Curriculum Handbook
# Table of Contents

- Message From The Principal .................................................. 4
- Vision Statement ........................................................................ 5
- Mission Statement ...................................................................... 5
- Religious Education At St John’s School .................................. 6
- Pastoral Care .............................................................................. 7
- Technology At St John’s School .................................................. 7
- Studying Successfully In Secondary School ................................. 8
- Learning Support ....................................................................... 9
- Diary ......................................................................................... 9
- Homework Guidelines ................................................................. 9
- Assignment Policy ..................................................................... 13
- Curriculum Structure Years 8, 9 and 10 .................................... 14
- School Of Distance Education .................................................... 14
- Careers And Transition ............................................................... 15
- What Is The Senior Education And Training (SET) Plan ............ 15
- Table Showing Possible Progression Of Subjects Years 8-12 .... 16
- Year 8 Subject Overviews ............................................................ 17
- Year 9 Subject Overviews ............................................................ 23
- Year 10 Subject Overviews .......................................................... 28
- Year 11 and 12 Curriculum Structure ........................................ 34
- Expectations Of Senior Students ............................................... 35
- Choosing A Course For Years 11 and 12 ................................... 35
- Queensland Certificate Of Education ........................................ 37
- Year 11 and 12 At St John’s ....................................................... 42
- Table Showing Progression Of Subjects Years 8-12 .................. 48
- Important Considerations For Years 11 and 12 ....................... 49
- Years 11 and 12 Subject Overviews .......................................... 51
- Where To Go For Advice ............................................................ 63
Message from the Principal

This handbook presents information which will assist students and parents of the St John’s School Community to understand the purpose, structure and ethos of our Catholic School.

Family, School and Church are the partners in this educational enterprise. To choose St John’s School as the environment in which one will work, study, live for the better part of each weekday, is to choose a situation permeated with the spirit of the Gospel; a situation which targets the total well-being of the young, that is, education in its widest sense.

The handbook gives a detailed overview of the School Curriculum. This is a critical time for students as the choices that are made will have a huge impact on the direction they take in the next few years. I encourage students and families to read the handbook carefully and seek clarification whenever there is doubt.

Let us support each other in this task, whether we are parents, educators or students. We are all co-workers in the saving mission of the Church.

Mr Nicholas Lynch
Principal
Vision Statement

St John’s School acknowledges the work of parents as the first and foremost educators of their children. Therefore, St John’s sees itself as working with home and community towards guiding students through many stages – towards perceptive understanding, mature judgement, responsible self-direction and religious and moral autonomy – to prepare in their becoming fully participating Christians in society.

Mission Statement

St John’s Catholic School aims to:

- Foster and encourage the education of the whole person.
- Promote and live the message of the Gospels.
- Foster respect for one another, self-discipline and awareness of the rights and needs of others.
- Nurture, challenge and support the faith development of each student.
- Encourage learning and the pursuit of excellence.
- Create an environment that fosters a sense of belonging and positive self-esteem.
- Empower the students with the necessary life skills to be positive contributors to society and the Church and to enkindle in them a spirit of hope for a “Future in Faith”.

Religious Education at St John’s School

Education about Religion and education in Faith are at the core of why St John’s School exists as a school.

At St John’s, Religion is integrated into every part of learning. The school community has a strong ethos developed on the following beliefs:

A focus on Social Justice

Where compassion and understanding become characteristic within our school community through groups of students becoming actively involved in different organisations where there is a need.

Masses

Where a balanced blend of tradition and contemporary learning and culture is experienced in the depth of liturgy and the Mass.

1. Prayer

Where we aim to see the presence of Christ in our World.

St John’s School has developed its Religious Education Program based on modules produced by the Catholic Education Office. Derived from these documents are the tenets around which the curriculum is developed.

2. Beliefs

The Beliefs Strand is concerned with Christian Beliefs and Church teachings and how these are related to understanding God, Jesus and Church practice.

Scripture

The Scripture Strand is concerned with making meaning of scriptural texts, understanding scripture contextually and interpreting critically.

3. Morality

The Morality Strand is concerned with the foundations of Christian morality, the factors that shape moral living and the expression of morality through action for justice.

4. Celebration and Prayer

The Celebration and Prayer Strand is concerned with Sacraments of the Church, prayer ritual and spirituality and how these are expressed in Church and other contexts.

It is expected that after 12 years of schooling, students at St John’s School will have acquired a familiarity with the Hebrew and Christian scriptures and the history of the Church.
Pastoral Care

The concept of pastoral care underpins the ethos of St John’s School. At a basic level, principles of pastoral care such as compassion, mercy, resilience and the care implicit in these have played a fundamental role in Catholic education from the time of the school’s establishment by the Sisters of Mercy in 1881 to our present day recognition of the importance of pastoral care in our school. At St John’s School, we recognise that one of the most significant roles of a teacher is to care for students pastorally, to look at students individually, rather than a collective group.

Our pastoral care programs seek to provide students with not only basic life skills, but also foster students’ spirituality and holistic development. Lessons and activities which aid in building inter-personal skills, skills that will enable students to deal with stress and anxiety, and study and organisational skills, form an integral part of the pastoral care program at this school. At all times, students are encouraged to treat one another with kindness and compassion, values which are reinforced by our pastoral care program.

All students are encouraged to participate in the schools Social Justice Program, which provides students with opportunities for community involvement – another important facet of pastoral care – and also a chance to participate in events that are intimately connected with Christian values and the Catholic ethos. Pastoral care at this school encompasses more than classroom lessons; students are encouraged to act upon the life skills that are taught and the values that have been highlighted, both at school and in the wider community.

Technology at St John’s School

It is important for students to have the opportunity to acquire a range of skills that will effectively use technology as a tool of learning. At St John’s, all students in Years 9 to 12 have the use of a laptop computer made available to them through Federal Government funding. At the present time, there are 20 laptop computers available for booking by teachers and a Computer Laboratory for the use of Year 8 students.

St John’s was one of the trial group of schools to introduce the CLC which stands for Connected Learning Communities. The CLC is an Intranet which students and parents can access to gather information about subjects, assignments, and the general everyday functioning of the school. In the near future we will be changing to use the new generation of the CLC called Life.

Our Library is equipped with touch capable LCD monitors and ten PCs which are used for research purposes.

The whole school is connected by fibre optical cables as well as a robust wireless system.
Studying Successfully in Secondary School

A work ethic is important at St John’s School. Success at secondary level does not come automatically. Students must be prepared to work conscientiously at all times. This means that attention to detail and instruction is vital.

Teachers expect students to come prepared for all lessons bringing appropriate stationary. To encourage students to be organised, each student will have a locker. This should be used to house all books etc. Students are to leave their bags in the locker. No student carries around a bag. This is not only good for students’ physical well-being, but also makes the classroom environment much safer as it is less cluttered.

The key ingredients to successful completion of school are:

- Regular attendance
- Organisational and time management skills
- Involvement in a range of well-balanced activities
- Persistence.

Students who do not attend school regularly place themselves at serious risk of not completing school successfully. Such students fall behind with class work, miss important input and frequently fail to complete required assessment tasks.

It is essential that parents who plan to take family holidays with students during term time discuss those plans and the likely impact on the student’s study program with the student’s Form Group teacher.

As students move up through the school, they will be required to manage a fairly substantial work load and must therefore have good organisational and time management skills. The use of the school diary will assist students to keep track of what must be done and when.

Students must know the policy with regard to deadlines and must learn to negotiate with their teachers if extensions to deadlines are needed. Students and parents are urged to familiarise themselves with the Assignment Policy which is outlined below.

Students should continue to be involved in all aspects of a balanced adolescent life including attendance at school, completion of homework, participation in social activities and involvement in some physical exercise. There is no reason why a well-balanced life can’t include part-time work even for senior students. What is important is keeping the balance right. Obviously, for success, a student’s study must be the first priority.
Learning Support

St John’s School has a strong learning support team. The school employs a Learning Support Coordinator who is a teacher assisting classroom teachers to adapt the curriculum to ensure that the needs of students are catered for. There are also three Learning Support staff who work with class teachers to develop programs for individuals, groups of students in Years 8 to 12 and English as a Second Language (ESL) students. These support staff also work in classrooms assisting students experiencing difficulties with their schoolwork.

Diary

The Diary is the lynchpin for the smooth running of the academic program. Students are required to bring the diary to each class. Students’ diaries will contain their own timetable and individual class requirements. Each student is required to note work to be done and record results of assessment tasks in the assigned place in the diary.

Parents are asked to use the diary for standard notes to teachers (e.g. absences, incorrect uniform) and to sign the diary each week. Notes concerning attitude to work and performance at work will be noted in the diary by staff. Longer letters to teachers about other matters should be sent directly to the teacher.

Homework Guidelines

Homework helps students by reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning.

Students benefit from completing homework regularly. Homework helps them develop time-management and organisational skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning.

Students are expected to use the diary to record their homework. Diaries provide a means of regular communication between parents and the school. Failure by students to complete homework on a regular basis will be followed up by the school.

Successful practice

The homework requirement will vary according to year level from approximately 1-2 hours per subject per week in Year 8 to 3-4 hours per subject per week in Year 12. There will be times during the term and during the year when the need for homework will peak. In particular, students will experience this peak demand as they approach semester or end of year examinations. By the time they reach senior school, students should be independent learners, but parents should be clear about the school’s expectations for home study and should discuss issues and concerns with their children and the school.

Care should be taken to ensure that undue pressure is not placed on students and that a balance is maintained between the demands of study and recreational pastimes. This can generally be achieved through good organisation and planning and builds on the effective study habits developed in primary school.
Types of homework
Various types of homework will be set; however, even if specific work has not been set, students will always have work they should be doing.

Practice exercises
Providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills, such as:

• Completing consolidation exercises for Mathematics – memorising of tables
• Words or phrases learnt in a Language Other Than English
• Reading for pleasure
• Writing essays and other creative tasks
• Playing musical instruments
• Physical education skills.

Preparatory homework
Providing opportunities for students to gain background information so they are better prepared for future lessons. These include:

• Reading background material for History
• Reading English texts for class discussion
• Researching topics for class work
• Collecting newspaper articles
• Revising information about a current topic.

Extension assignments
Encouraging students to pursue knowledge individually and imaginatively. These include:

• Writing a book review
• Making or designing an art work
• Completing Science investigation exercises
• Researching local news
• Finding material on the Internet
• Monitoring advertising in a newspaper.
How much time should be spent on homework?

At Year 8, it would be expected that a student would spend 1-2 hours per day on five days of the week. Daily independent reading should also be completed.

In Year 9, it would be expected that students would spend 90 minutes per subject per week of school. This would equate to approximately 2 hours per night four times per week plus 2.5 hours on the weekend.

In Year 10, it would be expected that students would spend between 100 and 120 minutes per subject per week of school. This would equate to 2-2.5 hours per night four times per week plus 2.5-5 hours on the weekend.

A Year 11 student would be expected to spend 2.5-3 hours per class room subject per week on homework. i.e. 15-18 hours per week in total. Normally, 2.5 hours per evening during the week and 6 hours over the weekend at the peak times will be expected.

At Year 12, it would be expected that students spend 3.5-4 hours per classroom subject each week on homework. i.e. 17.5-20 hours per week in total. The maximum time would be built up to and achieved by mid Term One. Each evening, about 3 hours of work will be needed and 5-6 hours on the weekend.

In preparing a Home/Study plan, a student will need to consider other commitments, work to be done around the home, favourite television programs, etc. None of these, however, is a valid excuse for homework being neglected. Students may find it necessary to use some of their weekend time for completion of homework and assignments.

Studies have shown quite conclusively that time spent productively on homework will bring about improved results for students regardless of whether those students fall into the Average, Above Average or Below Average achievement categories.
Assignment Policy
The Assignment Policy applies to all students from Years 8 to 12 and is designed to support students to be successful and to encourage the development of good study and work completion habits. The policy applies to all students from Years 8 to 12.

While it is recognised that there are times when students, for good reasons, are not able to meet deadlines, it is the general expectation of the School that all students will submit all required work for assessment. Failure to submit will result in consequences designed to both ensure the work is completed and to encourage the development of positive study habits.

All students are expected to submit all required work by the due date.

Students will be advised that assignments must be their own work and must be presented by the due date.

1. Teachers, in consultation with the Head of Department (HOD), may grant extensions to the due date for exceptional circumstances only. For example, prolonged illness supported by a medical certificate, or through parental communication; absence due to bereavement or other special circumstances.

2. Teachers will work with students to ensure that deadlines are met.

3. The parents / guardian of any student who fails to submit an assessment piece on time will be notified.

4. Students in Years 8 to 12 will be placed on detention until they have completed and submitted their rough drafts. These rough drafts and final Assessments are to be placed in the ‘Assignment Box’ by 8.20am. Students who fail to submit final assignments by the due date will be graded on the basis of their ‘Global Rough Draft Mark’.

The following features must appear on the first page of each assignment:

- length, structure, time allocation
- specific dates for presentation of drafts and good copy
- weighting or marks allocated
- evaluation criteria.
Years 8 – 10 Curriculum Structure

Year 8

The Year 8 curriculum structure at St John’s School is designed to make the transition into Secondary School as smooth as possible for students. The Year 8 curriculum is aligned with the Australian Curriculum (ACARA) in Mathematics, Science, English, History and Geography. All other Key Learning Areas (KLAs) are aligned to Education Queensland’s Curriculum and includes the Essential Learning’s and Ways of Working. Essential Learning’s identify what should be taught and what is important for students to have opportunities to know and be able to do. They describe the ways for working and understanding that students need for ongoing learning, social and personal competence and participation in a democratic society. The Year 8 curriculum has been designed to provide all students with a learning program that is enjoyable, relevant and rigorous.

In Year 8, all students have a set curriculum which allows them to build on and further develop the skills, knowledge, abilities and attributes all young people need for success in school and in life. The course consists of core subjects and elective subjects. A normal school week consists of 30 periods, the majority of which are core subjects.

Students in Year 8 will be introduced to a broader range of subject disciplines and speciality areas. Students will experience one term each of the elective subjects offered at St John’s School, these include: Business Studies, Civics and Citizenship, Design Technology, Drama, Home Economics, Information Communication and Technology, LOTE (German) and Visual Art. The elective subjects are compulsory in Year 8; however, they will form the basis for their subject choices in Years 9 and 10. The elective subjects are designed to provide a wider range of experiences to all students as well as provide opportunities for students to develop and demonstrate their gifts in various areas.

Years 9 and 10

The Years 9 and 10 curriculum acknowledges the growing independence of young people and the need for subject specialists in certain areas. It allows students to tailor their educational pathway to suit their interests and needs. There are a variety of elective subjects offered in Years 9 and 10, of which students will study two per semester. Elective subjects provide opportunities for students to develop skills in a range of areas according to their interests and talents. The elective subjects include: Business Studies, Design Technology, Drama, Home Economics, Hospitality, Information Communication and Technology, and Visual Art.

The program is designed to allow students to continue developing their essential basic skills, knowledge, abilities and attributes while at the same time allowing them to select from a group of elective subjects to broaden their experience. This program allows students to trial subjects with relative freedom to change from one subject to another at the end of semester. This provides the opportunity to ascertain the level of interest they have in subject areas.

The Year 10 program is designed to provide students with an understanding of their ability to cope with certain senior subjects. Assessment for most subjects is conducted in the same manner as is followed in Years 11 and 12.
School of Distance Education (SDE)

Students who are interested in studying a subject that is not available at St John’s School can do so through the Brisbane School of Distance Education. Courses that students enrol in incur a fee. Students undertaking study through SDE will be entitled to drop one of their elective subjects. For further information and specific subjects on offer go to the SDE website. (www.brisbancesde.eq.edu.au)

Careers and Transition

Career and Transition Education is valuable for all students as they make decisions about their options after secondary schooling. Programs have been established in the school that encourage an understanding of relevant work and vocational learning. Students will be able to develop a wide range of work-related skills and plan for further training, education and/or employment.
What is the Senior Education and Training (SET) Plan?

A set plan is a ‘Road Map’ to assist young people in achieving their learning goals during senior schooling. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work collaboratively to achieve their goals. Students at St John’s School are exposed to a variety of programs from Year 8 which enables them to develop their Set Plan into a dynamic document, of which they have the opportunity to revise and reflect at various stages.

Year 10

Students consider their aspirations and research career training and further study choices to help them map out their future. Students identify goals and plan how to achieve them while attending school and after finishing the Queensland Certificate of Education (QCE). This is a very important process that students entering Year 11 must undertake. Parents and students must use this handbook in conjunction with the following sessions in order to make well-informed decisions:

• During Term Three, staff work with Year 10 students to discuss future pathways, career options, Year 11 subjects and to complete the Senior Education and Training (SET) Plan.
• An Information and Subject Evening is held to inform parents of the subject offerings, the roles and responsibilities of senior students and the variance in work load
• All Year 10 students have a Personal Student Interview as part of the SET planning process
• Students attend the local career expo
• Student complete their subject selections for Year 11

The process is intended to give plenty of time for reflection and discussion. It is vital that quality time is given to making informed decisions involving courses and subject selections.

Subject Changes

In Years 9 and 10, students have the option to change their elective subjects during the last two weeks or first two weeks of a semester. Subject changes will NOT be made during a semester.

Generally the steps for subject changes in Years 9 and 10 are:

1. Collect a subject change form from the QSA coordinator
2. Complete the subject change form
3. Consult with parents/guardians and staff involved
4. Consult with careers and pathways coordinator if undertaking a new apprenticeship or traineeship
5. Approval from the Deputy Principal and QSA Coordinator

Please note that the principal has the ability to change a student’s subjects at any stage throughout a semester, if required.
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<th>Department</th>
<th>Year 8</th>
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(A) = Authority Subjects, (AR) = Authority Registered Subjects, (VET) = Vocational Education and Training, (SDE) = School of Distance Education
Year 8 Subject Overviews

Year 8 Compulsory Subjects

Religious Education

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity. They are introduced to the theme of covenant, as unique relationship between God and God’s people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God’s saving plan for all creation and ways in which believers, past and present, are part of God’s saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE – c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

English

The Year 8 course is divided into four term based units that provide a balance of imaginative, informative, persuasive, analytical and reflective texts. Topics covered include; advertising, a novel study, poetry and autobiographical texts. In Year 8, students are encouraged to engage with a variety of texts for enjoyment. These include various types of media texts, including; newspapers, magazines and digital texts, novels, non-fiction, poetry and dramatic performances. Students also begin to examine and use text and language structures that are more complex including complex sentences and vocabulary, figurative and rhetorical language. In Year 8, students create a range of imaginative, informative and persuasive types of texts, for example; narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

Mathematics

All Year 8 students will study a full year of Mathematics. A scientific calculator is compulsory. The course builds upon and reinforces the mathematical skills learnt in primary school. A good knowledge of multiplication tables is desirable and will be further emphasised during the year.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn Diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.
Science

Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

History

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

There are three depth studies for this historical period. For each depth study, there are up to four electives that focus on a particular society, event, movement or development. It is expected that ONE elective will be studied in detail. A depth study will constitute approximately 30% of the total teaching time for the year. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. As part of a teaching and learning program, depth study content can be integrated with the overview content and/or with other depth study electives.

Key inquiry questions:

• How did societies change from the end of the ancient period to the beginning of the modern age?
• What key beliefs and values emerged and how did they influence societies?
• What were the causes and effects of contact between societies in this period?
• Which significant people, groups and ideas from this period have influenced the world today?

Students will be assessed three times throughout the semester based on their knowledge and ability to analyse and explain the causes and effects of events and developments, identify motives and actions of people at the time and explain the significance of individuals and groups on shaping history and describe different interpretations of the past. The forms of assessment may include: written, spoken and multi-modal responses under both test and process conditions. The forms assessment will take may include extended written responses such as essay and research assignments, spoken presentations, debates, short response and factual tests, document studies.
Geography

There are two units of study in the Year 8 curriculum for Geography: Landforms and landscapes and Changing nations.

Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation, investigates the reasons for the high level of urban concentration in Australia, the redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.

Students will learn through a range of inquiry-based learning activities, fieldwork and student led questioning and investigation. Students will be assessed three times during the semester in ways that enable them to demonstrate their ability to think geographically and apply geographical skills. Forms of assessment will include written, spoken and multi-modal tasks, short response exams, extended written reports and formal presentations.

Physical Education

Physical Education is compulsory for all students in years 8 and 9, and provides opportunities for students to:

• enhance their physical development while “learning and doing”
• solve problems in a supportive environment
• promote the health of themselves, others and their community
• develop positive attitudes towards participation in regular physical activity
• appreciate the benefits of physical activity
• enhance their own and others’ self-concept and self-esteem.
Year 8 Elective Subjects

Business Studies

This course is used as an introductory course. It involves an introduction to money focusing on the roles of institutions in providing business and personal finances. It looks at the business cycle and identifies individual’s needs and wants. Students are exposed to the Goods and Services Tax and understand the role of the consumer in purchasing a mobile phone.

Civics and Citizenship

Civics and Citizenship Education is a compulsory elective. It aims to assist students to understand the relevance of the political and legal systems to everyday life and develop the skills, knowledge and attitudes that will allow them to participate as informed, reflective and active citizens in their communities. The program is divided into four main themes:

- Government and Law explores institutions, principles and values underpinning Australia’s representative democracy including the key features of the Australian Constitution.
- Citizenship in a Democracy explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts.
- Historical Perspectives explores the impact of the past on Australian civil society. The impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights are examined. The ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy are explored.
- Citizens and Public Life deals with the ways people participate in the Australian civil community.

Design Technology

Design Technology involves the design and manufacture of products. In Design Technology, students learn how to use hand tools while making small projects. The communication of designs and products through sketches, annotations, documentation and graphical representations are an integral aspect of the design process.

Drama

Drama in Year 8 works as an introductory unit to help students develop the fundamental skills necessary to be successful in this subject through to Senior. However, it also focuses on developing students’ communication, confidence, team building and organisational skills that are vital for success in all areas of the secondary curriculum.
Home Economics

This is an introductory unit allowing students to study both the practical cookery and textiles components of Home Economics. The Australian Dietary Guidelines are a core focus throughout the unit as students study healthy eating habits and lifestyles of Australian adolescents. Students discuss and prepare a number of suitable food choices for all the important meals throughout the day, for example, breakfast, lunch, dinner and snacks. The textiles component helps students to develop the necessary basic skills to mend and sew items use a sewing machine and overlocker. They will use these skills to design and create a pencil case.

Information Communication and Technology

This course introduces students to basic ICT skills that will assist them across the school curricula. This includes advanced word processing techniques, preparation of presentations and the manipulation of image and video file types. Students are also familiarised with the school’s web-based technologies.

During the course, students will participate in a number of practical activities that focus on developing students’ ability to work together effectively and perform confidently. They will examine the elements of drama as well as basic stagecraft and performance skills.

LOTE – German

Languages other than English are a means of communicating across cultures and promoting inter-cultural understanding and competence.

Languages prepare learners for meaningful, productive lives in a culturally and linguistically diverse society and global community, and help learners relate positively to the richness of human diversity. This is reflected in our LOTE program when students communicate by engaging in purposeful and active use of language in tasks that contribute to students’ understanding of many diverse issues and concepts and that involve negotiation and socialisation with peers.

Learning a language other than English also promotes:

- Communication skills – using process skills and strategies to deploy linguistic features in culturally appropriate ways;
- Cognitive development – using an alternative linguistic system to make explicit comparisons between languages means students are better able to solve problems, to think logically and to express themselves with clarity;
- Appreciation of cultures – critically appreciating different ways of perceiving and expressing reality gives students a wider perspective from which they might view the world and their place in it.

Students engage in tasks that require them to manipulate language in a range of controlled contexts and present responses that are sometimes creative with increasing emphasis on the relationship between spoken and written language.
Year 8 students begin to experiment with innovative language choices that more precisely meet their individual communication needs, still within heavily supported contexts. They read texts that are short, marked by simple structures and obvious sequencing with supporting visuals. Students listen to texts that are simple, supported by context, and delivered in comprehensible chunks. Texts may include explicit references to everyday life in the German culture.

During the term, students interact orally in sustained dialogues or presentations on known topics. They write texts that are simple but more distinctively ‘written’ in form as they better appreciate the differences between spoken and written expression.

Visual Art

Students entering Year 8 at St John’s School bring knowledge, skills, understandings and experiences from a broad range of contexts. While some may have had experience of classroom visual arts programs in primary school, others may have had little or any formal visual arts education. The foundations unit provides opportunities for students to develop and consolidate their understandings and skills at their own level, while working with others who may be at different levels. Provisions are made for multi-level learning and assessment opportunities in all Visual Arts units.
Year 9 Subject Overviews

Year 9 Compulsory Subjects

Religious Education

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They are introduced to two forms of biblical criticism, form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

English

The Year 9 course is divided into four term based units that provide a balance of tasks that ask students to interpret, create, evaluate, discuss and perform a wide range of literary texts, as well as texts designed to inform and persuade. Topics covered include online media, Shakespeare, representations of Australia and Indigenous representations in film. Students will complete tasks to develop their critical understanding of the contemporary media, and the differences between media texts. They also examine the way that texts and language evolve and change over time. Students begin to identify and use complex language features including complex sentences, unfamiliar and technical vocabulary and figurative and rhetorical language. In Year 9, students create a range of imaginative, informative and persuasive types of texts, including narratives, feature articles, discussions, literary analyses, transformations of texts and reviews.

Mathematics

All Year 9 students will study a full year of Mathematics. A scientific calculator is compulsory. The course builds upon and reinforces the mathematical skills learnt in Year 8. By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.

Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes.
Science

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

History

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914- 1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

Key inquiry questions

• What were the changing features of the movements of people from 1750 to 1918?
• How did new ideas and technological developments contribute to change in this period?
• What was the origin, development, significance and long-term impact of imperialism in this period?
• What was the significance of World War I?

Students will be assessed three times throughout the semester based on their knowledge and ability to analyse and explain the causes and effects of events and developments, identify motives and actions of people at the time and explain the significance of individuals and groups on shaping history and describe different interpretations of the past. The forms of assessment may include: written, spoken and multi-modal responses under both test and process conditions. The forms assessment will take may include extended written responses such as essays and research assignments, spoken presentations, debates, short response and factual tests, document studies.
Geography

There are two units of study in the Year 9 curriculum for Geography: **Biomes and food security** and **Geographies of interconnections**.

**Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

**Geographies of interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world. Students will learn through a range of inquiry-based learning activities, fieldwork and student led questioning and investigation.

Students will be assessed three times during the semester in ways that enable them to demonstrate their ability to think geographically and apply geographical skills. Forms of assessment will include written, spoken and multi-modal tasks, short response exams, extended written reports and formal presentations.

Physical Education

Physical Education is compulsory for all students in years 8 and 9 and provides opportunities for students to:

- enhance their physical development while “learning and doing”
- solve problems in a supportive environment
- promote the health of themselves, others and their community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others’ self-concept and self-esteem.
Year 9 Elective Subjects

Business Studies

The year 9 course is divided into two semester-based units focusing on business in society and the world of work and managing money. The business in society unit introduces the students to the types of business structures and the accounting process. Students are exposed to and learn how to complete tax returns for the Australian Taxation Office. The world of work and managing money unit introduces students to the nature of work and expenses. They look at earning an income and the expenditure associated with moving out of home. Students are also exposed to marketing and advertising a product.

Design Technology

The Year 9 Design Technology course is an elective subject offered as a one or two semester course. It is a hands-on subject where students learn to utilize tools correctly to make projects for themselves. Students start with small projects then progress to the more complex. Students use hand tools to make items such as a photo frame, letter and key rack, DVD cabinet and a flip seat storage bench.

Drama

In Drama, students use their creativity, imagination and senses to explore and develop their understanding of human issues and experience. Students create, present, reflect and respond to a variety of styles of drama and develop confidence and self-awareness as well as teamwork, organisation and leadership skills.

Drama provides students with a range of skills transferable across all curriculum areas and vocational and future pathways. Drama creates students who are innovative thinkers, good communicators and great team players.

Home Economics

The year 9 course is divided into two semester-based units, each with its own textile and food preparation components. Within the textiles units, students study both natural and man-made fibres and their individual characteristics and use these to justify fabric choices for a number of different garment types and styles. In Semester One, students build on their textile manipulation skills to create an apron which can be used during the practical cookery units. In Semester Two, students study a number of textile manipulation skills including; dyeing, felting, embroidery; applique and thermoplasticity and use these to create an item that represents their identity as a St John’s student.

The food preparation units are based around the Australian Guide to Healthy Eating and making smart consumer choices when buying, preparing and consuming food. In particular, students investigate convenience and fast food products, comparing them with the guidelines before making recommendations for healthy alternatives. Budgeting, time management and recipe modification are key focuses for the food units in year 9.

Hospitality

Future in Faith
The year 9 course is divided into two semester-based units focusing on using hygienic, safe and efficient work methods to practise food production techniques. The food and nutrition units encourage students to use the Australian Dietary Guidelines to plan and prepare a number of nutritious meals suitable for their individual skill levels. Students are also introduced to gourmet foods and are challenged to incorporate different flavours into their practical cookery each week. This unit also allows students to experience the roles and responsibilities of a catering manager as they begin to plan, prepare and present their individual and group functions.

Topics covered in the hospitality unit include:
- Hygiene and safety
- Australian Guide to Healthy Eating
- Practical cookery methods and procedures
- Garnishes and decorations
- Budgeting and organisation

Subjects studied throughout the course include; Cooking through the Food Groups; Independent Living; Gourmet Foods; and an Introduction to the Hospitality Industry.

Information Communication and Technology (ICT)

The year 9 course is divided into two semester-based units focusing on spread-sheet skills, web design, sound and video editing and animation techniques. Students learn to integrate software solutions to solve complex design challenges. Basic HTML coding is introduced, allowing students to design and create web pages from scratch and understand the possibility of interacting with software at an advanced level.

Visual Art

Visual Arts focuses on students making and appraising images and objects. Students develop perceptual and conceptual understandings of visual language enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present.

They engage in experiences to develop personal expression, aesthetic judgement and critical awareness and a sense of satisfaction and enjoyment in making images and objects and experiencing display.

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.
Year 10 Subject Overviews

Year 10 Compulsory Subjects

Religious Education

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the ‘Other’ which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

English

The Year 10 English program aims at preparing students for success in Senior English. The course is divided into four units that provide a balance of tasks that ask students to interpret, create, evaluate, discuss and perform more complex literary, informative and persuasive texts with themes and issues involving abstract concepts, higher order reasoning and intertextual references. Students examine representations of a number of topics including truth, humour, gender and race. In Year 10, students learn to critically analyse texts for the way that they represent people, places and ideas and to challenge these perspectives. They also use textual and language features with greater skill for purpose and effect. Students create and examine a range of imaginative, informative and persuasive types of texts including plays, poetry, novels, documentaries, films, online media, opinion columns, narratives, performances, discussions, literary analyses, transformations of texts and reviews.

English Communication

This subject is available by application only. English Communication in Year 10 is targeted at those students who have had difficulty meeting the requirements of Year 9 English or who, because of their participation in a school based apprenticeship or traineeship, will have difficulty meeting the requirements of standard Year 10 English. This program aims to allow students to complete the content descriptors for Year 10 but in a simpler and more supported environment where students engage with the content in a more concrete way. Students wishing to complete this subject will need to organise an interview with the Head of English.

IMPORTANT NOTE: Students completing this course will only be able to achieve up to a sound achievement.
**Mathematics**

In Year 10, students are expected to complete two semesters of Mathematics. A scientific calculator is compulsory for this subject. The school is providing students with two course options for Year 10 Mathematics. Both courses will cover the same core content with the advanced course extending students, providing more preparation for the higher level Mathematics subjects next year.

The first option for your child is the regular Mathematics course which will provide foundations necessary for those students who intend studying either Mathematics A of Pre Vocational Mathematics in Year 11. The alternative option for your child is to complete an Advanced Mathematics course which will be preparation for those students who intend studying the senior subjects Mathematics B, C or both in Year 11.

If your child is intending to study mathematics B next year, they need to be enrolled in the Advanced Mathematics course. This will ensure they are up to date with the prerequisite knowledge which is required for higher level mathematics.

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving the linear equations and inequalities. They make the connections between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angles triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile range.

**Science**

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.
History

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia Pacific region, and its global standing.

Key inquiry questions

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

Students will be assessed three times throughout the semester based on their knowledge and ability to analyse and explain the causes and effects of events and developments, identify motives and actions of people at the time, and explain the significance of individuals and groups on shaping history and describe different interpretations of the past. The forms of assessment may include: written, spoken and multi-modal responses under both test and process conditions. The forms assessment will take may include extended written responses such as essays and research assignments, spoken presentations, debates, short response and factual tests, document studies.

Geography

There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.
Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate. Students will learn through a range of inquiry-based learning activities, fieldwork and student led questioning and investigation. Students will be assessed three times during the semester in ways that enable them to demonstrate their ability to think geographically and apply geographical skills. Forms of assessment will include written, spoken and multi-modal tasks, short response exams, extended written reports and formal presentations.

Physical Education

The Physical Education learning area has strong foundations in the biophysical, sociological and behavioural sciences. The Australian Curriculum: Health and Physical Education will be informed by these sciences, and provide learning opportunities that are contemporary, inquiry-based, learner-centred and relevant to the student and the local and global communities with which they identify. The St John’s School Health and Physical Education curriculum will be a dynamic curriculum which will incorporate all aspects of the Australian Curriculum: Health and Physical Education when it is implemented nationally in future years.

The course engages students in a combination of enjoyable recreational, outdoor and competitive activities, through which students develop the knowledge, processes and skills to become physically educated and informed about health issues in our world. Students will recognise that Health Physical Education can provide career opportunities and improve quality of life.

In each unit, students will be assessed practically through the physical activities being offered continuously throughout the unit. Each unit will also have a written or oral assessment task. Literacy skills will be taught to students in each unit, and they will be encouraged to use ICTs in their classwork and in their assessment tasks.

Recreation Studies

Commercialisation of leisure has developed significantly as the personal, health and social benefits of organised recreational activities have become more apparent. This has been reflected in the growth of employment opportunities in the sport and recreation industry, and in the awareness that our society is carrying the burden of the ever-increasing health costs incurred by many who have inactive lifestyles. Recognition of the need for people to be physically and socially active has led to increasing development of a recreation industry that aims for a healthier community.

Given the significance of the industry to the community and as a source of potential employment, Physical Recreation makes an important contribution to enhancing students’ opportunities regarding employment, enterprise, further study, leisure and lifelong learning. It provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills.
Year 10 Elective Subjects

Business Studies

Year 10 Business Studies is divided into two semester-based units. The first unit is used as an introduction to senior accounting and the second is used as an introduction to BCT. Throughout the course, students learn about record keeping for a sole trader including completing a general Journal, posting to a ledger and taking out a trial balance and preparing basic financial reports. Students also study global business, the ups and downs of stock and consumer rights.

Design Technology

Through the study of Design Technology, students develop the ability to identify, create, initiate, and develop products, processes and systems. Students will learn to use a variety of tools and machines safely to manufacture products such as a keepsake box, display cabinet and bedside table.

Drama

In Year Ten, Drama encourages students to continue to develop their creativity, imagination and senses. However, it also develops their critical thinking skills as they begin to engage with more complex and challenging idea and texts. Students are encouraged to explore and critically evaluate theatre as an expression of human experience as well as the many different roles that are responsible for the creation and performance of drama. They begin to create drama that not only entertains but also communicates a social message.

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.
Home Economics

The year 10 course is divided into two semester-based units, each with its own textile and food preparation components. Within the textiles units, students study; the fashion industry, sustainability issues, worker’s rights and conditions, fibres and their characteristics, patterns and pattern envelopes, as well as garment construction and sewing skills. Students use this knowledge to construct a number of garments relevant to the needs of the adolescent target market.

The food preparation units are based around the recommended daily intakes for individuals at different stages of the lifecycle. Particular attention is made to adolescents’ requirements for healthy growth and development. During the second semester, students investigate different cultures and foods from around the world.

Units within this course include; Australian Adolescent Nutrition; Junk to Funk; Fashion Design; and Cooking around the World.

It is highly recommended, but not compulsory, that if students wish to study Home Economics in Senior that they study Home Economics or Hospitality in year 10.

Hospitality

This unit focuses on the theoretical knowledge and practical skills needed for a career in the hospitality industry. Throughout the year, students will investigate a number of different sectors of the hospitality industry including the kitchen, restaurant and café. Core elements of the units include; hygienic and safe work practises, planning and preparation of restaurant quality meals, budgeting and team work. Topics studied throughout the course include; Kitchen Operations, Restaurants, Multicultural MasterChef and Café Cookery.

Information Communication and Technology (ICT)

Year 10 ICT is divided into two semester-based units. Students are introduced to industry standard design software and use Adobe Dreamweaver to design a website of a commercial standard. This also includes the integration of a video production project to be incorporated in the website. Project management principles and client needs analysis processes are also introduced to prepare students for the requirements of senior IT subjects. Game design is investigated using a basic graphical interface so that students can begin to understand the logic required to manipulate and control events to achieve a specific outcome.

Visual Art

Year 10 is the transition year that connects the middle and senior phases of learning and sets up continuity of learning across the full 12 years of schooling. This helps young people to continue to engage with education and training and successfully complete Year 12 or its equivalent. As Year 10 at St John’s School is a preparation for senior years, assessment and criteria will be written to reflect the requirements of the appropriate Senior Syllabus.
Years 11 and 12 Curriculum Structure

The senior curriculum builds on the solid educational foundations students have experienced at St John’s School. Students have undertaken a variety of subjects and areas of study, providing them with experiences and a basis for continued development. The curriculum allows for significant opportunity for choice and flexibility where each student is encouraged and challenged to do and be their best.

In order to make the most of available opportunities, it is important for each student to map out a personal learning pathway through their senior schooling. This is achieved through completing the Senior Education and Training Plan (SET plan).

It is necessary to gain as much information and advice as possible to ensure appropriate decisions can be made on their journey through Years 11 and 12. Much reflection and planning is necessary to facilitate decision-making as students search for pathways through Years 11 and 12.

In making choices for the senior schooling, it is important to identify learning types/pathways/subjects which:

• You enjoy
• Reflect your ability and/or aptitude
• Reflect your interests
• Meet the prerequisites of your intended pathway
• Provide appropriate challenge and engagement to:
  • Stretch your boundaries
  • To make the most of your capabilities
• Allow you to meet your career and employment goals
• Keep your career options open
• Develop skills, knowledge and attitudes useful throughout life
• Maintain a healthy lifestyle through balancing your school and other commitments

Subject selections are important as your subject decisions may affect the types of occupations you are eligible for in the future, your success at school and your feelings about school. Even through there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps provided by a wide range of career resources.
Expectations of Senior Students

Students in Year 11 and 12 are expected to demonstrate leadership within the life of the school. This includes participation in all school activities (e.g. Year 11 Camp, Year 12 Retreat, Sports Days, and Liturgical Celebrations etc.), wearing the uniform correctly and supporting younger students with any difficulties they face. Senior School students are generally considered to have made a positive choice to remain at school. This is a choice, which we at St John’s School applaud. Senior students are expected to demonstrate a desire to learn. This desire to learn will be demonstrated by:

- Attending lessons punctually
- Being prepared for lessons with the appropriate materials and equipment
- Conducting oneself in class such that other students can learn and the teacher can teach
- Completing in class and homework tasks
- Submitting all required work

Choosing a Course for Years 11 and 12

Listed below are the key aspects and stages for choosing a course for Years 11 and 12.

1. Career Planning
2. Registration
3. Learning Account
4. Possible Year 12 Outcomes:
   - Senior Statement
   - Queensland Certificate of Education (QCE)
   - Overall Position (OP)
   - Queensland Certificate of Individual Achievement (QCIA)
   - Vocational Education and Training (VET) Certificate

1. Career Plan

Each student needs to identify and plan what they will study during the Senior Phase of Learning. At St John’s School, this planning formally begins in Year 10 when students attend careers classes and begin to formulate their Senior Education & Training Plan (SET Plan). Once agreed, the SET plan or career education plan is implemented and courses are planned around the agreed approach. At St John’s School, students and parents work together on the formulation and development of the SET plan.
2. Registration

Registration for the QCE occurs when students are enrolled in Year 10, either at St John’s School or any Queensland secondary school. The Queensland Studies Authority (QSA) maintains records including name, address, date of birth, gender and the Intended Learning Option (ILO). Registration automatically opens an individual learning account and a Learner Unique Identifier (LUI) is allocated to each student. At St John’s School, students are registered through the central administration system by the schools staff.

3. Learning Account

An Individual, online learning account records a student’s progress towards a Queensland Certificate of Education (QCE). It records what, where and when learning is undertaken during the senior phase of learning and the results that have been achieved. The learning account is viewed online through the Career Information Service. (www.cis.qsa.edu.au) The Learning Account remains “open” for nine years from first registration.

Students can log into their own learning accounts using their LUI number via the website. (www.studentconnect.qsa.qld.edu.au) Students can use this site to:

- Check personal details and enrolments as recorded by their school and other learning providers
- Track their progress towards a QCE
- Check eligibility for QCE and Overall Position (OP)
- View final results including OP and Field Positions (FP)

4. Possible Year 12 Outcomes

Year 12 students are eligible to achieve one or more of the following:

- A Senior Statement: This reports all learning undertaken and the results achieved during the senior phase of learning.
- A QCE (Queensland Certificate of Education): This confirms a significant amount of learning at a set standard, which meets literacy and numeracy requirements.
- An OP (Overall Position): This indicates a student’s rank order position based on overall achievement in QSA subjects.
- A QCIA (Queensland Certificate of Individual Achievement): This certifies achievements by students with special needs on individualised learning programs.
- A VET Certificate (Vocational Education & Training): This certifies competence in a course or qualification level for an area of Vocational Education and Training.
- A SBA/SBT (School Based Apprenticeship or Traineeship): This allows students to train and do paid work in the chosen traineeship or apprenticeship area while still at school and as part of the QCE.
Queensland Certificate of Education

Students who successfully complete their senior secondary education are awarded the Queensland Certificate of Education (QCE). The QCE is a qualification that paves the way for young people to move from school to work or further training and study.

Legal Requirements for Young Queenslanders

- Students stay at school until they finish year 10 or turn 15, whichever comes first.
- After that, if not working at least 25 hours per week, young people need to:
  - stay in education or training for 2 more years
  - get a QCE
  - get a Certificate III vocational qualification or higher
  - turn 17, whichever comes first.
- There is an exception for young people working at least 25 hours per week.
- All young people must be registered with the QSA in Year 10 or in the year before turning 16.

Why a Queensland Certificate of Education (QCE)?

The QCE:

Aims to meet everyone’s needs, including those students who would normally have left school after Year 10
Is not a ‘one size fits all’ approach to learning
Is about tailoring a package of learning, i.e. what, when and how each individual student learns to meet their individual needs

How does the QCE work?

- a significant amount of learning
- at a set standard of achievement
- a literacy and numeracy requirement
- greater flexibility in:
  - What
  - Where
  - When
  learning can occur
- based on students successfully completing 20 credits
A significant amount of learning

The student has achieved:

- 20 credits
- a minimum of 12 credits from completed core courses
- a maximum of 8 credits from a combination of core, preparatory, enrichment, advanced courses of study
- the requirement for literacy and numeracy

A set standard of achievement

- For Authority and Authority-registered subjects, the agreed standard is a Sound Level of Achievement (a “C” level).
- For VET certificates, the agreed standard is Competence.
- For other courses of study recognised or approved by the QSA the agreed standard is a Pass or the equivalent.

Literacy and Numeracy requirement

At least one of:

- pass in a literacy/numeracy course approved by the QSA or
- sound achievement or above in an Authority or Authority-registered English subject or
- at least C on the QCS test

The Four Types of Learning

- Core; Preparatory; Enrichment; Advanced

Find out more about the QCE

Contact the Queensland Studies Authority: www.qsa.qld.edu.au
Respect
Compassion
Justice
Excellence
To gain a QCE students need

an AMOUNT of LEARNING

20 credits

at a SET STANDARD

Sound Achievement, Pass or equivalent

About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior schooling qualification.
- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.
- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.
- A Senior Education and Training (SET) Plan is developed to map a student’s future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects done while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.

START HERE

Can the literacy requirement be met?
No -> No QCE
Yes

Can the numeracy requirement be met?
No -> No QCE
Yes

Can the completed Core requirement be met?
No -> Can a Mathematics subject change or an English subject change meet the requirement?
No -> No QCE
Yes

Can 20 credits be gained from courses of study?
No

Can 18 or 19 credits be gained from courses of study?
No

Is a subject exited at Limited Achievement after 1 or 2 semesters?
Yes

There are many ways a student can gain a QCE. Use this diagram to plan a pathway towards a QCE and to check eligibility.
For more information visit www.qsa.qld.edu.au

June 2012
Learning options and credit values

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE courses:</strong> usually undertaken by students in the senior phase of learning</td>
<td>At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.</td>
</tr>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>Per course (4 semesters)</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate II</td>
</tr>
<tr>
<td></td>
<td>Certificate III &amp; IV</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III competencies</td>
</tr>
<tr>
<td></td>
<td>On-the-job component</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>PREPARATORY courses:</strong> generally used as stepping stones to further study</td>
<td>A maximum of 6 credits can contribute.</td>
</tr>
<tr>
<td>VET Certificate I vocational qualifications</td>
<td>(Max. of 2 qualifications can count)</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VET Act 2000</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Re-engagement programs</td>
<td>(Max. of 1 program can count)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Short course in literacy or short course in numeracy developed by the QSA</td>
<td>Per course</td>
</tr>
<tr>
<td><strong>ENRICHMENT courses:</strong> add value or complement Core courses of study</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td>Learning projects — workplace, community, self-directed</td>
<td>1</td>
</tr>
<tr>
<td>Authority extension subjects, such as English Extension</td>
<td>2</td>
</tr>
<tr>
<td>Career development: A short course senior syllabus</td>
<td>1</td>
</tr>
<tr>
<td>School-based subjects</td>
<td>As determined by QSA</td>
</tr>
<tr>
<td><strong>ADVANCED courses:</strong> go beyond senior secondary schooling</td>
<td>A maximum of 8 credits can contribute.</td>
</tr>
<tr>
<td>One or two-semester university subjects completed while enrolled at a school</td>
<td>One-semester subject</td>
</tr>
<tr>
<td>Two-semester subject</td>
<td>4</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas while enrolled at a school</td>
<td>Up to 8 credits</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>As determined by QSA</td>
</tr>
</tbody>
</table>

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QSA-developed English and Mathematics subject
- at least a Sound Achievement in QSA-developed short courses in literacy and numeracy
- competence in VET Vocational Literacy 3 (39153 Qld) and Numeracy 3 (39163 Qld) — expired 30 Sept 2011
- a Pass grade in a literacy and numeracy course recognised by the QSA
- at least a C on the Queensland Core Skills Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Communication
- completion of 39282QLD Certificate I in Core Skills for Employment and Training — Numeracy.

Queensland Studies Authority
Years 11 and 12 at St John’s

Authority Subjects (A)

Authority subjects are based on syllabuses that have been approved and issued by the Queensland Studies Authority (QSA). Results in Authority subject count in the calculation of an Overall Position (OP) or Field Position (FP).

Authority Subjects offered at St John’s School include:

- Study of Religion
- English
- Mathematics
  - Mathematics A
  - Mathematics B
  - Mathematics C
- Science
  - Biology
  - Chemistry
  - Physics
  - Science 21
- Humanities
  - Modern History
  - Geography
  - Accounting
  - Business Communication and Technologies
- Physical Education
- Technology
- Information Technology Systems (ITS)
- Home Economics
- The Arts
  - Drama
  - Visual Art
Authority Registered Subjects (AR)

Authority Registered Subjects are developed from Study Area Specifications (SASs) and generally include substantial vocational and practical components. Results in these subjects are not used in the calculation of Ops and FPs.

Authority Registered Subjects offered at St John’s School include:
- Religion and Ethics
- English Communication
- Prevocational Mathematics
- Recreation Studies
- Furnishing Studies
- Hospitality Studies
- Visual Art Studies

Vocational Education and Training (VET)

Vocational Education and Training (VET) allows students to gain a nationally recognised qualification whilst at school. St John’s School offers:
- Certificate II in Business (BSB20112)

School Based Apprenticeship/Traineeship

School-based apprenticeships and traineeships allow students to train and do paid work in the chosen traineeship or apprenticeship area while still at school and as part of the QCE. As well as paid work, the trainee will get extra training to build on the skills learned at work and at school. This training may occur at work or at school, or at a TAFE or a private training college.

Possible benefits of a School-Based Apprenticeship/Traineeship

- Credit towards a QCE
- A head start in the job market
- Completion or progress towards the completion of a vocational qualification
- Paid employment for the time spent at work
- Training with a registered training organisation
- A smoother transition from school to work
- First-hand experience in the industry
- Vocational qualification as a pathway to tertiary education, such as diploma courses
Future the following should be noted:

- It is possible to achieve an OP and to do a school-based apprenticeship or traineeship.
- A school-based traineeship requires a training agreement to be signed. This is a contract committing the trainee and the employer to the apprenticeship or traineeship.
- The traineeship may be completed after Year 12.
- Transport to work and/or training in and out of school hours may be an added cost.

Students interested in pursuing a traineeship should do the following:

- Find out what school-based apprenticeships and traineeships there are to choose from. There are many new ones!
- Talk to people working in different jobs to find out about the skills they use and where they work.
- Get advice from school staff who can help – e.g. Vocational Education and Training Coordinator; Careers Adviser; Deputy Principal
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs, or through work experience, structured work or industry placement.

Work Experience and Industry Placement

Students are encouraged to undertake some work experience. Students usually arrange their own employer, in consultation with our Vocational Education and Training Coordinator, for approximately one week of work experience. Work experience allows students to gain an awareness of the work to be performed within a particular role. The school covers insurance and workers’ compensation costs for employers. A booklet outlining the program is available to students and prospective employers.

TAFE Subjects

Various TAFE subjects may become available as per the TAFE schedule and will be offered to students as opportunities arise. The courses offered in 2013 were:

- Certificate II Hospitality
- Certificate II Agriculture
- Certificate III in Children’s Services
- Certificate II in Construction Pathways
- Certificate II in Process Plant Operations
- Certificate II in Community Pharmacy
- Certificate II in Engineering
Courses are subject to change upon availability at the Roma TAFE. Please check their website for up-to-date information. (www.sqit.tafe.qld.gov.au) Students undertaking these courses will have to fill in relevant enrolment forms and pay fees directly to the TAFE.

**School of Distance Education (SDE)**

Students who are interested in studying a subject that is not available at St John’s School can do so through the Brisbane School of Distance Education. Courses that students enrol in incur a fee. Students undertaking study through SDE will be entitled to drop one of their elective subjects. For further information and specific subjects on offer, go to the SDE website. (www.brisbancesde.eq.edu.au)

**Career Information**

The following websites can provide useful career and subject information:

<table>
<thead>
<tr>
<th>Queensland Studies Authority</th>
<th>Provides information on syllabuses, guidelines, assessment, reporting and testing for years Prep to 12.</th>
<th><a href="http://www.qsa.qld.edu.au">www.qsa.qld.edu.au</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Connect and Career Information</td>
<td>This website is useful for senior students to check their learning account and results.</td>
<td><a href="http://www.stuentconnect.qsa.qld.edu.au">www.stuentconnect.qsa.qld.edu.au</a></td>
</tr>
<tr>
<td>QTAC</td>
<td>Information regarding entry requirements to tertiary institutions.</td>
<td><a href="http://www.qtac.edu.au">www.qtac.edu.au</a></td>
</tr>
<tr>
<td>TAFE Queensland</td>
<td>Information about courses and qualifications that can be achieved through TAFE.</td>
<td><a href="http://www.sqit.tafe.qld.gov.au">www.sqit.tafe.qld.gov.au</a></td>
</tr>
<tr>
<td>Centrelink</td>
<td></td>
<td><a href="http://www.centrelink.gov.au">www.centrelink.gov.au</a></td>
</tr>
<tr>
<td>My Future</td>
<td>Career information and exploration</td>
<td><a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a></td>
</tr>
</tbody>
</table>

For more information in regards to careers and pathways, please contact the Careers and Pathways Coordinator or the QSA Coordinator.
Subject Changes

Requests for a change of subject can be made at any time, but will only be enacted within the last two weeks or first two weeks of a semester. Subject changes will NOT be made during a semester.

In senior, changes from one class to another are dependent on a number of considerations:

- Have I given the current subject my best shot?
- Are there places available in the ‘new’ subject area?
- Am I able to adequately ‘catch up’ with the past work and manage future studies?
- Have I considered the implications for the QCE and OP?

The QSA has produced guidelines associated with subject changes. It states that students may change into a new subject when there is enough time in the semester to complete ‘adequacy of assessment and sufficiency of coverage. Generally subject changes may occur during Term One (Year 11) and in the first two weeks of a semester and after parental permission, teacher approval, an interview with the QSA coordinator and deputy principal. OP-eligible students must maintain three subjects without change for the duration of Year 11 and Year 12.

Generally the steps for subject changes in Years 11 and 12 are:

1. Collect a subject change form from the QSA coordinator
2. Complete the subject change form
3. Consult with parents/guardians and staff involved
4. Consult with careers and pathways coordinator if undertaking a new apprenticeship or traineeship
5. Approval from the Deputy Principal and QSA Coordinator
Years 11-12 Core Subject Choices
(Students choose 3 core subjects and 3 elective subjects)

- **Religion**
  - Study of Religion (A)
  - Religion and Ethics (AR)
  - 4 lessons/Week

- **English**
  - English (A)
  - English Communication (AR)
  - 4 lessons/week

- **Mathematics**
  - Mathematics A (A)
  - Mathematics B (A)
  - Prevocational Mathematics (AR)
  - Mathematics C (A) (elective in addition to Mathematics B)
  - 4 lessons/week

- **Pastoral Care**
  - 1 lesson/week

- **Exit Preparation Program**
  - QCS Practice
  - 1 lesson/week

- **Mathematics**
  - Mathematics A (A)
  - Mathematics B (A)
  - Prevocational Mathematics (AR)
  - Mathematics C (A) (elective in addition to Mathematics B)
  - 4 lessons/week

Years 11-12 Elective Subject Choices

- **Science**
  - Biology (A)
  - Chemistry (A)
  - Physics (A)
  - Science 21 (A)
  - 4 lessons/Week

- **Health and Physical Education**
  - Physical Education (A)
  - Recreation Studies (AR)
  - 4 lessons/week

- **The Arts**
  - Drama (A)
  - Visual Art (A)
  - Visual Art Studies (AR)
  - 4 lessons/week

- **Technology**
  - Furnishing Studies (AR)
  - Home Economics (A)
  - Information Technology Systems (A)
  - 4 lessons/week

- **Humanities**
  - Accounting (A)
  - Business Communication and Technology (A)
  - Certificate II in Business (VET)
  - Modern History (A)
  - Geography (A)
  - 4 lessons/week

- **Other**
  - School of Distance Education
  - School based apprenticeship or traineeship (1-2 elective subjects will be dropped depending on the QCE outcomes for the student)
  - TAFE

Please note: the mix of subjects and time allocation may change depending on staff availability, student’s interest in the subjects and timetabling.
<table>
<thead>
<tr>
<th>Department</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion</td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Study of Religion (A) or Religion and Ethics (AR)</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
<td>English or English Communication</td>
<td>English (A) or English Communication (AR)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Mathematics Extension or Mathematics Core</td>
<td>Mathematics A (A) Mathematics B (A) Mathematics C (A) Prevocational Maths (AR)</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Science Extension or Science Core</td>
<td>Biology (A) Chemistry (A) Physics (A) Science 21 (A)</td>
</tr>
<tr>
<td>Humanities</td>
<td>History</td>
<td>History</td>
<td>History</td>
<td>Modern History (A)</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
<td>Geography</td>
<td>Geography (A)</td>
</tr>
<tr>
<td></td>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Accounting (A) Business Communication and Technologies (A) Certificate II in Business (VET)</td>
</tr>
<tr>
<td></td>
<td>Civics and Citizenship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
<td>Physical Education or Recreation Studies</td>
<td>Physical Education (A) Recreation Studies (AR)</td>
</tr>
<tr>
<td>Technology</td>
<td>Home Economics</td>
<td>Home Economics Hospitalit</td>
<td>Home Economics Hospitalit</td>
<td>Home Economics (A) Hospitality Studies (AR)</td>
</tr>
<tr>
<td></td>
<td>Design Technology</td>
<td>Design Technology</td>
<td>Design Technology</td>
<td>Furnishing Studies</td>
</tr>
<tr>
<td></td>
<td>Information Communication and Technology</td>
<td>Information Communication and Technology</td>
<td>Information Communication and Technology</td>
<td>Information Technology Systems (A)</td>
</tr>
<tr>
<td>The Arts</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>Drama (A)</td>
</tr>
<tr>
<td></td>
<td>LOTE – German</td>
<td>LOTE – SDE</td>
<td>LOTE – SDE</td>
<td>LOTE – SDE</td>
</tr>
</tbody>
</table>

(A) = Authority Subjects, (AR) = Authority Registered Subjects, (VET) = Vocational Education and Training, (SDE) = School of Distance Education
Important Considerations for Years 11 and 12

1. Semester Units

Subjects in the senior school are divided into semester units.

2. Compulsory Subjects

There are three compulsory subjects which must be completed for two years as a senior student at St John’s School.

- Religious Education – students must choose one of:
  - Study of Religion (A)
  - Religion and Ethics (AR)
- English – a requirement for the QCE is the satisfactory completion of the literacy component. Students must choose one of:
  - English (A)
  - English Communication (AR)
- Mathematics – a requirement for the QCE is the satisfactory completion of the numeracy component. Students must choose one of:
  - Mathematics A or B (A)
  - Prevocational Maths

3. Subject Load

Students in Year 11 at St John’s School generally study six subjects, including three compulsory subjects.

Non-OP eligible students may choose any available combination of subjects.

OP Eligible students must choose at least five (5) Authority subjects. The remaining subject may be selected from those available in any of the four categories of subjects.

4. Study Lines

All students in Years 11 and 12 are permitted one study line. If a student is involved in an SBA (School-Based Apprenticeship), traineeship or TAFE study, they may ‘drop’ a subject for another study line.

Overall Positions (OP) and Field Positions (FP)

The OPs and FPs are intended for use of tertiary selection and appear on the Tertiary Entrance Statement.

An OP is a student’s position in a state-wide rank order based on their overall achievement in Authority subjects. It indicates how well a student has done in comparison to all other OP eligible students in Queensland and is used for tertiary entrance purposes only. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest)

Field Positions reflect a student’s rank order position in a field against all other students eligible for a result in that field. These are dimensions of study that emphasize particular knowledge and skills FPs are used for tertiary entrance only when there is a need to select students from within the same OP band.
OP Eligibility

Students must complete 20 semester units of credit in Authority subjects. This means that a student must complete five (5) Authority subjects over the two year period.

- Three (3) of the five (5) Authority subjects must be taken for the four semesters.
- Therefore, students may change two (2) of their five (5) subjects if they change their mind on their career path, don’t cope with the subject, or don’t like the subject.
- Sit the Queensland Core Skills (QCS) Test.
- Remain at school until the prescribed date.

Tertiary Entrance without an OP

Students who complete Year 12, but do not qualify for an OP, may still be eligible to apply through the Queensland Tertiary Admissions Centre (QTAC) for course. These students are allocated a QTAC selection rank on the basis of results in their best 20 semester units of Authority and Authority-Registered subjects and VET units of competency/modules recorded on the Senior Statement. A student wishing to go onto tertiary studies who is not OP-eligible is advised to sit the QCS test. For further information regarding tertiary entrance without an OP visit the QTAC website (www.qtac.edu.au). Please note that OP-ineligible students MAY NOT be considered for tertiary entry interstate and should contact the relevant institution.

Queensland Core Skills Test (QCS)

The QCS test is held towards the end of Term three for Year 12 students. The test is set by the Queensland Studies Authority and is a cross-curriculum test that assesses achievement in 49 common curriculum elements. To be eligible for an OP and FPs, students MUST sit the QCS Test unless they have been given special permission from the QSA to be absent from the test for reasons of illness or other approved grounds.
Years 11 and 12 Subject Overviews

Religious Education

Study of Religion (A)

Through the study of religion, students can learn to understand the causes and processes of change and continuity that have shaped today’s world, and the role religion plays in this. The social context in which Australian students live is challenged by global interrelationships. Studying religion can help develop an understanding of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual’s worldview and the framework of beliefs in which it is interpreted. The intention of the Study of Religion syllabus is educational and fosters dialogue about religious perspectives. The syllabus recognises the significance of spiritual beliefs and practices of Aboriginal and Torres Strait Islander communities.

Religion and Ethics (AR)

Religion and Ethics helps students to know and understand the influence that values, belief systems or religious traditions have on their own and other people’s behaviour. A search for meaning helps students from various cultural, social, linguistic and economic backgrounds to learn about and reflect on the richness of religious and ethical worldviews. Religion and Ethics encourages students to develop ethical attitudes and behaviours required for effective participation in the community and to think critically, creatively and constructively about their future role in it.

English

English (A)

In the senior years, the subject English focuses on the study of language and texts. Students focus on developing their understanding of English and how to use it accurately, appropriately and effectively for a variety of purposes and different audiences. In Senior English courses, students will learn to communicate effectively, study a range of literary and non-literary works, interpret, analyse, evaluate and create and control language in spoken, written and multimodal texts.

In Year 11, students study four term-based units that examine issues such as Australian identity, gender and masculinity, protest and persuasion, power and fear. Students engage with a variety of literary and non-literary texts and create a variety of imaginative, persuasive and analytical texts. They are encouraged to examine the ideologies that underpin texts and how authors use textual and language choices to position audiences.

In Year 12, students examine classic literary texts with a focus on representations of power to explore the social construction of texts and the historical shifts in their development and reception. Students develop their use of aesthetic features to serve a specific purpose and position the audience as well as analysing and evaluating the use of aesthetic features and their effects. The second unit allows students to investigate the construction of factual texts, the ways relationships and identities of individuals, groups, times and places have been represented, and the ways in which viewers are invited to take up positions in relations to text. Students will be encouraged to challenge texts as the ‘holders of truth’ and to examine the role of these texts in society.
English Communication (AR)

Effective communication is integral to our society. New technologies, the influences of globalisation and the restructured workplace require students to be able to interpret, construct and make judgments about meanings in texts, in preparation for lifelong learning. The study area specification in English Communication is designed to allow students to develop and use these skills in the areas of work, community and leisure. This program has been developed as a two-year Authority-registered subject. English Communication can establish a basis for students’ further learning as well as developing essential communication skills to enhance employment opportunities.

Mathematics

Mathematics A (A)

Mathematics A is an Authority Subject and OP-registered subject. It has been developed as a two years course across Years 11 and 12.

Mathematics is an integral part of a general education. Mathematics A emphasises the development of positive attitudes towards the student’s involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences. There is also a focus on the development of mathematical knowledge and understanding through investigative and explorative approaches to learning. These approaches provide opportunities to work collaboratively and cooperatively in teams as well as individually.

Mathematics A involves the study of Financial Mathematics, Applied Geometry and Statistics and Probability. These are used to develop:

- Knowledge and skills of computation, estimation and measurement.
- Simple algebraic manipulation.
- A capacity to interpret and analyse information presented in a variety of forms.
- The ability to make judgements based on evidence and reasoning.
- A capacity to justify and communicate results in a variety of forms.

Mathematics A aims to provide the opportunity for students to continue to participate fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary levels in areas such as:

- Toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics
- Tourism and hospitality
- Administrative and managerial employment in a wide range of industries
- Architecture and nursing.
Mathematics B (A)

Mathematics B is an Authority Subject and OP-registered subject. It has been developed as a two-year course across Years 11 and 12.

Mathematics B is a way of thinking, in which problems are explored through observation, reflection, and logical, inductive or destructive reasoning used to develop:

- Knowledge and skills in advanced computation and algebraic methods and procedures
- The mathematical modelling and problem-solving strategies and skills
- The capacity to justify mathematical arguments and make decisions
- The capacity to communicate about mathematics in a variety of forms.

Mathematics B aims to provide opportunity for students to participate more fully in lifelong learning. It is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Engineering science, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software
- Mathematical applications in:
  - Energy and resources
  - Management and conservation
  - Climatology
  - Design and built environment
  - Industry, manufacturing and trades
  - Business and tourism
  - Primary industries and environment
  - Economics and commerce
  - Statistics and data analysis
  - Pure mathematics.
Mathematics C (A)

Mathematics C is an Authority Subject and OP-registered subject. It has been developed as a two-year course across Years 11 and 12.

Mathematics is an integral part of a general education. It enhances an understanding of the world and the quality of participation in a rapidly changing society. Mathematics C involves:

- The study of mathematical concepts such as groups, Real and complex number systems, matrices, vectors, calculus, mathematical structures, linear programming, conics, dynamics and advanced periodic and exponential functions. These are used to develop:
  - Knowledge and skills in advanced computation and algebraic methods and procedures
  - Mathematic modelling and problem-solving strategies and skills
  - The capacity to justify mathematical arguments and make decisions and the capacity to communicate about mathematics in a variety of forms.

Mathematics C is a companion subject to Mathematics B. It aims to extend the competency and confidence of students in mathematics beyond the scope of Mathematics B, to build on and combine many of the concepts introduced in Mathematics B (in particular the study of vectors, matrices and calculus), and to provide further opportunity for students to participate more fully in lifelong learning. Mathematics C is recommended for students wishing to pursue further study and training at tertiary level in areas such as:

- Mathematics and science education
- Natural and physical sciences, especially physics and chemistry
- Medical and health sciences, including human biology, biomedical, nanoscience and forensics
- Engineering sciences, including avionics, chemical, civil, communications, electrical, mechanical and mining
- Information technology and computer science, including electronic and software mathematical applications in:
  - Energy and resources – management and conservation
  - Climatology
  - Design and built environment
  - Industry, manufacturing and trades
  - Business and tourism.
Prevocational Mathematics (AR)

Prevocational Mathematics is an Authority Registered Subject and non-OP registered subject. Prevocational Mathematics is intended for students who find Mathematics difficult and as a consequence might have trouble obtaining an overall ‘C’ grade in Mathematics A. It provides opportunities for students to improve their numeracy to assist them in pursuing a range of vocational and personal goals. It develops not only students’ confidence and positive attitudes towards mathematics but also their mathematical knowledge and skills and their communication skills.

Prevocational Mathematics provides teachers with the flexibility to design courses of study that cater for the broad range of skills, attitudes and needs of students. Students study five topics (number, data, location and time, measurement and finance) integrated into teaching and learning contexts which have relevance to them. Because these contexts foster cooperation, and are supportive, enjoyable and con-competitive, students develop positive attitudes towards the use of mathematics.

Science

Biology (A)

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own and society’s activities. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Biology is concerned with the study of the phenomenon of life in all its manifestations. It encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Understandings are developed in terms of concepts inherent in the principles of biology which are:

Survival of species is dependent on individuals staying alive long enough to reproduce.
At every level of organisation in the living world, structure and function are interrelated.
Continuity and change occur at all organisational levels in the living world. Changes may be cyclical or directional. The continuity of life is a balance between all the change processes.

Chemistry (A)

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. It adds to and refines the development of students’ scientific literacy. An understanding of chemistry is essential for many vocations.

The subject matter of Chemistry is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of “Structure” and “Reactions”.

Year 11 and 12
Structure:

- All matter is composed of atoms.
- Materials can be categorised and represented symbolically and their macroscopic properties can be explained and predicted from understandings about electronic structure and bonding.

Reactions:

Specific criteria can be used to classify chemical reactions.

- Chemical reactions involve energy changes.
- The mole concept and stoichiometry enable the determination of quantities in chemical processes.
- Specialised qualitative and quantitative techniques are used to determine quantity, composition and type.
- Chemical reactions are influenced by the conditions under which they take place and, being reversible, may reach a state of equilibrium.

Physics (A)

The study of Physics provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills and a stepping stone for further study. An understanding of Physics adds to and refines the development of students’ scientific literacy.

The subject matter of Physics is derived from the key concepts and key ideas which are progressively developed over the course of study through six to twelve units of work. The key concepts are organised under the headings of Forces, Energy and Motion.

Science 21 (A)

We are increasingly exposed to environments and situations that require knowledge of science and scientific ways of thinking. Scientifically and technologically advanced tools are commonplace in our everyday lives. In this century, citizens must not only be literate, they must also be scientifically literate.

Science 21 is an interdisciplinary science course that aims to develop in students a broad understanding of the relevant science in today’s scientific and technological age. It deals with themes in real-world contexts that are of intrinsic interest and importance to students — the way the human body works, the ways we communicate, our place in the universe, our environment, our enjoyment of both synthesised and natural things. A course in Science 21 is built on the “scientific priorities” of Technology, Health and Wellbeing, Catalysts for Discovery and Environment. The interdisciplinary nature of Science 21 enables students to become knowledgeable and active participants in a scientifically rich society. A course of study in Science 21 is academically rigorous and complements student learning in the established science disciplines of Physics, Chemistry, Biology and Earth Science.
Humanities

Accounting (A)

The study of accounting enables students to understand the process involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. The course is designed, not only to provide a foundation in the discipline of Accounting, but also to prepare students for further education, training and employment. The subject offers scope and flexibility through the exploration of financial decision making and provides relevance for general education.

Students will use information technology to enable them to apply the accounting process in business, their daily lives and as member of society.

The topics studied over the duration of the course includes: Core Studies, Accounting for Cash, Analysis of Financial Reports, Budgeting (spread sheet), Managerial Decision Making, Non-Current Assets, Internal Controls, Personal Financing and Investing and Accrual Accounting.

Business Communication and Technologies (A)

Business Communication and Technologies (BCT) encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives. The underpinning practices of BCT are integral to all business relationships and dealings and shape the development of students’ knowledge and skills.

Topics studied include: Workplace Health, Safety and Sustainability, Business Environments, Managing People, Financial Administration, International Business, Organisation and Work Teams, Industrial Relations and Social Media.

Certificate II in Business (VET)

This qualification prepares the student to perform routine business tasks and demonstrate fundamental operational knowledge working under direct supervision. Job roles include administration assistance, receptionist and office junior.

At the successful completion of the Certificate II, students will be granted four credit points towards the Queensland Certificate of Education.

Assessment is entirely competency based, therefore no grades (A-E) will be awarded on student report cards. Students will be given sufficient opportunities to demonstrate their competency in each unit.

To complete the Certificate II in Business, students must successfully complete a total of twelve units of competency. Currently, St John’s School is registered to offer the following units; however, in the future, students may have the opportunity to study different units of competency as listed under the qualification on www.training.gov.au
<table>
<thead>
<tr>
<th>Competency Code</th>
<th>Competency Title</th>
<th>Core/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201A</td>
<td>Participate in OHS processes</td>
<td>C</td>
</tr>
<tr>
<td>BSBCCMM201A</td>
<td>Communicate in the workplace</td>
<td>E</td>
</tr>
<tr>
<td>BSBINM201A</td>
<td>Process and maintain workplace information</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU201A</td>
<td>Produce simple word processed documents</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU202A</td>
<td>Create and use spreadsheets</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU302B</td>
<td>Create electronic presentations</td>
<td>E</td>
</tr>
<tr>
<td>BSBITU303A</td>
<td>Design and produce text documents</td>
<td>E</td>
</tr>
<tr>
<td>BSBUS201A</td>
<td>Participate in environmentally sustainable work practices</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR202A</td>
<td>Organise and complete daily work activities</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR203A</td>
<td>Communicate electronically</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>E</td>
</tr>
<tr>
<td>BSBWOR204A</td>
<td>Use business technology</td>
<td>E</td>
</tr>
</tbody>
</table>

### Modern History (A)

Modern History is an Authority Subject and OP-registered subject. The subject comprises of four one semester units taken over two years. Like all Humanities subjects, Modern History develops personally and socially useful ways to critically analyse the world. These are vital skills in any social or economically based career.

Topics studied throughout the two year course include:

- **Studies of Conflict** - Defining ‘conflict’ and background study of conflict in the world since 1945. Two in-depth studies will be undertaken: The Arab-Israeli conflict and the East Timor conflicts.

- **Studies of Hope/The Concept of the Great Person in History** - This unit has two foci: the nature of race and racism with an in-depth study looking at the history of race relations in South Africa; investigating the concept of ‘historical greatness’ from figures in history.

- **National History** - This unit charts Australian history, with a background study of colonial Australia and two major inquiry topics: the political, social and economic impact of the two world wars upon Australia and the development of Australian cultural identity post 1945.

- **The History of Ideas and Beliefs** - This unit focuses upon the modern history of China. Two studies of inquiry will be made: the opening up of Chinese isolationism by Western capitalism through the Opium Wars and the major social, political and economic changes from 1900 to the present day. A concluding study will look at the legacy these ideas have had, and are still having, upon Chinese international relationships.
Geography (A)

Geography is the study of the human and natural characteristics of places and the interactions between them.

Geography is a rich and complex discipline which includes two important dimensions:

- The spatial dimension, which focuses on where things are and why they are there.
- The ecological dimension, which considers how humans interact with environments.

Geography prepares students for adult life by developing in them an informed perspective. This perspective is developed across the two-year course of study through a range of scales, including local, regional, national and global scales.

Students will learn through a range of inquiry-based learning activities, fieldwork and student-led questioning and investigation. Students will be assessed three times during the semester in ways that enable them to demonstrate their ability to think geographically and apply geographical skills. Forms of assessment will include written, spoken and multi-modal tasks, short response exams, extended written reports and formal presentations.

Health and Physical Education

Physical Education (A)

Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

In Senior Physical Education, physical activity serves as both a source of content and data and the medium for learning. Learning is based on engagement in physical activity with students involved in closely integrated written, oral, physical and other learning experiences explored through the study of physical activities. Physical Education focuses on the complex interrelationships between psychological, biomechanical, physiological and sociological factors in these physical activities.

Through the interrelated concepts of learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles.

As students study increasingly complex and sophisticated subject matter, they are encouraged to further develop as self-directed, interdependent and independent learners. Through the use of personalisation, learning and assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

In each unit, students will engage in a physical activity and study theoretical knowledge. They will use this knowledge to assist them in improving their physical performance and use the physical activity to complete an assessment task.

- Students who begin studying Physical Education in senior are eligible to drop physical education and undertake the Recreation Course.
Recreation Studies (AR)

Recreation Studies is designed to provide students with a variety of physical, intellectual, technical, operational and workplace skills. It encompasses learning in, about and through recreation activities:

• Learning in recreation activities refers to experiences in which students directly acquire knowledge and skills as a result of participating in physical activity.
• Learning about recreation activities refers to students directly acquiring knowledge as a result of studying and participating in physical activity.
• Learning through recreation activities refers to students indirectly acquiring understandings, capacities and attitudes as a result of studying and participating in physical activity.

The teaching and learning contexts of Recreation Studies also provide opportunities for the development of the seven key competencies. In this program of study, students are involved in communicating ideas and information in, about and through recreation activities. Recreation activity involves students working with others and in teams. It is supported by collecting, analysing and organising information about physical performance, planning and organising activities, investigating solutions to problems, using suitable technologies and, where relevant, employing mathematical ideas and techniques.

• Students who begin studying Physical Recreation in Senior cannot change into Physical Education.

Technology

Information Technology Systems (ITS) (A)

ITS is a practical discipline which prepares students to respond to emerging technologies and information technology trends. Students develop knowledge of and skills in, the systems supporting IT. Systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks.

ITS prepares students to cope with and harness to their advantage, the changes and significant opportunities associated with IT. This subject may help students pursue careers in areas such as IT support, graphic and multimedia manipulation or tertiary study in the fields of multimedia design, games design, website design and animation.

The two-year course will be delivered within four contexts – Multimedia, Web design, Game design and Video production. The course of study blends the content of the five syllabus elements of Theory and Techniques, Problem-Solving Process, Project Management, Client Relationships and Social and Ethical Issues.
Furnishing Studies (AR)

Manufacturing is an OP-ineligible, Authority Registered subject. Furnishing is designed for students in the senior phase of learning who have an interest in the practical application of construction materials. It provides them with opportunities to pursue a wide variety of industry career pathways, especially those involving fabrication.

This is a course that helps students understand the concepts and principles of construction in its broadest sense. It is concerned with the practical applications related to the materials of industry. The course draws upon the fundamental principles of technology, reinforcing conceptual ideas through practical workshop activities. Integrated throughout is the development of technical communication skills applicable to manufacturing.

Manufacturing contexts provide a real-world focus for coverage of the selected subject matter. Possible contexts include framing, carcase construction, finishing and restoration. The course of study is structured around three interrelated areas:

1. Manufacturing – outdoor and indoor
2. Safety – industry orientation
3. Technology – the relationship between society and the nature of materials, their property/structure relationships and the various mechanisms for modifying materials

Students are required to undertake a variety of projects which include design and materials selection. Through the manufacturing process, students are encouraged to understand and appreciate the interaction between technology, manufacturing and society. Most of the teaching and learning takes place in a workshop. However, there are tasks that require the use of computer rooms and resource centres. Field excursions are an important component of the course. Assessment takes place through a series of projects which form a folio of work. Assessment techniques include teacher observation, practical demonstrations and oral presentations.

Home Economics (A)

Home Economics offers students opportunities to discover and further develop critical and creative capabilities that enhance individual and family wellbeing. In turn, these attributes can be used in their personal and professional lives, informing their future decisions and actions.

Home Economics is concerned with developing deep understandings about the reciprocal impacts that capability, choices and priorities, (of individuals, families, governments and non-government organisations and local and global communities), have on each other’s wellbeing through three areas of study:

- Individuals, families and communities
- Nutrition and food
- Textiles and fashion

Subjects studied throughout the course include; Australian Food Industry; Testing Teenagers-Dependent to Independent; Fashionista and the Critical Consumer; The Lean Mean Army of Food Critics; Wearable Art; and Individuals, Families and Communities- The Impact of the Mining Industry.
Hospitality Studies (AR)

Year 11 and 12 Hospitality is a course designed to enhance students' knowledge of food and practical skills with food through an industry context. Students will study both the ‘front of house’ and ‘back of house’ context to develop the skills needed to work in the Hospitality area post schooling.

The units emphasise on planning, preparing and presenting restaurant quality food intended to stimulate the senses. Each individual unit aims to introduce students to unfamiliar ingredients, new techniques and the operations of a commercial kitchen within the setting of the classroom, garden and kitchen. Students will investigate what makes an excellent hospitality establishment all the way from staffing, to examining wastage in the kitchen. Menu planning, stock control, preparing foods according to dietary needs and presenting foods are some of the skills that will be honed both practically and theoretically during the course. Each area of study is underpinned by broad understandings that guide a course of study. These broad understandings are that:

• The wellbeing of individuals, families and communities is explored through various points of view
• Purposeful and informed decision making and action as citizens and consumers will help bring desired results
• A range of practical skills is essential for resourceful, creative and innovative design and production.

The Arts

Drama (A)

Drama focuses on students’ expressing and communicating understandings about human issues and experience. While interacting in a range of roles, situations and contexts, students investigate feelings, actions and consequences. They develop confidence and self-awareness as they collaborate to prepare and present drama.

Drama provides students with a range of skills transferable to a variety of vocational and future pathways. In a knowledge-based economy, the world requires workers who are innovative thinkers, adept communicators and excellent team players. The collaborative nature of drama as an art form provides students with opportunities to learn and to manage the interpersonal and intrapersonal skills required to work effectively, both individually and in groups.

Visual Art (A)

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, think divergently and use higher order learning skills to articulate an informed and individualised aesthetic (style/expression). At a time when creativity is sought by industry, visual art significantly contributes to the design and manufacture of images and objects needed for living. Artists, designers and craftspeople reflect identity and document culture through persuasive and inventive ideas.
The Visual Arts course is a four-semester Authority Subject and OP-registered subject. Throughout the course, students create Body of Works (BOW) around a given theme. It is through this exploration that they research, develop, resolve and reflect of the theme or context, by creating works and producing essays. Students investigate and produce works around the themes of Identity, Manipulation, Social Comment, Layers, Collections and The Human Form.

**Visual Art Studies (AR)**

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The Visual Arts Studies course is an Authority subject that is completed over four semesters. It is a non-OP subject, with students attaining credit points towards their Queensland Certificate of Education at the successful completion (sound achievement) of the course of study. Over the two year course, students will explore, research and develop techniques and ideas relating to such units as, but not limited to Home, Streetscape and The Figure. Within these units, students develop skills in a variety of mediums and techniques relating to painting, printing, sculpture and drawing.

**Where to Go for Advice**

Should any of the information in this handbook is unclear to you, please do not hesitate to seek advice.

<table>
<thead>
<tr>
<th>General Questions</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Concerns / Pastoral Care</td>
<td>Welfare Coordinator</td>
</tr>
<tr>
<td>Timetable Structure</td>
<td>Deputy Principal</td>
</tr>
<tr>
<td>School Based Apprenticeships and Traineeships</td>
<td>Careers and Pathways Coordinator</td>
</tr>
<tr>
<td>Vocational Subjects/Certificate Courses</td>
<td>VET Coordinator</td>
</tr>
<tr>
<td>Specific Subject Information</td>
<td>Head of Department</td>
</tr>
<tr>
<td>Religious Education</td>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>Humanities</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>Technology</td>
<td>The Arts</td>
</tr>
<tr>
<td>Students with special needs or learning difficulties</td>
<td>Learning Support Coordinator</td>
</tr>
<tr>
<td>English as a second language students</td>
<td>ESL Coordinator</td>
</tr>
<tr>
<td>QCE Requirements</td>
<td>QSA Coordinator</td>
</tr>
</tbody>
</table>