCAA standards matrix (A-E).

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – OUTDOOR ENTERTAINERS UNIT</li> </ul>	<b>Module 2:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – CNC CONTEMPORARY FURNITURE</li> </ul>	<b>Module 3:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – LIVE EDGE RESIN TABLE</li> </ul>	<b>Module 4:</b> <ul style="list-style-type: none"> <li>Practical Demonstration</li> <li>Project – COMMUNITY PROJECT</li> </ul>

**For further information regarding Industrial Technology Skills,  
contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))**

Technologies	Information and Communication Technology	Applied Subject
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### Rationale

The subject 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.

ICT is a subject aimed at solving problems and creating opportunities through information technology (IT). Whether the problems are keeping in contact with friends (solved with Facebook), making it easy to sponsor African children (solved through the World Vision website) or trying to make a road safety message memorable (done with video, graphics or an animation), solutions have to be developed and IT makes it possible.

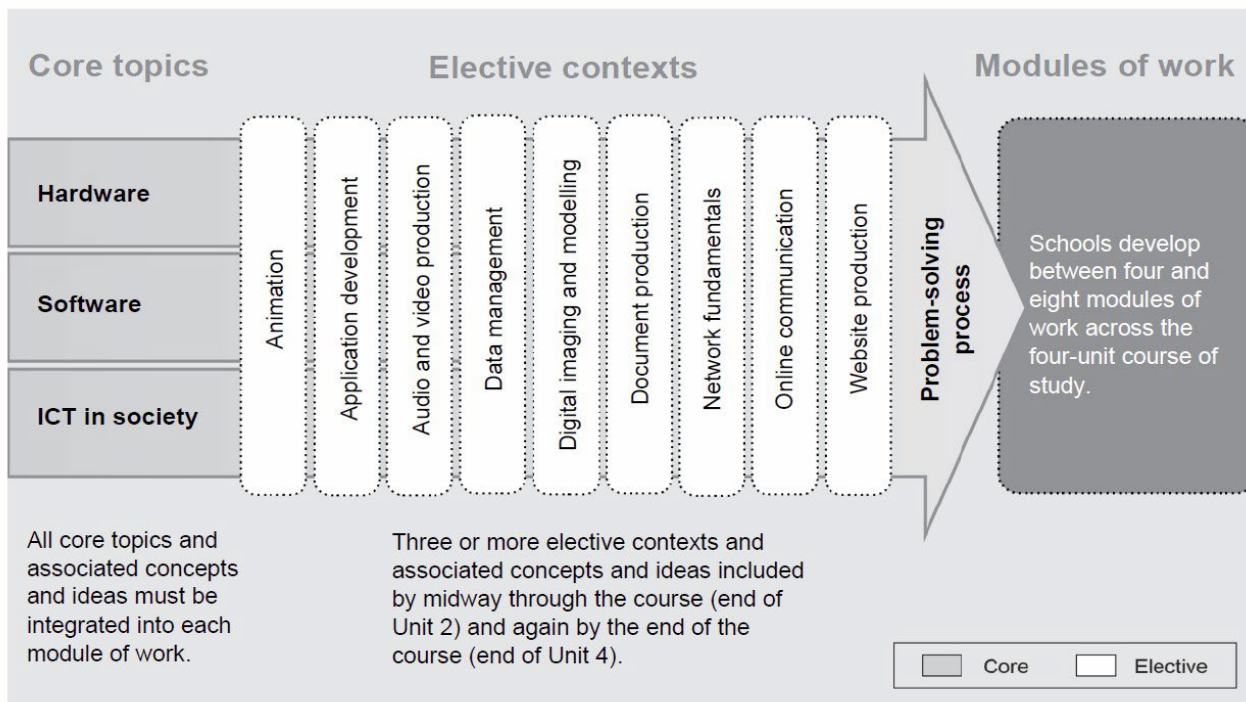
ICT is a creative, practical subject which seeks to prepare students to meet these demands and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings to manage a project to solve the problems of clients.

The project-based nature of ICT provides opportunities for the development of a wide range of thinking skills in substantial depth. In their studies students will collect, analyse and organise information in various forms, and plan and organise research and investigations. Individually and in groups, students will solve problems associated with a variety of IT contexts. The course is clearly focussed on solving problems using a problem-based learning approach, underpinned by design thinking, and this structured problem-solving methodology will be universally applicable to students in many disciplines. Overall, this course will prove relevant to students in the way it prepares students to define, plan and then implement solutions to problems in a variety of different IT contexts, allowing students to showcase their creativity.

### 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 centres.

## Course Structure



- Games Development
- Web Development
- Internet of Things and Robotics Development
- Graphic Design
- Animation
- Video and Audio Production

For example, a student may choose to study 3 units from the Games Development context, while another may choose 2 units from Web Development context and the third unit from the Graphic Design context. Students will culminate their studies in a final Major Project unit, which will be based either on one of the above contexts or negotiated with the teacher.

**For further information regarding Information Communication Technology,  
Contact Mr Andrew Wilson ([a.wilson@stpauls.qld.edu.au](mailto:a.wilson@stpauls.qld.edu.au))**



# Sciences

Biology

Chemistry

Physics

Psychology

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<b>Sciences</b>	<b>Biology</b>	<b>General Subject</b>
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### Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life. .

Biology aims to develop students':

- sense of wonder and curiosity about life;
- respect for all living things and the environment;
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change;
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics;
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts;
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence;
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.



### Course Structure

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

### Assessment

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

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

### Summative Assessment

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

Equipment Requirements: Pearson Skills and Assessment workbook

For further information regarding Biology,  
contact Mr Des Hylton ([d.hylton@stpauls.qld.edu.au](mailto:d.hylton@stpauls.qld.edu.au))

<b>Sciences</b>	<b>Chemistry</b>	<b>General Subject</b>
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### Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world;
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties;
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products;
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making.
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence;
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions;
- ability to communicate chemical understanding and findings to a range of audiences, including using appropriate representations, language and nomenclature.

### Pathways

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

### Course Structure

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

### Assessment

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

### Summative Assessment

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

### Required Equipment

Pearson Skills and Assessment workbook

For further information regarding Chemistry,  
contact Mr Des Hylton ([d.hylton@stpauls.qld.edu.au](mailto:d.hylton@stpauls.qld.edu.au))

<b>Sciences</b>	<b>Physics</b>	<b>General Subject</b>
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### Rationale

At the core of all scientific endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more reliable knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society;
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action;
- understanding of the ways in which matter and energy interact in physical systems across a range of scales;
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues;
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence;
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Course Structure

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

### Assessment

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

### Summative Assessment

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

### Required Equipment

Pearson Skills and Assessment workbook

For further information regarding Physics,  
contact Mr Des Hylton ([d.hylton@stpauls.qld.edu.au](mailto:d.hylton@stpauls.qld.edu.au))

<b>Sciences</b>	<b>Psychology</b>	<b>General Subject</b>
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### Rationale

At the core of all science endeavour is the inquiry into the nature of the universe. Science uses a systematic way of thinking, involving creative and critical reasoning, in order to acquire better and more knowledge. Scientists recognise that knowledge is not fixed but is fallible and open to challenge. As such, scientific endeavour is never conducted in isolation, but builds on and challenges an existing body of knowledge in the pursuit of more reliable knowledge. This collaborative process, whereby new knowledge is gained, is essential to the cooperative advancement of science, technology, health and society in the 21st century.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues;
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour;
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations;
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence;
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence; and
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

Psychology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

### Course Structure

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

### Assessment

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

### Summative Assessment

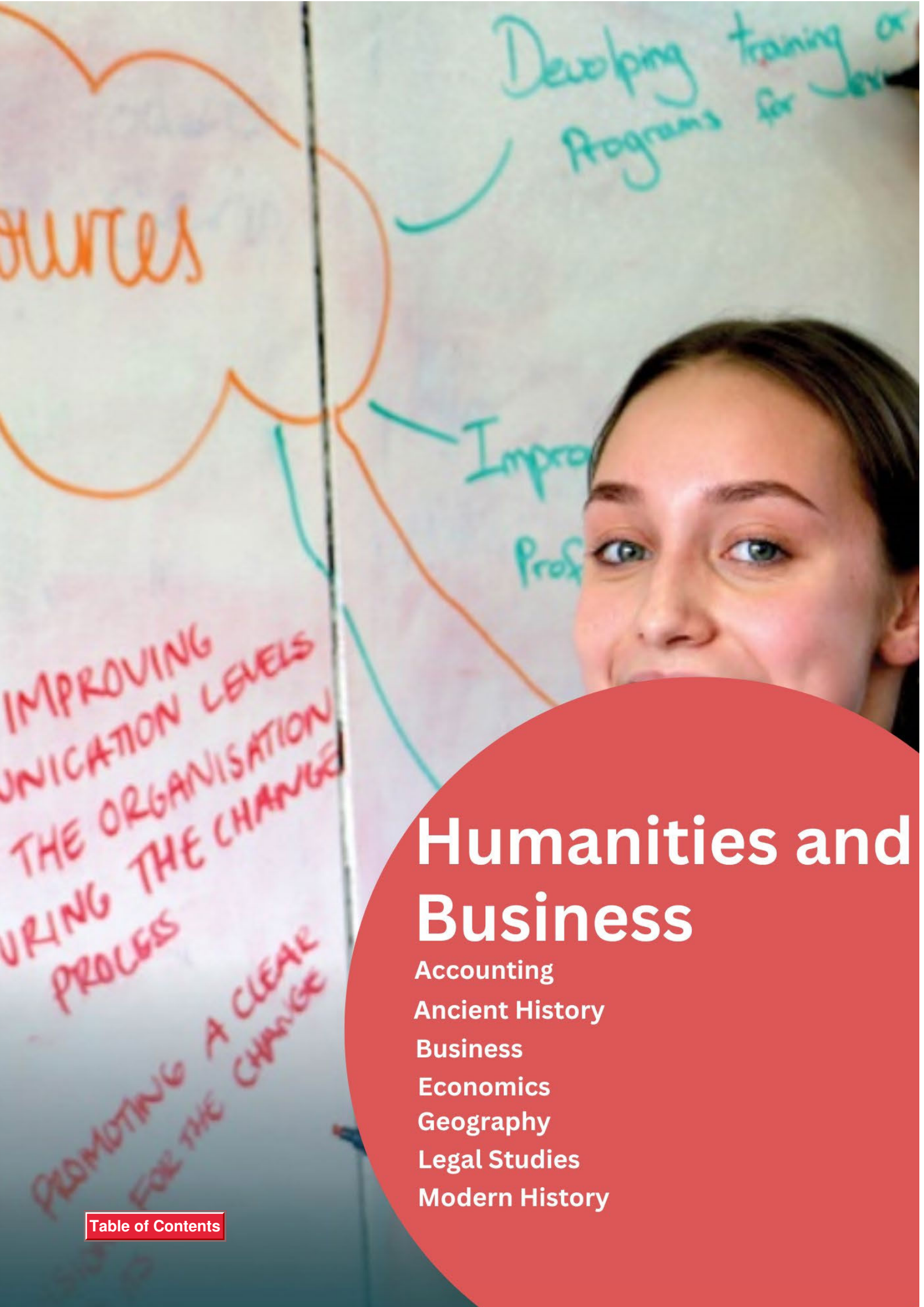
Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Data Test</li> </ul>	10%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	20%
<b>Summative internal assessment 2 (IA2):</b> <ul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

### Required Equipment

Oxford Student Workbook

For further information regarding Psychology,  
contact Mr Des Hylton ([d.hylton@stpauls.qld.edu.au](mailto:d.hylton@stpauls.qld.edu.au))





Improving

Developing training or  
Programs for Job

Improving  
Prof

IMPROVING  
UNICATION LEVELS  
THE ORGANISATION  
URING THE CHANGE  
PROCESS

PROMOTING A CLEAR  
FOR THE CHANGE

# Humanities and Business

Accounting

Ancient History

Business

Economics

Geography

Legal Studies

Modern History

Table of Contents

Humanities & Business	<b>Accounting</b> <b>(English Language Supported)</b>	<b>General Subject</b>
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**This subject is only available to EAL students**

### Rationale

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. It is foundational to all organisations across all industries and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. The overarching context for this syllabus is the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to develop an understanding of accrual accounting, managerial and accounting controls, internal and external financial statements, and ratio analysis. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

### Pathways

Accounting is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education, or work. A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics, and commerce. As the universal language of business (Helliard 2013), Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.

### Rationale

Accounting is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

The structure of this course of study is outlined below.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"> <li>Accounting for a service business – cash, accounts receivable, accounts payable and no GST</li> <li>End of month reporting for a service business – no GST</li> </ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"> <li>Accounting for a trading FST business</li> <li>End-of-year reporting for a trading GST business</li> </ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"> <li>Managing resources for a trading FST business</li> <li>Fully classified financial statement reporting for a trading GST business</li> </ul>	<b>Accounting – the big picture</b> <ul style="list-style-type: none"> <li>Cash management</li> <li>Complete accounting process for a trading GST business</li> <li>Performance analysis of a public company</li> </ul>

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>	25%	<b>Summative internal assessment 3 (IA3):</b>	25%
<ul style="list-style-type: none"> <li>Data Test</li> </ul>		<ul style="list-style-type: none"> <li>Project – cash management</li> </ul>	
<b>Summative internal assessment 2 (IA2):</b>	25%	<b>Summative external assessment (EA):</b>	25%
<ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>		<ul style="list-style-type: none"> <li>Examination</li> </ul>	

For further information regarding Accounting,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))

### Rationale

A course of study in Ancient History empowers students with multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist into the present. This insight gives context for the interconnectedness of past and present across a diverse range of societies. A study of the past is invaluable in providing students with opportunities to explore their fascination with and curiosity about stories of the past and the mysteries of human behaviour.

Ancient History enables inquiry-based learning, where students investigate the past by analysing and interpreting archaeological and written evidence. Historical skills form the learning and subject matter provides the context. Learning in context enables the integration of historical concepts and understandings into four units of study: Investigating the Ancient World, Personalities in their times, Reconstructing the Ancient World, and People, power and authority. Throughout the course of study, students develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. Students investigate the problematic nature of evidence and pose increasingly complex questions about the past. They use their skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

### Pathways

Ancient History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research. The skills developed in Ancient History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> <ul style="list-style-type: none"> <li>Digging up the past</li> <li>Ancient societies – Beliefs, rituals and funerary practices.</li> </ul>	<b>Personalities in their time</b> <ul style="list-style-type: none"> <li>Cleopatra</li> <li>Akhenaten</li> </ul>	<b>Reconstructing the ancient world</b> <ul style="list-style-type: none"> <li>The Medieval Crusades</li> <li>Pompeii and Herculaneum</li> </ul>	<b>People, power and authority</b> <ul style="list-style-type: none"> <li>Ancient Rome – Civil War and the breakdown of Republic</li> <li>Augustus</li> </ul>

### Assessment

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

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

### Summative Assessment

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

For further information regarding Ancient History,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))



Humanities & Business	Business	General Subject
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### Rationale

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to 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 from the seed to post-maturity stage and develop skills in examining business data and information (see Section 1.2.5). Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. Students evaluate strategies using criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. 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 through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

### Pathways

Business is a General subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

### Course Structure

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

### Assessment

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

### Summative Assessment

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

For further information regarding Business,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))



Humanities & Business	Economics	General Subject
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### Rationale

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. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. 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. Within this context, students study opportunity costs, economic models and the market forces of demand and supply. 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. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

In the 21st century, the study of economics develops the transferable skills of critical thinking and questioning assumptions. As students develop intellectual flexibility, digital literacy and economic thinking skills, they increase the tertiary pathways and opportunities in the workplace open to them.

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

Economics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> <ul style="list-style-type: none"> <li>The basic economic problem</li> <li>Economic flows</li> <li>Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>Markets and efficiency</li> <li>Case options of market measures and strategies</li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>The global economy</li> <li>International economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>Macroeconomic objectives and theory</li> <li>Economic management</li> </ul>

### Assessment

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

### Summative Assessment

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

For further information regarding Economics,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))

Humanities & Business	Geography	General Subject
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### Rationale

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable, so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

Geography aims to develop students':

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Geography content;
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully; and
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

### Pathways

Geography is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. These pathways draw on the skills acquired through understanding and using spatial technologies.

### Course Structure

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>Investigation – data report</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>Investigation – field report</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	25%

For further information regarding Geography,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))

### Rationale

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students 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 improve their research skills by using information and communication technology (ICT) and databases to access case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue, examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system, and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

### Pathways

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

### Course Structure

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	25%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Investigation – argumentative e</li> </ul>	25%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Investigation – inquiry report</li> </ul>	25%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	25%

For further information regarding Legal Studies,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))

### Rationale

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students think historically and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the *Australian Curriculum: History P–10*. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences.

In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, Modern History uses a model of inquiry learning.

### Pathways

Modern History is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>Australian Frontier Wars, 1788-1930s</li> <li>Russian Revolution (1905-1920s)</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>Vietnam Independence Movement 1945 – 1975</li> <li>Anti-apartheid movement in South Africa, 1948 – 1991</li> </ul>	<b>National experiences in the Modern World</b> <ul style="list-style-type: none"> <li>Germany, 1914-1945</li> <li>Israel, 1948-1993</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>Cold War, 1945-1991</li> <li>Australian engagement with Asia since 1945 (Vietnam War)</li> </ul>



### Assessment

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

### Summative Assessment

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

For further information regarding Modern History,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))



# Languages

Chinese

Japanese

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<b>Languages</b>	<b>Chinese</b>	<b>General Subject</b>
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### Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs – to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Chinese is the study of communication that comes across a range of contexts for a range of purposes. In Unit 1, students compare and contrast lifestyles and education in Australian and Chinese-speaking communities, schools, homes and peer-group contexts. In Unit 2, students move beyond their personal world to how they engage with the world. They do this by exploring options for personal travel and tourism in Chinese-speaking countries and Australia, and by considering the associated cultural conventions. In Unit 3, students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. In Unit 4, students focus on their final year of school and their post-school future. This includes end-of-school celebrations, students' plans for their immediate future and how these plans, responsibilities and aspirations compare with those of young Chinese speakers. Chinese aims to develop students':

- understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages;
- ability to reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions;
- ability to explore cultural diversity and similarities between another language and their own;
- critical and creative thinking and encourage them to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences; and
- knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

### Pathways

Chinese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education. It will also be a benefit for those wishing to travel to Chinese-speaking countries for either business or recreational purposes.



### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>我的世界</b> <b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<b>探索世界</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	<b>社会现象</b> <b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	<b>我的未来</b> <b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul>

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>	15%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	30%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	25%

For further information regarding Chinese,  
contact Ms Amanda van Rosmalen ([a.vanrosmalen@stpauls.qld.edu.au](mailto:a.vanrosmalen@stpauls.qld.edu.au))

Languages	Japanese	General Subject
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### Rationale

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs – to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language – they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts. Japanese is the study of communication that comes across a range of contexts for a range of purposes. In Unit 1, students compare and contrast lifestyles and education in Australian and Japanese-speaking communities, schools, homes and peer-group contexts. In Unit 2, students move beyond their personal world to how they engage with the world. They do this by exploring options for personal travel and tourism in Japanese-speaking countries and Australia, and by considering the associated cultural conventions. In Unit 3, students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging. In Unit 4, students focus on their final year of school and their post-school future. This includes end-of-school celebrations, students' plans for their immediate future and how these plans, responsibilities and aspirations compare with those of young Japanese speakers. Japanese aims to develop students':

- understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages;
- ability to reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions;
- ability to explore cultural diversity and similarities between another language and their own;
- critical and creative thinking and encourage them to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences; and
- knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

### Pathways

Japanese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education. It will also be a benefit for those wishing to travel to Japanese-speaking communities for their business or recreational purposes.

### Course Structure

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

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b> <ul style="list-style-type: none"> <li>• Examination – short response</li> </ul>	15%	<b>Summative internal assessment 3 (IA3):</b> <ul style="list-style-type: none"> <li>• Extended response</li> </ul>	30%
<b>Summative internal assessment 2 (IA2):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	30%	<b>Summative external assessment (EA):</b> <ul style="list-style-type: none"> <li>• Examination – combination response</li> </ul>	25%

For further information regarding Japanese,  
contact Ms Amanda van Rosmalen ([a.vanrosmalen@stpauls.qld.edu.au](mailto:a.vanrosmalen@stpauls.qld.edu.au))



# Health and Physical Education

Health

Physical Education

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<b>Health &amp; PE</b>	<b>Health</b>	<b>General Subject</b>
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### Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social, emotional and spiritual capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' are key components of the P-10 Australian Curriculum: Health and Physical Education. They provide the foundations for learning and alignment to the QCAA Physical Education and Health senior syllabuses, to build increasingly complex and developmental courses of study in the senior years.

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of overarching approaches, frameworks and resources. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Road safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post-schooling life-course transition.

### Pathways

Health is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

### Course Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Resilience as a personal health resource</b>	<b>Peers and family as resources for healthy living</b> <ul style="list-style-type: none"> <li>• Elective topic 1: Alcohol</li> <li>• Elective topic 2: Body Image</li> </ul>	<b>Community as a resource for healthy living</b> <ul style="list-style-type: none"> <li>• Elective topic 1: Homelessness</li> <li>• Elective topic 2: Road safety</li> <li>• Elective topic 3: Anxiety</li> </ul>	<b>Respectful relationships in the post-schooling transition</b>

### Assessment

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

### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>	25%	<b>Summative internal assessment 3 (IA3):</b>	25%
<ul style="list-style-type: none"> <li>Investigation – action research</li> </ul>		<ul style="list-style-type: none"> <li>Investigation – analytical exposition</li> </ul>	
<b>Summative internal assessment 2 (IA2):</b>	25%	<b>Summative external assessment (EA):</b>	25%
<ul style="list-style-type: none"> <li>Examination – extended response</li> </ul>		<ul style="list-style-type: none"> <li>Examination</li> </ul>	

For further information regarding Health,  
contact Mr Aaron Setterfield ([a.setterfield@stpauls.qld.edu.au](mailto:a.setterfield@stpauls.qld.edu.au))

<b>Health &amp; PE</b>	<b>Physical Education</b>	<b>General Subject</b>
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### Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P-10 Australian Curriculum: Health and Physical Education. It provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build increasingly complex and developmental courses of study in the senior years.

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

### Pathways

Physical Education is a General subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

### Course Structure

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

### Assessment

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

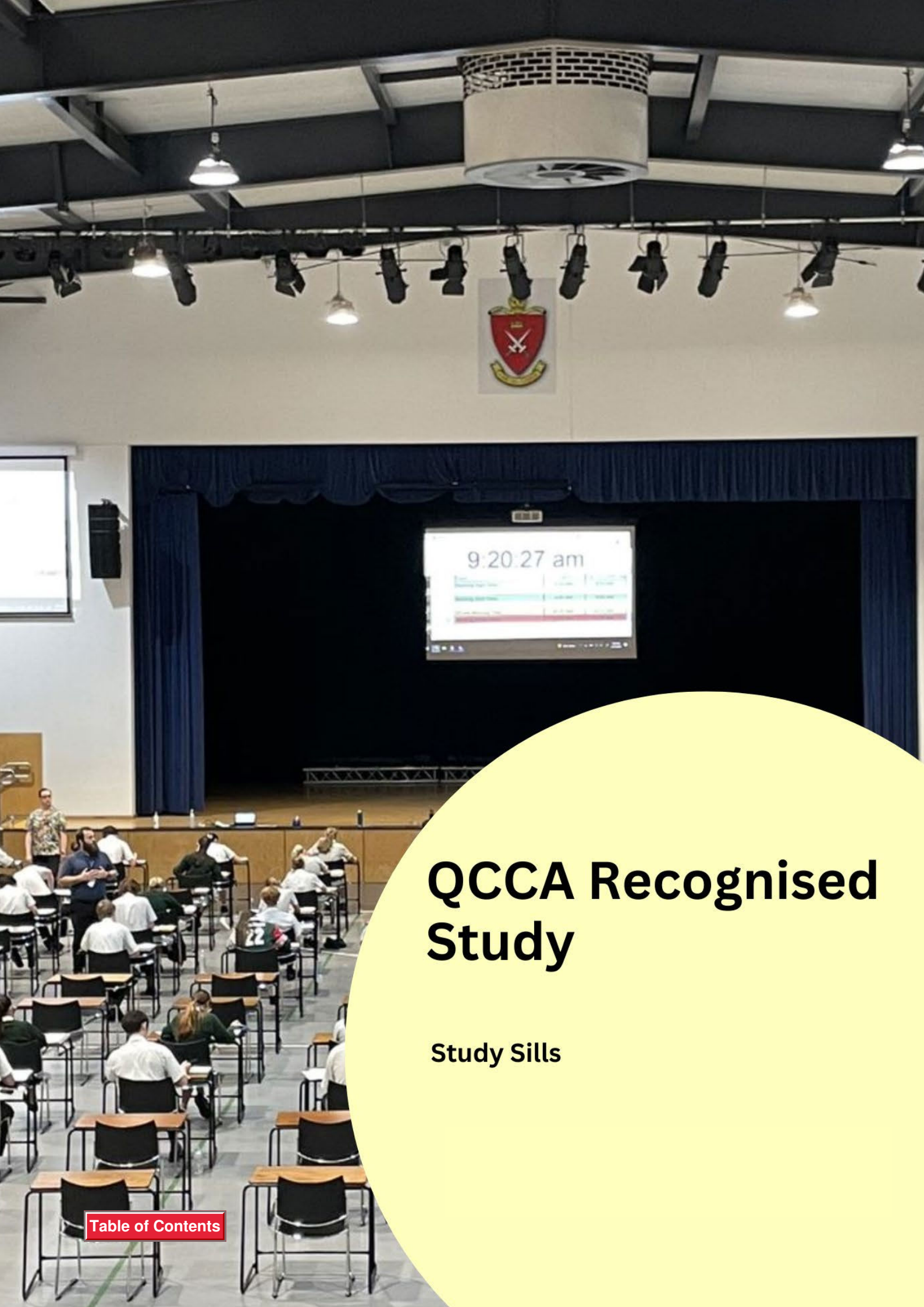
### Summative Assessment

Unit 3		Unit 4	
<b>Summative internal assessment 1 (IA1):</b>	25%	<b>Summative internal assessment 3 (IA3):</b>	30%
<ul style="list-style-type: none"> <li>Project – folio</li> </ul>		<ul style="list-style-type: none"> <li>Project - folio</li> </ul>	
<b>Summative internal assessment 2 (IA2):</b>	20%	<b>Summative external assessment (EA):</b>	25%
<ul style="list-style-type: none"> <li>Investigation – report</li> </ul>		<ul style="list-style-type: none"> <li>Examination – combination response</li> </ul>	

### Required Equipment

Plastic Display Folder

For further information regarding Physical Education,  
Contact Mr Aaron Setterfield ([a.setterfield@stpauls.qld.edu.au](mailto:a.setterfield@stpauls.qld.edu.au))



# QCCA Recognised Study

Study Sills

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	<b>Study Skills</b>	<b>QCAA Recognised Studies</b>
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### Rationale

Study Skills is a two-year course aimed at equipping Senior students with the skills, habits and cognitive processes required to effectively engage with and succeed in their subject choices for Years 11 and 12. The suite of Study Skills strategies draw from robust evidence-based principles and practices in cognitive psychology and the science of learning. The application of the Study Skills strategies support students to develop effective working and long-term memory stores and transfers, foster knowledge building processes, increase productivity, better manage time and resources, and enhance self-regulation. The Study Skills strategies provide an essential learning and working foundation for students to apply in multiple contexts beyond their studies, to the world of work, domestic life, relationships, and adulthood more generally. Study Skills is an appropriate course for all Senior students (Years 11 and 12) as it has generic principles and applications that transfer from unit-to-unit, subject-to-subject and year-to-year.

After studying the science of learning, human cognitive architecture and best practice in work and study routines, students engage in sustained periods of deliberate practice for each strategy. Students design, trial and test the strategy to suit their personal circumstances, then undertake rigorous reflection and impact evaluation with the aim of refining their approaches. Students are assigned an academic coach (class teacher) who conferences with them and provides feedback during trial and review periods. Students produce detailed self-reflections and gather exemplar materials for each strategy in a personal Study Skills portfolio. The evidence represents the sum of the students learning about self-management, academic application and the development of their repertoire of Study Skills strategies. Students will be able to utilise these strategies and the habits and dispositions that underpin them in future contexts such as employment, negotiating the changing landscapes of adulthood and civic participation.

Successful completion of the Study Skills course (2 full years – 4 semesters) attracts a total of 2 QCE points.

### Pathways

Students can transfer the strategies and ways of working to any course of tertiary studies beyond school, in apprenticeships or employment and has multiple applications to any aspect of life beyond school. Study Skills may also inspire students to pursue further studies in Psychology, education, teaching, coaching, human resource or organisational management.



### Course Structure

Unit 1 – Year 11	Unit 2 – Year 11	Unit 3 – Year 12	Unit 4 – Year 12
<b><i>Introduction to Study Skills:</i></b> <ul style="list-style-type: none"> <li>• Academic Integrity (QCAA)</li> <li>• Introduction to Cognitive Load Theory</li> <li>• Cornell Note Taking</li> <li>• Dual Coding</li> <li>• Concrete Examples</li> <li>• Elaborative Interrogation</li> </ul>	<b><i>Enhancing Study Skills:</i></b> <ul style="list-style-type: none"> <li>• Spaced/Distributed Practice</li> <li>• Interleaving</li> <li>• Creating study schedules to include Spacing &amp; Interleaving</li> <li>• Retrieval Practices</li> <li>• Using technology to support working &amp; studying</li> <li>• Reflection/Evaluation Strategies &amp; Improvement Planning/Goal setting</li> </ul>	<b><i>Advanced Study Skills:</i></b> <ul style="list-style-type: none"> <li>• Pomodoro Technique (Distraction Management)</li> <li>• Mastery Learning for Retrieval: Feynman Technique</li> <li>• SQ4R Note Taking &amp; Planning – Subject Specific for Exam Literacy</li> <li>• Leitner Method for Retrieval Practice (Flash Cards)</li> <li>• Performance Evaluation &amp; Goal setting</li> </ul>	<b><i>External Assessment Preparation:</i></b> <ul style="list-style-type: none"> <li>• Effective use of Planning &amp; Perusal Time</li> <li>• Multiple-Choice Examinations – Theory &amp; Practice</li> <li>• Spaced &amp; Interleaved Practice Scheduling for External Assessment</li> <li>• Mock Examination Performance Evaluation</li> <li>• Improvement Planning &amp; Goal setting for Unit 4 Assessment</li> </ul>

### Assessment Processes and Types

Study Skills assesses students in two principal ways. Core strategies require students to complete a quiz which tests their knowledge of the theory, evidence, features, applications, vocabulary and key ideas. These tests occur online and are hosted on St Paul's School's dedicated Study Skills Teams portal. Quizzes are multiple-choice and are created by the team of Study Skills teachers. The questions will only test students on information provided to students in lectures, workshops, resources, readings or learning materials. Some quizzes also comprise open response questions which invite students to share reflections or testimonies about their experience of planning, implementing, evaluating and improving a Study Skills strategy. Students may attempt the tests as many times as they wish within the duration of the year of Study until passed.

Core, and some Advanced strategies, carry an additional assessment item. For each Core strategy, students must provide a sample/exemplar demonstrating use of the strategy in deliberate practice Study Skills sessions or in their personal work or study approach. The sample/exemplar must be complete and accompanied by a reflection which outlines an understanding of the strategy and an explanation of when and how they used the strategy. The sample/exemplar and accompanying reflection are submitted to their Teams portfolio and signed off by the Study Skills teacher. All 10 Core strategies must achieve a pass (C grade or higher) for the portfolio to be considered successfully completed.



### General Information

Assessments are formative in all units (1-4). No summative assessment occurs for Study Skills.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative Assessment	*	*	*	*
Summative Internal Assessment 1	N/A	N/A	N/A	N/A
Summative Internal Assessment 2	N/A	N/A	N/A	N/A
Summative Internal Assessment 3	N/A	N/A	N/A	N/A
Summative External Assessment	N/A	N/A	N/A	N/A

### Formative Assessments – Units 1-4

Formative assessments provide information to students and teachers about each student's progress towards understanding, applying, reviewing and refining each Study Skills strategy.

St Paul's School develops each internal formative assessment based on the strategy described. Each submission of a sample/exemplar is an exemplification of the strategies taught and practiced.

For reporting purposes, Study Skills teachers will make judgements about the student's competence with the strategies based on the quality of the submissions.

**For further information regarding Study Skills,  
contact Mr Jon Andrews ([jc.andrews@stpaul.qld.edu.au](mailto:jc.andrews@stpaul.qld.edu.au))**

	<b>Entrepreneurial Pathway</b>	<b>Pathway Option</b>
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### Rationale

The study of the Entrepreneurial Pathway can be included within the timetable. The goal is to prepare students for the future of work and living, whatever that future may look like, developing entrepreneurial mindset and skills. One of the integral ways to achieve this is through the St Paul's Realms of Thinking (RoT) approach to teaching and learning, helping students to become innovative thinkers which forms the foundation thinking for the Entrepreneurial Pathway design and delivery. The key foundation of the RoT is creative dispositions, which are developed and nurtured in every student to grow their capacity to ask better questions, navigate challenges, develop empathy, and spark their imaginations. In 2016, St Paul's embarked on the journey to plan, design, and offer our students an Entrepreneurial Pathway, commencing with the Entrepreneurs Club. In June 2018, the Centre for Innovators and Entrepreneurs (CIE) was established and in April, 2019, Design Led Ventures (DLV) was introduced to foster real world application of thinking and skills

In recent times, companies and governments are starting put high value and recruiting for intrapreneurial skills. 'Intrapreneurs' are people with an appetite to do things differently and a talent for coming up with fresh ideas, who can put their innovations to use within a business. The Entrepreneurial pathway develops skills of entrepreneurship (starting own business) and intrapreneurship (within an existing business).

### Entrepreneurial Pathway – what is involved?

In 2022, we are proud to introduce a new blended model for the Entrepreneurial Pathway, where students undertake the qualification of **Certificate III in Entrepreneurship and New Business (BSB30220)** as well as participating in additional activities to develop their entrepreneurial mindset, skills, and creative dispositions. Undertaking the Entrepreneurial Pathway, will allow students to be exposed to and become confident with creative and entrepreneurial/intrapreneurial thinking, know processes and frameworks, such as Design Thinking, and develop their 'soft skills' such as communication, critical thinking, and leadership.

Students who choose the Entrepreneurial Pathway will complete a Certificate III in Entrepreneurship and New Business (BSB30220) within their timetable. This is a one-year VET qualification that will also contribute credit points to their QCE. See VET Courses towards the back of this booklet for more information on the certificate, VET qualifications, and subject offerings. During the completion of the Cert III, students will also have access to experts, mentors, and on/off campus experiences to assist them in applying the new knowledge and obtaining a deeper learning experience.

In addition to students completing this Certificate III, they will also have access to and undertake several other activities offered in this pathway including, but not limited to:

### Start-up in Residence (SIR) Program

During the Cert III, if a student has an idea for a business or has an existing business they really want to pursue, they can access the services of the Centre for Innovators and Entrepreneurs (CIE) to validate, activate, and work on their business. Their Additional Learning hours can be used, where they base themselves at the CIE to obtain guidance, coaching and mentorship.

The CIE is a co-working space students can use during their Additional Learning time. Experts work with the students and their business to develop plans on how best to use that time to progress their business. Students can be linked to industry mentors based on their needs. Students participating in the SIR program will also be invited to attend CIE related workshops and presentations to progress their learning in all areas of business.

### **Centre for Innovators and Entrepreneurs Workshops & Guest Presentations**

The CIE regularly run workshops for the community (students, teachers, and parents) on a variety of topics related to business, personal development, and entrepreneurship. Students who take the Entrepreneurial Pathway will be given priority and encouraged to attend these sessions to further develop. These workshops can also be off campus, giving students the opportunity to travel to organisations seeing different industries in action and establishing a network of business professionals.

### **Design Led Venture Program**

A Design Led Venture (DLV) enables our students to grow as innovative thinkers through developing creative functional solutions that enhance the world others live in. St Paul's School began this initiative in April 2019 with outstanding results for both students and clients.

In a DLV, student teams work with industry, government, businesses, and community organisations to identify the 'right' real world need to be met, or problem to be solved. They collaborate with the client to generate creative, functional ideas and solutions for that organisation. They prototype, validate with the client, produce an implementation plan, and present a pitch to the client.

If a student chooses the Entrepreneurial Pathway, they are invited (but it is not compulsory) to participate in a Design Led Venture to develop these skills and tools:

- recognising, discovering and defining real world needs and problems;
- empathising and connecting with stakeholders/the client to establish a deep understanding;
- awareness of values and ethics associated with being an innovator;
- generating, visualising, and communicating possibilities and ideas;
- interviewing and seeking feedback to access different perspectives;
- prototyping early, allowing for failure and mistakes, and trying again;
- organising their thinking and time to deliver creative functional solution/s around the client expectations, developing an implementation proposal, covering costs, benefits, timelines, and outcomes; and
- building an ability to network and develop aspects of their personal brand.

### **Mini Entrepreneurial Hackathons/Design Led Ventures**

This is an optional aspect of the Pathway. Year 11 and 12 students can register to be part of Entrepreneurial Hackathons where they work with students across year levels, interests, and backgrounds to put entrepreneurial and innovative thinking into practice. These 2-3 hour Hackathons are adhoc and are based on clients approaching St Paul's to help them generate innovative solutions to their problems or just to seek youth feedback on an issue/challenge. They maybe during or outside school time.

This is the opportunity for a short, fun, and intense way to learn more about business and discover, validate, and develop an idea, and pitch to a client in a few hours. Entrepreneurial Pathway students also have the option to mentor younger students in developing their ideas or in an internal Design Led Venture Program.

**Further information can be found by visiting**  
<https://thinkcie.com.au/> and [www.realmsofthinking.com.au/engage/](http://www.realmsofthinking.com.au/engage/)



# **Vocational Education and Training**

**Cert III in Entrepreneurship and  
New Business - BSB30220**

**SIS30315 - Certificate III in Fitness  
Binacle Training 31319)**

**Certification III in Hospitality - SIT30616**

**Certificate III in Music - CUA30920**

VET	<b>Vocational Education and Training (VET)</b>	VET in Schools
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### VET in Schools Programs

'VET in Schools' refers to Vocational Education and Training (VET) in Schools programs undertaken as part of a senior secondary certificate. VET in Schools programs allow you to earn credit towards a nationally recognised qualification, while you complete the general education curriculum for your Queensland Certificate of Education (QCE). VET qualifications will also contribute credit points to your QCE.

Please Note: Unfortunately, Full-Fee Paying Overseas Students (FFPOS) are unable to undertake a TAFE course off the School campus.

With VET in Schools, you can:

- combine a vocational pathway with your general education curriculum
- work towards a Certificate I, II or III, or sometimes even a Certificate IV qualification
- keep your options open to pursue further vocational education (such as courses at a Technical and Further Education (TAFE) institute, or move into higher education (such as undertaking courses at university)
- gain work experience

Before commencement of a VET course, students will receive the following information:

- VET student handbook
- VET consent form
- course content and assessment requirements

### What does our School Offer in VET in Schools Programs?

Courses that are conducted and awarded by an external Registered Training Organisation (RTO).

- Certificate III in Entrepreneurship and New Business – BSB30220
- Certificate III in Fitness Studies – SIS30310
- Certificate III in Music Industry – CUA30915

(Refer to the Course Outlines which appear in the subject's selection later in this handbook).

VET in School Programs and School Based Traineeship/Apprenticeships are generally scheduled to coincide with school hours, and students need to sign a declaration that lesson content missed from the timetable will need to be made up in the allocated VET Study lessons.

### How do I nominate VET in my Subject Selection Form?

Students choose 5 subjects on the subject selection form initially – once enrolment in a VET course has been confirmed the student will arrange a time with the Head of Career Pathways to negotiate a suitable timetable.

### What are Australian Apprenticeships?

Australian Apprenticeships (often referred to as traineeships and apprenticeships) are a great career option. They combine practical work with structured training to give you a nationally recognised qualification and the experience you need to get the job you want. Training is flexible and can be on-the-job, off-the-job or a combination of both. Australian Apprenticeships are available at a variety of qualification levels in most occupations, as well as in traditional trades and a wide range of emerging industry sectors.

You do not have to wait until you leave school to get started. Australian School Based Apprenticeships are now offered by St Paul's School, giving students the option of starting while still at school. Students also have the benefit of being paid for their on-the-job component each week.

To start an Australian Apprenticeship (either Traineeship or Apprenticeship) students must have their own employer contact.

### How do I get started finding a School-Based Traineeship/Apprenticeship?

1. Consult with the Head of Career Pathways to discuss your career plans and interests; and assist with your application.
2. Find work experience to see if you like the area.
3. Find an employer.

### Can I still receive an ATAR if I take up a VET option?

A student undertaking four General subjects and one Applied subject or VET subject (Cert III or greater) is still eligible for an ATAR; however, it should be noted that all the student's four General subjects will be used in the ATAR calculation.

### Cost of VET programs?

VET embedded into the curriculum	<ul style="list-style-type: none"> <li>no extra parent contribution</li> </ul>
VET courses offered by VET in Schools Program via TAFE	<ul style="list-style-type: none"> <li>depending on selection of course, fees may vary. There are courses on offer that attract no extra parent contribution</li> </ul>
VET courses offered by Private Training Organisation	<ul style="list-style-type: none"> <li>extra parent contribution*</li> </ul>
School-based Australian Apprenticeships	<ul style="list-style-type: none"> <li>no extra parent contribution</li> </ul>

\*price will vary between courses – see the Head of Career Pathways for individual course fees.

### What time does my VET external/internal VET Course Start?

VET in School Programs and School Based Traineeship/Apprenticeships are generally scheduled to coincide with school hours, therefore it is likely that time missed from a student's timetable will need to be made up in their VET Study lessons.

*NOTE: The QCAA Student Portal will confirm exact QCE points on courses.*



## Cert III in Entrepreneurship & New Business – BSB30220

### Rationale

In our current global climate it is becoming more and more important for individuals to know how to think as entrepreneurs with innovative and resilient mindsets. Learning these soft skills as well as the business management and operational competencies will enable students to be successful at undertaking a new business venture, implementing ideas into existing businesses, or improving their success at pursuing business/commerce at the university level.

A Certificate III in Entrepreneurship and New Business equips students with a variety of skills needed to start their own business venture or support the establishment of a new venture or idea within their organisation, from Communications to Recruitment, Work Place Safety, Finances, Critical thinking and Innovations.

### Pathways

Students who complete this course will be able to take their ideas, implement them in their new or existing organisations, ensuring both personal and professional success. Through the course students also build “real world” skills to establish business networks and apply critical thinking skills to common challenges in establishing a viable business or to address challenges in existing organisations. The qualification is designed for both those looking to launch a small business venture/side hustle or students who want to develop their intrapreneurial skills to be successful within an existing organisation. Another potential pathway is pursuing Business/Commerce through university or other further tertiary studies.

### Course Structure

To complete the full qualification, you will need to complete a total of 10 units; 4 core units and 6 elective units. Units of competency included in this course:

Students are provided with a variety of learning approaches including an on-line platform of resources, interactive sessions, mentoring, and coaching.

BSBESB301	Investigate business opportunities
BSBWHS311	Assist with maintaining workplace safety
BSBESB303	Organise finances for new business venture
BSBESB302	Develop and present business proposals
BSBESB305	Address compliance requirements for new business ventures
BSBOPS302	Identify business risk
SIRXOSM003	Use social media and online tools
BSBCRT411	Apply critical thinking to work practices
BSBOPS304	Deliver and monitor a service to customers
BSBOPS305	Process customer complaint

**For further information regarding Cert III in Entrepreneurship & New Business,  
contact Dr Michael Portch ([m.portch@stpauls.qld.edu.au](mailto:m.portch@stpauls.qld.edu.au))**

**For further information about Vocational Educational Training,  
contact Mrs Sarah Hill ([s.hill@stpauls.qld.edu.au](mailto:s.hill@stpauls.qld.edu.au))**



**SIS30315 – Certificate III in Fitness (Binnacle Training 31319)****SIS20115 - Certificate II in Sport and Recreation (Binnacle Training 31319)****Rationale**

This will be a stand-alone VET subject which will encompass Certificate III in Fitness in Year 11 and Year 12. Certificate III in Fitness upon successful completion will be awarded by Binnacle Training, an external Registered Training Organisation (RTO).

The Certificate III in Fitness course is designed to equip you with the knowledge and skills to perform the duties of a gym, group or aqua instructor at a commercial gym. The course provides you with an extensive knowledge of exercise principles which enable you to fully understand the effect of exercise on the body and therefore to write and adapt programs to suit the specific needs of individuals, groups or teams. You will be able to adapt programs to suit various environments as well as provide technical advice on equipment and exercise techniques.

Physical Education and Health - Fitness Studies is seen as complementary to both these Senior subjects with some of the material common to both subjects.

Assessment for the course is both theory and practically based. Theoretical components of the course will involve short and long answer responses and multiple-choice responses. Practical components will be assessed using scenario-based situations, role plays, client screening, planning and conducting fitness tests and fitness sessions.

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor in a Student Profile Sheet.

**Pathways**

Work in a gym, leisure centre, on a cruise ship, PT studio, outdoors, at a holiday resort or health spa or even run your own business! Your career pathways are endless.

In addition to gaining the appropriate VET Certificates, there are the below QCE benefits of this subject offering:

- Certificate III in Fitness attracts 8 credit points
- One nationally recognised qualification necessary for industry recognition and Fitness Australia membership: The Certificate III of Fitness (Fitness Instructor)
- Senior First Aid Certificate
- Valuable work experience during the two years in this industry
- Registration as a Fitness Instructor is valid Australian wide

## Course Structure

TERM 1	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Binnacle Lounge Induction</li><li>› The Sport, Fitness and Recreation (SFR) Industry</li><li>› Apply Knowledge of Coaching Practices</li><li>› Workplace Health and Safety</li><li>› SFR Laws and Legislation</li></ul>	TERM 2	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Respond to Emergencies</li><li>› Provide First Aid and CPR</li><li>› Risk Analysis</li><li>› Organise Work</li><li>› Community Fitness Programs</li></ul>
	<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› Bootcamp Program (Teacher Facilitated)</li><li>› Coaching Program (Student Delivery)</li><li>› Respond to an Emergency Situation: Fire Evacuation Drill</li><li>› Online Course: Community Coaching</li></ul>		<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› Community Fitness Program: Plan and Conduct Community Fitness Sessions for Junior Secondary School Participants</li><li>› Short Course: Provide First Aid (HLTAID011)</li></ul>
	<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>		
HLTAID011	Provide First Aid		
TERM 3	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Body Systems</li><li>› The Cardiorespiratory System</li><li>› Descriptive Terminology</li><li>› The Musculoskeletal System</li><li>› Provide Quality Customer Service</li><li>› Plan and Deliver Exercise Programs</li></ul>	TERM 4	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Introduction to Nutrition (Binnacle Online Delivery)</li><li>› Digital Technologies in the Workplace (Binnacle Online Delivery)</li><li>› Environmentally Sustainable Work Practices in the SFR Industry</li></ul>
	<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› One-on-One Cardio Program</li><li>› Group Conditioning Sessions for Adolescent Participants</li></ul>		<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› Group Nutrition Presentation</li><li>› Strength and Conditioning Program for Peers</li></ul>
	<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>		
HLTWHS001	Participate in workplace health and safety	BSBSUS211	Participate in sustainable work practices
SISXEMR001	Respond to emergency situations	BSBWOR202	Organise and complete daily work activities
SISXIND001	Work effectively in sport, fitness and recreation environments	BSBTEC201	Use business software applications
SISXCAI002	Assist with activity session	BSBTEC202	Use digital technologies to communicate in a work environment
SISXIND002	Maintain sport, fitness and recreation industry knowledge	BSBTEC203	Research using the internet
SISXCCS001	Provide quality service	ICTICT203	Operate application software packages
		BSBSUS201	Participate in environmentally sustainable work practices
TERM 5	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Conducting Health Assessments</li><li>› Plan and Deliver Exercise Programs</li><li>› Anatomy &amp; Physiology</li></ul>	TERM 6	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Older Clients</li><li>› Specific Population Clients</li><li>› Anatomy and Physiology</li></ul>
	<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› Fitness Orientation Program: Client Orientation</li><li>› One-on-One Gym Program: Adolescent Client</li></ul>		<b>PROGRAMS</b> <ul style="list-style-type: none"><li>› Gentle Exercise Program</li><li>› Mobility Program</li><li>› Specific Populations: Plan and Deliver Programs for Scenario Clients</li><li>› Community Fitness Program: Primary School Participants</li></ul>
	<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>		
TERM 7	<b>TOPICS</b> <ul style="list-style-type: none"><li>› Older Clients</li><li>› Specific Populations</li><li>› Anatomy and Physiology</li></ul>	<b>UNITS OF COMPETENCY SCHEDULED FOR COMPLETION</b>	
	<b>PROGRAMS</b> <ul style="list-style-type: none"><li>Group Exercise and Gym-based One-on-One Sessions:<ul style="list-style-type: none"><li>› Female and Male Adults aged 18+; and</li><li>› Older adults aged 55+</li></ul></li></ul>	SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
			BSBOPS304
		BSBPEF301	Organise personal work priorities
		SISFFIT035	Plan group exercise sessions
		SISFFIT036	Instruct group exercise sessions
		SISFFIT032	Complete pre-exercise screening and service orientation
		SISFFIT033	Complete client fitness assessments
		SISFFIT052	Provide healthy eating information
		SISFFIT040	Develop and instruct gym-based exercise programs for individual clients

COURSE SCHEDULE

### Student Activities

- Teacher exposition of theoretical concepts.
- Full class discussion.
- Training program development and analysis.
- Analysis of case studies/scenarios.
- Small group work.
- Please be aware that this subject involves a theoretical component (50%). The practical component involves work in the gym to screen clients and build programs for them, as well as individual fitness participation (50%).

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training as RTO provides and those services carried out by the School as Third Party (i.e. the facilitation of training and assessment services). To access Binnacle's PDS, please visit: [binnacletraining.com.au/rto](https://binnacletraining.com.au/rto)

**For further information regarding Fitness,  
contact Mr Aaron Setterfield ([a.setterfield@stpauls.qld.edu.au](mailto:a.setterfield@stpauls.qld.edu.au))**

**For further information about Vocational Educational Training,  
contact Mrs Sarah Hill ([s.hill@stpauls.qld.edu.au](mailto:s.hill@stpauls.qld.edu.au))**

## Certificate III in Hospitality – SIT30616

### Rationale

According to the Australian Government's Job Outlook Service, employment in Accommodation and Food Services is projected to grow by 13.2% over the next four years to November 2026, with a prediction of over 200,000 job opportunities. Cafes, Restaurants and Food Service Industry is the largest sector in the Accommodation and Food Services industry, employing 71.5% of workers.

The Certificate III in Hospitality has been designed as a foundation level qualification for students who have a passion for the hospitality industry. This course will offer students the chance to discover the various exciting career pathways in hospitality. Students will learn safe work practices, customer service, hygienic practices for food safety and they will discover how to coach others in job skills and enhance their cultural sensitivity.

Certificate III in Hospitality is a stand-alone VET subject where students complete in school hours in Year 11 and Year 12. The course is competency-based meaning students work to develop the skills and knowledge required in each of *The Electives*. Students will be progressively assessed in individual Core Units or Elective Units. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the tasks listed to the standard required in the appropriate industry. There is no mark awarded in competency-based assessments as students will either be assessed as either 'competent' or 'not yet competent'.

Upon successful completion, Certificate III in Hospitality will be awarded by an external Registered Training Organisation (RTO). This certificate is nationally recognised.

What students will learn:

- Gain an understanding of the hospitality industry including how to apply skills effectively
- Strategies to work effectively in a team environment, customer services skills, and how to coach and train staff
- Hospitality essentials such as responsible service of alcohol, preparation and service of non-alcoholic beverages, espresso coffee and food
- Business essentials such as how to process financial transactions, produce business documents and apply effective communication skills
- Safety essentials such as the use of hygienic practices for food and workplace safety

### Pathways

Certificate III in Hospitality qualification provides a pathway to work in organisations such as airlines, restaurants, hotels, motels, clubs, pubs, cafes, and coffee shops.

### Course Structure

As a guide, the following Core Units will be studied in this qualification:

These units are mandatory:

BSBWOR203	Work effectively with others
SITHIND002	Source and use information on the hospitality industry
SITHIND004	Work effectively in hospitality service
SITXCCS006	Provide service to customers
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITXHRM001	Coach others in job skills

These units are elective:

SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol
SITHCCC002	Prepare and present simple dishes
SITHCCC006	Prepare appetisers and salads
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage
SITHFAB003	Operate a bar
SITXFIN001	Process financial transactions

### Required Equipment

A Hospitality uniform must be purchased by the student for front and back of house operations.

**For further information regarding Cert III in Hospitality,  
contact Mrs Nicole Kohn ([n.kohn@stpauls.qld.edu.au](mailto:n.kohn@stpauls.qld.edu.au))**

**For further information about Vocational Educational Training,  
Contact Mrs Sarah Hill ([s.hill@stpauls.qld.edu.au](mailto:s.hill@stpauls.qld.edu.au))**

## Certificate III in Music – CUA30920

This is a stand-alone VET subject, studied over a 2-year period, commencing in Year 11. Upon successful completion, a nationally accredited Certificate III will be awarded by an external Registered Training Organisation (COSAMP-41549) or a Statement of Attainment will be issued if only partial completion of the course is achieved.

### For whom is the course Intended?

The Certificate III in Music (CUA30920) prepares students for entry into a range of music related courses and with the necessary minimum qualifications to work directly in this field if so desired. Graduates would be able to seek mutual recognition in other courses incorporating the same or equivalent units or competence. The course is for any student with an interest in all forms of music technology including electronic music, sound mixing, recording studios, computer music, midi and music recording in film and television and other media applications.

This certificate may contribute to the calculation of a student's ATAR.

This qualification will attract 7 credit points towards a student's Queensland Certificate of Education on full completion of the qualification.

### What will I study in the course?

- Analogue and Digital audio engineering, focusing on recording techniques and operation of Digital Audio Workstations.
- Sound editing techniques.
- Effective use of Pro-Tools recording software in the music studio and other associated music software.
- Managing live audio projects.
- Health, Safety and Security measures in the Music Industry.
- How to use MIDI devices and/or software to perform music.
- How to manage your own work and learning.

### What sort of skills will I need to cope with the course?

- A broad understanding of Multi-Media applications.
- Independent motivation and the ability to work under self-direction.
- Basic foundations in Music Theory, equating to a pass in Year 9 Music or equivalent.
- An interest in Music and Sound Technology.
- Willingness to participate in extra-curricular events.
- An ability to play and read music can be useful, but not essential.

### Course Structure

As a guide, the following Core Units will be studied in this qualification:

These units are mandatory:

CUAIND314	Plan a career in the creative arts industry
CUANIND313	Work effectively in the music industry
CCUANIND311	Implement copyright arrangements

The following elective units have been selected to provide specialist training in sound engineering:



CUASOU412	Manage audio input sources
CUASOU321	Mix music in studio environments
CUASOU317	Record and mix basic music demos
CUASOU306	Operate sound reinforcement systems
CUASOU212	Perform basic sound editing
CUAMCP211	Incorporate technology into music making
CUALGT311	Operate basic lighting

### Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. There is no level awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'. Students will be progressively assessed in individual Units of Competency. When a student achieves a Unit of Competency it is signed off by the assessor on a Student Profile Sheet.

Assessment of the units of competency/modules is competency-based and must be conducted in accordance with the national assessment principles. Competency-based assessment is the process of collecting evidence and making judgments on whether or not a student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. Elements of competency do not have to be assessed individually. Holistic assessment techniques can be used, and integrated assessment is encouraged. Where the nature of the competency is such that it is not possible to assess it using demonstration/observation, forms of assessment such as simulations, tests, work-based projects or assignments may be utilised.

Assessment methods encompass a range of techniques, which include, but are not limited to, the use of: direct observation of performance, simulations of workplace activities, oral questioning, practical exercises, projects/assignment, work portfolios etc.

### Possible Pathways and Applications

This course articulates in the following Certificate courses:

- Certificate IV in Music
- Certificate IV in Sound Production
- Certificate IV in Music Business
- Diploma of Sound Production
- Diploma of Music Business
- Advanced Diploma of Music Business
- Advanced Diploma of Sound Production
- Bachelor Degree in Music Technology (Griffith Conservatorium) – Portfolio & Interview
- Bachelor of Fine Arts – Sound Design (QUT) – Portfolio and Interview

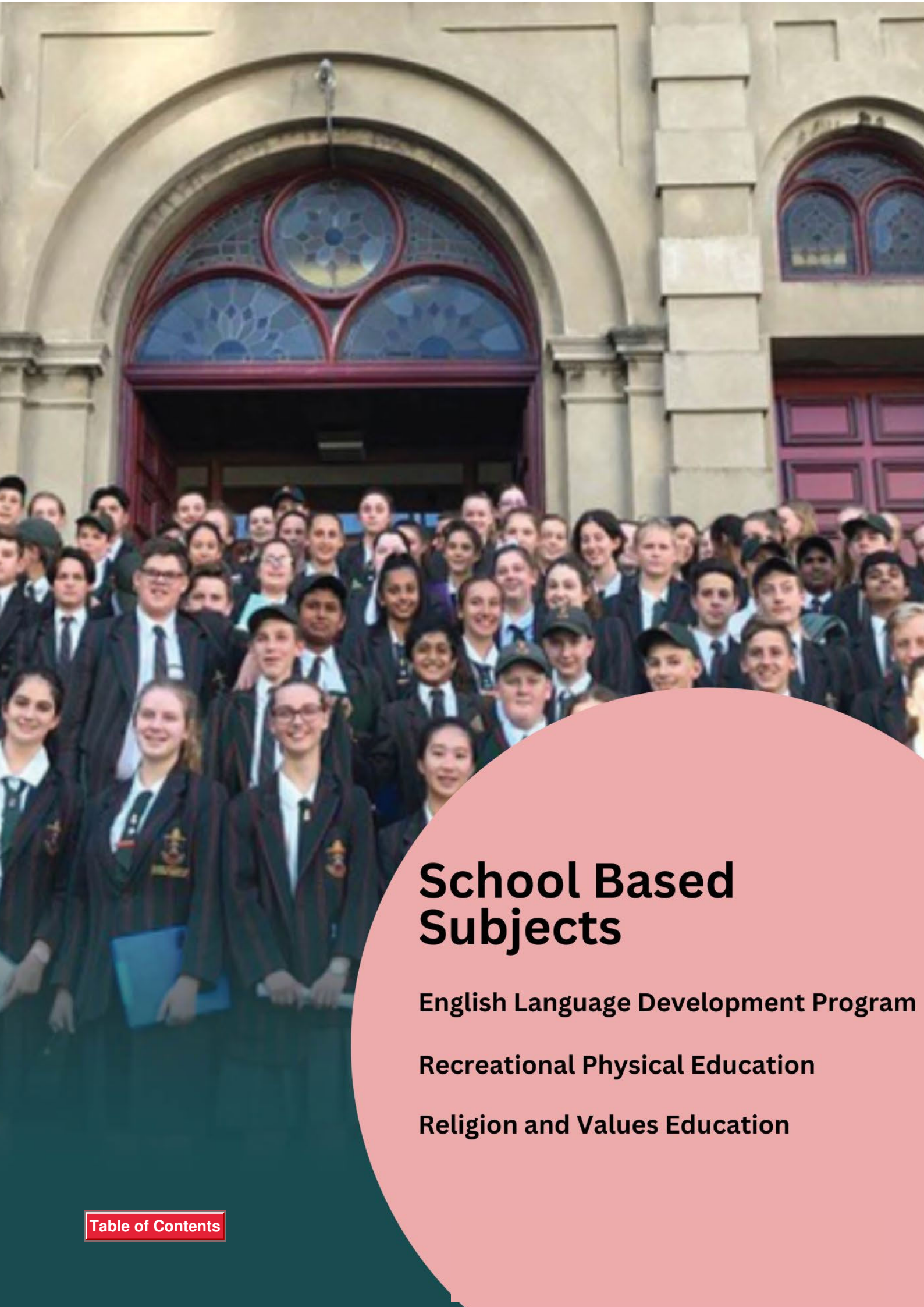
### Required Equipment

Headphones that fit student laptops (generally 3.5mm plug).

**For further information regarding Certificate III in Music,  
contact Mrs Cassandra Waterford ([c.waterford@stpauls.qld.edu.au](mailto:c.waterford@stpauls.qld.edu.au))**

**For further information about Vocational Educational Training,  
contact Mrs Sarah Hill ([s.hill@stpauls.qld.edu.au](mailto:s.hill@stpauls.qld.edu.au))**





# **School Based Subjects**

**English Language Development Program**

**Recreational Physical Education**

**Religion and Values Education**

	<b>English Language Development Program (English Language Supported)</b>	<b>School Based Subject</b>
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### Rationale

In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used (ACARA, 2014). Second language learners require specific support to build the English language skills necessary to access the range of syllabus that form part of the Queensland Curriculum and Assessment Authority's QCE system. According to Cummins (1979) Cognitive Academic Language Proficiency takes a second language learner a minimum of 5-7 years to develop intermediate fluency.

The senior secondary English Language Development program provides an opportunity for second language learners to continue the development of their English language skills. The lessons provide an opportunity for students to work collaboratively with their peers or individually with their teacher to better understand their classroom work and assessment. Students have opportunities to ask questions, clarify task instructions and seek help with planning and drafting for subject specific assessment. This course is highly recommended for all second language learners.

The ELD program also includes the Study Skills program (please refer to the Study Skills page in this document).

**For further information regarding the English Language Development Program,  
contact Mrs Kathleen Power ([k.power@stpauls.qld.edu.au](mailto:k.power@stpauls.qld.edu.au))**

## Recreational Physical Education

**School  
Based  
Subject**

### Rationale

The study of Recreational Physical Education is compulsory for all students at St Paul's School.

Recreational Physical Education (RPE) provides an opportunity for physical activity beyond that enjoyed by many through their School and other extra-curricular activities. More than half of our students appear not to be involved in physical activity at School in these vitally formative years, without this single lesson per week.

Students are expected to be changed into PE uniform, including a hat for each lesson, unless told otherwise. If a student is present at School but unable to participate in RPE, parents need to provide documentation explaining the reason, usually medical.

RPE will be reported on with a general comment in the end of semester report in terms of effort and participation, while not specifying the activity the student has been doing.

### Course Structure

Students will participate in a range of activities that are recreational in nature. Current activities include:

Activities	Year 11	Year 12
Athletics	✓	✓
Badminton	✓	✓
Basketball	✓	✓
Golf	✓	✓
Minor games	✓	✓
Netball	✓	✓
Orienteering	✓	✓
Pickelball	✓	✓
Pool Games	✓	✓
Running	✓	✓
Table Tennis	✓	✓
Tennis	✓	✓
Touch	✓	✓
Volleyball	✓	✓
Weight Training	✓	✓
Zumba	✓	✓

Staff who run these activities are Physical Education specialists and others who have expertise and/or qualifications to coach or run them. Activities offered each term are dependent on staff expertise and facility availability.

**For further information regarding Recreational Physical Education,  
contact Mr Aaron Setterfield ([a.setterfield@stpauls.qld.edu.au](mailto:a.setterfield@stpauls.qld.edu.au))**

## Religion and Values Education

**School  
Based  
Subject**

Opportunities are provided for the students to engage most directly with the Values Statement of our School, namely that by Faith and Learning we will strive to grow in Community with God and with each other. At St Paul's School we believe that each person can have a relationship with God, through Jesus Christ, demonstrated by modelling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

In Semester 1 students attend four guest speaking sessions to consider healthy relationships in a hyper sexualised culture and the impact of social media, alcohol and drugs.

In Semester 2, students once again consider how religion informs philosophical and ethical decisions and shapes society. The unit specifically explores ethical systems and theories, ethical behaviours and several current ethical and moral issues. Students study, discuss, reflect upon and debate the following topics:

Part 1: Ethical Systems	Part 2: A brief introduction to Biblical Ethics	Part 3: Ethics in the Real World
<ul style="list-style-type: none"> <li>Individualism</li> <li>Rules vs results</li> <li>Values and Virtue Ethics</li> </ul>	<ul style="list-style-type: none"> <li>The Mutual Love Ethic</li> </ul>	A range of Ethical issues such as: <ul style="list-style-type: none"> <li>Ethics in Sport</li> <li>Assisted Reproductive Technology</li> <li>Death and Dying</li> </ul>

Lessons typically consist of reading and reflecting about ethical issues, watching a selection of relevant and interesting media clips, discussions, debates and set activities. An in-class assignment is provided to indicate the degree of engagement and understanding of the topics taught in class and of a current ethical issue of the students' choosing. Reporting on student engagement will occur throughout the year.

The year 12 RAVE course gives students the opportunity to investigate a range of adolescent issues while gaining the skills and mindset to deal with the challenges present by year 12 and life beyond school. Personal development and life experiences that relate to the core of religious faith and practice are also considered. Lessons typically consist of discussions, debates, reading and reflecting on pertinent issues, attending lectures presented by guest speakers, viewing interesting media clips, and set class activities. In term one students study *The Hunting with a focus on Ethics & Digital Citizenship*. Further topics include:

- Finding your vocation
- Forming good habits
- Bridging the gap
- The three big questions
- Where is God when bad things happen?
- Relationships in a hyper-sexualised culture
- Dealing with the fear of failure
- Alcohol & drugs

**For further information regarding Religion and Values Education,  
contact Ms Rebecca McIntyre ([r.mcintyre@stpauls.qld.edu.au](mailto:r.mcintyre@stpauls.qld.edu.au))**

# CONNECT WITH US

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**Visit** 34 Strathpine Road, Bald Hills, Qld, 4036, Australia

**Phone** +61 7 3261 1388

**Email** [enquiries@stpauls.qld.edu.au](mailto:enquiries@stpauls.qld.edu.au)

