



# LORETO COLLEGE

## Coorparoo

Year 11 & 12 Subject Guide 2023 - 2024

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# Principal's Welcome

The world of jobs, careers and work is complex and ever changing. In Years 11 and 12, students will undertake subjects that lead to employment, university study or vocational education and training. Loreto's wide suite of subjects facilitate future pathways across these three areas.

When choosing subjects, students and parents should consider:

- their needs and strengths
- the requirements for entry into tertiary study and future employment
- the access arrangements and reasonable adjustments (AARA) policy for assessment as mandated by the Queensland Curriculum and Assessment Authority (QCAA)
- the requirements of the Queensland Curriculum and Assessment Authority (QCAA) to meet Queensland Certificate of Education eligibility
- the requirements of the Queensland Tertiary Admissions Centre for ATAR (Australian Tertiary Admissions Rank) eligibility, where applicable

It is important that consideration of students' interests, demonstrated abilities and future aspirations is undertaken. As we know, abilities continue to grow and develop with maturity. Achievement to date, especially in Mathematics and English can be a strong indicator of achievement in Years 11 and 12.

Please seek as much help and support as you need from the College. We work hard to ensure the best possible academic outcome for each of our students. Please be guided by the school's advice with respect to a course of study.

Course and career information may be obtained from various sources, including tertiary institutions, the school Careers Room and various University websites. Please contact Mr Nastrom-Smith (Deputy Principal - Curriculum) or Miss Meekings (Careers Counsellor) for information and assistance. The College will endeavour to offer all subjects, but the timetable and subject offerings will ultimately depend on student preferences and mandated QCE policy.

Curriculum Leaders can provide further information for parents and students to assist in course selection.

In Term 1, all Year 10 students undertook Career Testing through Career Avenues. It is recommended that the results of this testing are also considered when selecting subjects for senior schooling. Furthermore, information on the Seven New Job Clusters <http://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf> has been provided to parents and students.

Exit results will reflect each students' commitment to study, effective use of class and study time and growing independence as learners.

It is hoped that Years 11 and 12 will be a time of fulfilment and the development of a sense of efficacy, based on genuine learning and enriching experience.

**Kim Wickham**  
Principal

# Introduction

Year 10 students and their parents are faced with important decisions about continuing with studies in Years 11 and 12, changing to alternative courses of study or leaving school to seek employment.

Before making any choices please study the Year 11 and 12 Subject Guide carefully; you are asked to make an initial choice of **SIX subjects\*** plus reserve electives. This booklet is designed to give you information about subjects, which may be offered by the school for Years 11 and 12.

It contains information which we feel is relevant to the decision-making process. The booklet may not have the detail required by you in some areas and it is always wise to check with various Institutions for the latest information to assist in making appropriate subject choices. However, it should help you in the process of choosing a senior course of study.

The final subject choices, therefore, should be made only after much careful consideration. As an overall plan, you are advised to choose subjects:

- in which you have demonstrated ability, aptitude and interest
- that will extend and challenge you
- that satisfy prerequisites for possible courses of study
- which help you reach your career and employment goals
- you enjoy

A student who chooses six subjects which suit her talents is more likely to adopt a responsible attitude to study and gain greater satisfaction from it.

Not all areas of knowledge and practical skills are covered in schools. However, as a school we try to reflect the wide cross-section of needs in our community. We offer a suite of subjects:

- *General* subjects
- *Applied* subjects
- *Certificate III* subjects and
- *Diploma of Business*

Students who intend to exit with an ATAR (Australian Tertiary Admission Rank) will need to study five (5) General subjects or four (4) General subjects plus one (1) Applied subject or a Certificate III, Diploma or Advanced Diploma subject.

Loreto's Year 11 and 12 subject load is **SIX subjects\***, as this allows the greatest flexibility and support for students looking to keep all options open and achieve the best outcomes. These 6 subjects are supported by four tutorials lesson each cycle where students can access senior teachers or complete independent study.

Note: Students doing SIX General Subjects not including a Religion subject will complete 3 RML lessons each fortnight and 1 tutorial lesson.

Some students may choose not to sit for an ATAR and would prefer to do a range of General, Applied and VET courses. This may still allow for a tertiary entrance pathway if the student has met the pre-requisites set by the tertiary institution. Or they may choose to move into the workforce after completion of Year 12.

Students wishing to investigate TAFE and training opportunities whilst completing Year 11 and 12 should discuss this with Miss Kristal Meekings, Program Leader - Careers, during the subject selection process.

All subjects offered (except Religion Meaning and Life), contribute towards the calculation of the Queensland Certificate of Education. Each family must decide what is best for their daughter.

It is only after all the choices are submitted that we can make final decisions on what subjects and groupings will be offered. We are often constrained by class size and sometimes a subject of your choice will not eventuate. You should be prepared for this and have another subject or two in mind, making the subjects chosen as reserves very important as they are effectively elective choices.

It is important students choose as accurately as possible as the number of classes offered is dependent on the number of students that select a subject in the initial subject selection process. While subject changes can be accommodated in Year 11, there is not the same degree of flexibility and choice available due to the construction of the timetable based on the initial subject choices.

Please note that for subjects where there are small class sizes, Year 11 and 12 may be offered as a concurrent class (Year 11 and 12 combined).

**Due dates need to be strictly observed because the organising task for timetabling is complex and time consuming.**

#### **Assistance**

If there are any queries regarding matters raised in this booklet feel free to contact the College.

You may need more information about the subjects themselves, about the difference between *General* subjects and *Applied* subjects, VET options or about the requirements for careers; or you may have this information but still can't decide what subjects to take. Such help may come from parents, Mr Chris Nastrom-Smith (Deputy Principal – Curriculum), Ms Cherie Vega (Director of Academics) or Miss Kristal Meekings (Program Leader - Careers) at the College.

I look forward to working with you and your daughter over the next two years.

**Chris Nastrom-Smith**  
**Deputy Principal - Curriculum**

*\* Students who select six subjects not including a Religious Education subject, please refer to the Alternate Subject Offerings section at the end of the introductory section.*

# Pathways and Alternative Pathways

During Terms 1 and 2, Year 10 students participate in an Educational Planning and Career Assessment Program to help prepare them to select their senior subjects. This program includes university presentations regarding the future of work, industry growth areas, and career clusters as well as a visit to the Brisbane Careers and Employment Expo. Students also receive a personalised Career Profile including information on their aptitude strengths, occupational interest areas and personality style as well as a workbook (*My Career Action Plan*) to guide them in exploring future occupations, courses, and subject pre-requisites for tertiary courses. Students need to complete their career action plan prior to their SET plan interview.

As an overall guide, students are advised to choose subjects which:

- they enjoy
- they have achieved good results
- reflect their interests and abilities
- helps them reach their career and employment goals
- will develop skills, knowledge and attitudes useful throughout life

Be aware of these important distinctions when choosing senior subjects:

- Some subjects are essential prerequisites for further careers
- Others are not essential but still highly recommended
- Others are useful in giving a general background

The following resources give the latest information on subjects needed for careers:

- QTAC My Path <https://www.qtac.edu.au/atar-my-path/my-path>
- Loreto College Careers Website <http://www.loretocollegecareers.com>
- Career Avenues Career Profile and career action plan

For students wishing to transition into employment after school, Loreto College provide work experience opportunities in Year 10, 11 and 12.

Students are also encouraged to choose a broad range of subjects and keep their options open.

## Alternative Pathways

At Loreto College there are opportunities for students to combine senior secondary school studies and workplace learning, so they are better prepared for their working lives when they leave school.

## **TAFE**

Students may have access to courses through Brisbane TAFE with many offered at Southbank, Mt Gravatt and Acacia Ridge campuses.

The programs allow students to complete a broad range of industry focused vocational qualifications as part of their Year 11 and 12 study programs. Students can complete full Certificate II, III or IV qualifications in as little as one day a week, over a one- or two-year program. There are associated costs with these courses which can be found at <https://tafeqld.edu.au/courses/ways-you-can-study/tafe-at-school.html>

All programs contribute towards a student's Queensland Certificate of Education (QCE) and provide valuable pathways to the workplace and higher education. A completed Certificate II program provides 4 credit points towards a QCE. A completed Certificate III or Certificate IV program may provide up to eight credit points towards a QCE.

TAFE courses may include: Animal Studies and Horticulture; Applied Science; Automotive; Beauty and Hairdressing; Building and Construction; Business and Justice Studies; Early Childhood; Engineering; Fashion; Health Services; Hospitality and Cookery; Information Technology; Media and Digital Design; Music and Sound Production; Rail Infrastructure; Retail; Sports and Recreation; Tourism and Events; and, Visual Arts.

## **PRIVATE PROVIDERS**

Students have access to courses offered by Queensland School of Film and Television and Brisbane School of Hairdressing, College of Natural Beauty and the Queensland School of Beauty Therapy. The Colleges are Registered Training Organisations and run fully accredited courses. They offer Certificate II, III and IV courses. All programs contribute towards the QCE. There are associated costs with these courses.

## **SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS**

The school-based Apprenticeships and Traineeships Program allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a QCE. The student is considered an employee while in the workplace and is paid a wage in accordance with the payment set for the industry. The student will attend the workplace for a period of time, usually between eight and fifteen hours per week. This may represent one day a week, with weekend work, some evening and weekend work or some work during the school term (with longer periods during school vacations). The student may drop a subject to accommodate this arrangement, following a trial period. The training aspect of the program may be done on-the-job or may require that the student attend formal training. The choice of the training provider rests with the employer but may be a TAFE institute or a private provider. The student is not paid for attending training. The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document and should be carefully considered before signing. More information can be found at <https://training.qld.gov.au/apprenticeshipsinfo/school-based>.

## **Additional Information**

Miss Kristal Meekings:

Program Leader - Careers

[meekingsk@loreto.qld.edu.au](mailto:meekingsk@loreto.qld.edu.au)



# Selection Rank Pathway vs ATAR Pathway

For many students, their combination of subjects makes them ATAR-eligible when in fact the selection rank achieved from the successful completion of their Certificate III, IV or Diploma allows them to compete for an undergraduate degree place at a tertiary institution.

In many cases, the selection rank achieved from a standalone Certificate III, IV or Diploma course is significantly higher than an ATAR achieved by a student with a combination of 4 General subjects and 1 VET subject.

An example of the selection ranks awarded for Vocational Education and Training Certificate or Diploma pathways at three common Loreto post-school destinations are outlined below (as at 6 April 2022. Subject to change each year):

| QUT                            | Griffith University             | ACU                             |
|--------------------------------|---------------------------------|---------------------------------|
| Cert IV - selection rank of 74 | Cert III - selection rank of 68 | Cert III - selection rank of 68 |
| Diploma - selection rank of 87 | Cert IV - selection rank of 74  | Cert IV - selection rank of 74  |
|                                | Diploma - selection rank of 87  | Diploma - selection rank of 82  |

Australian tertiary providers understand that each student's pathway to and through higher education is different and varied. Not every student should feel the need to choose an ATAR-pathway, particularly when they will experience greater success using their Vocational Education and Training Certificate or Diploma to compete for placement at a tertiary institution.

A '**Selection Rank**' Pathway is one that combines a range of Applied, VET and no more than 3 General subjects.

## Loreto's 'Selection Rank' Pathway

At Loreto, a student that chooses a '**Selection Rank**' Pathway and uses their Certificate or Diploma as a standalone qualification to compete for a tertiary placement, should choose at least 1 subject from **List A**, no more than 3 General Subjects from **List B** and between 2 and 5 Applied Subjects from **List C**.

| List A – VET Courses  | List B – General Subjects  | List C – Applied Subjects |
|---|--|---------------------------|
| Certificate III Hospitality   | Refer to Page 19 of this Handbook for the list of General Subjects | Religion & Ethics         |
| Certificate III Fitness   |  | Essential Mathematics     |
| Diploma of Business *   |  | Essential English         |
| Any other external Certificate III course   |  | Fashion                   |
|   |  | Business Studies          |
| * <b>Note:</b> The Diploma of Business is provided by Barrington College and costs approximately \$2,350 with a monthly instalment plan available |  |                           |

An increasing number of universities are now recognising Essential English as the English prerequisite subject, with Griffith University leading the way in this space. It is best to check with preferred tertiary institutions regarding their English prerequisite subjects.

# Senior Education Profile

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

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see the [QCAA LINK](#).

## Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

## ATAR

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. The ATAR will be used for students commencing Year 11 in 2022, who will graduate from the end of 2023 and seek entry to tertiary courses from 2024. QTAC will calculate ATARs for Queensland school leavers.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as '30.00 or less'.

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

- satisfactorily completed an English subject (Essentia English, English or Literature)
- completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. Only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. Only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum. Loreto has structured its Year 10 curriculum to reflect elements of the Australian Curriculum and the subject-specific demands of current QCE system. Recommendations of prerequisite subjects are made throughout the subject handbooks throughout Years 8 to 10. These recommendations should also guide selection for Year 11 as they are based on deep subject knowledge and experience, with student success at the heart.

### General syllabuses

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

### Applied syllabuses

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

### Senior External Examination

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

## Short Courses

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

For more information about the ACSF see: <https://www.education.gov.au/australian-core-skills-framework>.

## Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

## General syllabuses and Short Courses

In addition to literacy and numeracy, General syllabuses and Short Courses are underpinned by:

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.
- **Please note: Any VET course undertaken at Loreto may access VETis funding**

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

## Units 3 and 4 assessments

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

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

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

## Instrument-specific marking guides

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

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

## External assessment

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

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

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

### Essential English and Essential Mathematics — Common internal assessment

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



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

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

The CIA is not privileged over the other summative internal assessment.

### **Summative internal assessment — instrument-specific standards**

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

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

## **Senior External Examinations**

### **Senior External Examinations course overview**

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

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

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

For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

# Assessment

The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: <https://www.qcaa.qld.edu.au/senior/sep-calendar>.

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

# Short Courses

## Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

# Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# Alternate Subject Offerings

- If students wish to do subjects that are included in the subject handbook, but the subjects do not run at Loreto in 2023 and 2024 due to insufficient numbers, the students will have the option to study the subjects via Brisbane School of Distance Education (BSDE). This option will need to be discussed with Mr Chris Nastrom-Smith, Deputy Principal – Curriculum. Students will still need to select these subjects via Web Preferences.
- Students studying **SIX GENERAL SUBJECTS** not including a Religious Education subject (i.e. Study of Religion or Religion and Ethics) will be required to take Religion: Meaning & Life. If a student is **NOT** doing **SIX GENERAL SUBJECTS**, then Study of Religion or Religion and Ethics must be studied in Units 1 and 2.
- Religion: Meaning and Life (RML) is a subject that meets the requirements for religious education in Catholic schools; however, it will not be used in the calculation for either an ATAR or the Queensland Certificate of Education. Instruction in this subject will be provided via an alternate teaching format. Students will be required to do sections of the course offline and outside scheduled school hours.
- Music Extension and English Extension subjects will be offered offline for students in Year 12.

# Loreto College Senior Subjects

## Creative Arts

### General

- Drama
- Music
- Visual Art

### General Extension – Units 3 & 4

- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)

## English

### General

- English
- Literature

### Applied

- Essential English

## Enterprise & Technology

### General

- Accounting
- Economics
- Legal Studies

### Applied

- Business Studies
- Fashion (TBC)

### VET

- Certificate III in Hospitality
- Diploma of Business

## Health & Physical Education

### General

- Health
- Physical Education

### VET

- Certificate III in Fitness

## Humanities

### General

- Ancient History
- Modern History
- Geography

## Languages

### General

- French
- German
- Japanese

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

### Short Course

- Numeracy

## Religion

### General

- Study of Religion

### Applied

- Religion & Ethics

### Alternate Subject Offering

- Religion Meaning & Life

## Science

### General

- Biology
- Chemistry
- Physics
- Psychology

## Technologies

### Digital & Design

### General

- Design
- Digital Solutions

## Drama

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

Ms Kristin Harding

Curriculum Leader – Creative Arts

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## Music

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

| Unit 1  | Unit 2  | Unit 3   | Unit 4   |
|---|---|--|--|
| <p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> | <p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p> | <p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> <p>How does music change through time as a response to society and technology? This unit includes a study of modern music including jazz, impressionism, graphic notation, technological influences as well as music from the more conventional genres of classical music throughout history.</p> | <p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p> <p>A study of “narrative” in Music includes a spotlight on works from the following genres: Musical Theatre, Opera, Program Music, Art songs, Video games and Movie Soundtracks.</p> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Recommendations

Students who wish to join without completing Year 9/10 Music should have a demonstrably high standard in practical and theoretical knowledge of Music and will need to meet with the Curriculum Leader – Creative Arts to discuss entry to this subject.

## Additional Information

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## Music Extension (Composition)

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

### Summative assessments

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

### Additional Information

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## Music Extension (Musicology)

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

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

### Pathways

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

### Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

### Structure

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

## Assessment

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

### Summative assessments

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

### Additional Information

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## Music Extension (Performance)

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

### Summative assessments

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

### Additional Information

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## Visual Art

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

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

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

### Pathways

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

### Objectives

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

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

## Structure

| Unit 1  | Unit 2   | Unit 3   | Unit 4  |
|---|--|--|---|
| <p><b>Art as lens</b><br/>Through inquiry learning, students will explore their material world through the concept of 'art as lens', applying different viewpoints.</p> <p>Students will apply personal and contemporary contexts to analyse and interpret visual communication and meaning in artworks.</p> <p>Beginning with the focuses of people, places and objects as inspiration, they will produce a folio of experimental works, which will include figurative and non-figurative artworks using a range of 2D, 3D and time-based media.</p> | <p><b>Art as code</b><br/>Through inquiry learning, students will explore the concept of 'art as code', to learn how visual language in art can express complex ideas.</p> <p>Students will apply formal and cultural contexts to analyse and interpret visual communication and meaning in artworks.</p> <p>Students will explore how visual language, symbols, codes, signs and art conventions can express ideas and feelings in images and objects using a range of 2D, 3D and time-based media.</p> <p>Students will create a folio including experimental work, artist research and at least one resolved artwork.</p> | <p><b>Art as knowledge</b><br/>Students will frame a self-directed inquiry question and through their independent investigations, they will generate a personal focus and commence a body of work. They will explore the concept 'art as knowledge' as they employ new knowledge inspired by their personal interests, beliefs and observations of the world.</p> <p>Students will use the contemporary, personal, cultural and/or formal contexts to study artists and explore expression, meaning and interpretations of artworks. They will use inquiry learning to develop, research, reflect and resolve artworks using student-selected media.</p> | <p><b>Art as alternate</b><br/>Students continue to build on their focus, knowledge and art practice from Unit 3. Students resolve their body of work through the concept 'art as alternate', identifying alternatives and opportunities for innovation.</p> <p>Students will use the contemporary context and the personal, formal and/or cultural contexts to analyse and interpret visual communication and meaning in artworks. They will use the inquiry model to resolve their body of work by determining alternate representations or expansions of their ideas from Unit 3 using student-selected media.</p> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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



## Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Investigation — inquiry phase 1 | 15% | Summative internal assessment 3 (IA3):<br>• Project — inquiry phase 3 | 35% |
| Summative internal assessment 2 (IA2):<br>• Project — inquiry phase 2       | 25% |   |     |
| Summative external assessment (EA): 25% - Examination                       |     |   |     |

## Recommendations

Completion of the Junior Art Course would be a distinct advantage.

## Additional Information

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## English

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Recommendations

It is recommended that students receive a C in Year 10 English to cope with the demands of English.

## Additional Information

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

It is recommended that students receive a B in Year 10 to cope with the demands of Literature.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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# English

## Essential English

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Accounting

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations. Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

### Pathways

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

### Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems

create responses that communicate meaning to suit purpose and audience



## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative Assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Project — cash management | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination — short response       | 25% | Summative external assessment (EA):<br>• Examination — short response | 25% |

## Additional Information

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## Economics

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

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

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

### Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination - combination response | 25% | Summative internal assessment 3 (IA3):<br>• Examination - extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation - research report    | 25% | Summative external assessment (EA):<br>• Examination - combination response             | 25% |

## Additional Information

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## Legal Studies

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

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

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

### Pathways

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

### Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations

create responses that communicate meaning.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Business Studies

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts (events management, sport & tourism) analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Business Studies is taught as a combine class including year 11 & 12 students.

For students not necessarily seeking an ATAR path and have an interest in business, this is an ideal subject. You receive QCE points whilst having the opportunity to explore business with real-world perspectives.

### Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

### Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions, and outcomes

## Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

| Core topics   | Elective topics  |
|---|--|
| <ul style="list-style-type: none"><li>• Business practices, consisting of Business fundamentals, Financial literacy, Business communication, and Business technology</li><li>• Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</li></ul> | <ul style="list-style-type: none"><li>• Entertainment</li><li>• Events management</li><li>• Health and well being</li><li>• Sports management</li><li>• Tourism</li><li>• Travel</li></ul> |

## Assessment

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

- at least one project
- no more than two assessment instruments from any one technique.

| Project  | Extended response  | Examination   |
|--|--|---|
| A response to a single task, situation and/or scenario.  | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials                                       | A response that answers a number of provided questions, scenarios and/or problems                           |
| At least two different components from the following: <ul style="list-style-type: none"><li>• written: 500–900 words</li><li>• spoken: 2½–3½ minutes</li><li>• multimodal: 3–6 minutes</li><li>• performance: continuous classtime</li><li>• product: continuous class time.</li></ul> | Presented in one of the following modes: <ul style="list-style-type: none"><li>• written: 600–1000 words</li><li>• spoken: 3–4 minutes</li><li>• multimodal: 4–7 minutes</li></ul> | <ul style="list-style-type: none"><li>• 60–90 minutes</li><li>• 50–250 words per item on the exam</li></ul> |

## Additional Information

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## Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

### Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

### Objectives

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

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

NOTE: Fashion is currently a concurrently offering (a combined class for Year 11 and 12). Future offerings will depend on class numbers.



## Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

| Core topics   | Elective topics   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Fashion culture</li> <li>• Fashion technologies</li> <li>• Fashion design</li> </ul> | <ul style="list-style-type: none"> <li>• Adornment                             <ul style="list-style-type: none"> <li>– Accessories</li> <li>– Millinery</li> <li>– Wearable art</li> </ul> </li> <li>• Collections</li> <li>• Fashion designers</li> </ul> | <ul style="list-style-type: none"> <li>• Fashion in history</li> <li>• Haute couture</li> <li>• Sustainable clothing</li> <li>• Textiles</li> <li>• Theatrical design</li> <li>• Merchandising</li> </ul> |

## Assessment

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

- two projects
- one extended response.

| Project  | Investigation  | Extended response  | Product   |
|--|--|--|---|
| A response to a single task, situation and/or scenario.  | A response that includes locating and using information beyond students' own knowledge and the data they have been given.  | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.  | A response applies identified skill/s in fashion technologies and design processes. |
| <p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product: 1–4.</li> </ul> | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul> | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>• products 1–4</li> </ul>                    |

## Additional Information

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# Enterprise & Technology

VET

## Certificate III in Hospitality (SIT30616)

The Certificate III in Hospitality (SIT30616) qualification (*with embedded SIT20316 Certificate II in Hospitality*) reflects the role of skilled operators who use a range of well-developed hospitality skills. They use discretion and judgement and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members. This qualification is suitable for an Australian Apprenticeship pathway.

### Registered Training Organisation

Training Direct Australia (RTO Code: 32355)

### Pathways

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

After achieving SIT30616 Certificate III in Hospitality, individuals could progress to SIT40313 Certificate IV in Hospitality, or to Certificate IV qualifications in other service industry fields.

### Objectives

A Certificate III in Hospitality develops a range of specific employability skills:

- Communication – communicating with customers and colleagues in verbal and written forms
- Initiative and enterprise – identifying and suggesting ways to improve service or new ideas for products
- Learning – knowing and learning about products, skills and trends
- Planning and organising – collecting relevant information to plan and deliver services, setting timelines and planning work flows to deliver positive service outcomes
- Problem solving – anticipating problems, responding to problems and using policies and procedures to guide solutions
- Self-management – understanding and following policies and procedures for legal compliance, taking responsibility for own job role and performance in effectively servicing the needs of customers
- Teamwork – working as a skilled team member to deliver quality service goals, working collaboratively within teams
- Technology – understanding the operating capability of, selecting and using tools and equipment correctly and safely that assist sales and service

### Structure

To achieve SIT30616 Certificate III in Hospitality 15 units of competency must be completed.

- For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund the training for the SIT20316 Certificate II in Hospitality component of the qualification through VETiS.
- For more information on the VETiS, visit <https://desbt.qld.gov.au/training/providers/funded/vetis>
- The remaining units will be charged on a Fee-For-Service basis.
- For eligibility and more information on this program speak to a Training Direct Australia representative.

It is anticipated that the 2-year course of study at Loreto will comprise of the following 15 units:

| Units of Competency |  |          |
|---------------------|--|----------|
| BSBWOR203           | Work effectively with others                           | Core     |
| SITHIND002          | Source and use information on the hospitality industry | Core     |
| SITHIND004          | Work effectively in hospitality service                | Core     |
| SITXCCS006          | Provide service to customers                           | Core     |
| SITXCOM002          | Show social and cultural sensitivity                   | Core     |
| SITXHRM001          | Coach others in job skills                             | Core     |
| SITXWHS001          | Participate in safe work practices                     | Core     |
| SITXFSA001          | Use hygienic practices for food safety                 | Elective |
| SITHCCC002          | Prepare and present simple dishes                      | Elective |
| SITHCCC003          | Prepare and present sandwiches                         | Elective |
| SITHFAB002          | Provide responsible service of alcohol                 | Elective |
| SITHFAB004          | Prepare and serve non-alcoholic beverages              | Elective |
| SITHFAB005          | Prepare and serve espresso coffee                      | Elective |
| SITHFAB007          | Serve food and beverage                                | Elective |
| SITXFSA002          | Participate in safe food handling practices            | Elective |

#### **SIT20616 Certificate II in Hospitality additional Core Units of Competency:**

- SITXCCS003 Interact with customers
- SITHIND003 Use hospitality skills effectively

### **Assessment**

Assessment items are developed by an external provider (Training Direct Australia) and distributed through the online learning platform Cloud Assess. Each assessment item outlines the specific setting, task and skill being assessed. Judgments of student performance of each specific skill to determine competency. Assessment of competency is completed either by Training Direct Australia.

Students will need to successfully complete each competency as set out in each assessment item in order to meet the requirements of the Certificate III course.

### **Additional Information**

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# Enterprise & Technology

VET

## Diploma of Business

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study.

Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

### Pathways

Barrington College Diploma program can provide direct pathways into university and provides credit towards selected university degrees.

As a boutique provider Barrington's offer personalised service and a duty of care for all students to ensure they are supported every step of the way in whatever field they decide to study.

### Course cost

Domestic Students:

\$2350 - Diploma of Business\*

\*Fees are paid directly to Barrington's. A monthly instalment plan payment option is available for an additional charge of \$100.

### Course duration

18 months with classes delivered at Loreto after school 1 day per week alongside self-paced study

## Structure: 12 Units

| Qualification Code | Core | Qualification Description                                    |
|--------------------|------|--|
| BSBCRT511          | Core | Develop Critical Thinking in Others                          |
| BSBFIN501          | Core | Manage Budgets and Financial Plans                           |
| BSBOPS501          | Core | Manage Business Resources                                    |
| BSBXCM501          | Core | Lead Communication in the Workplace                          |
| BSBSUS511          | Core | Develop Workplace Policies and Procedures for Sustainability |

| Qualification Code | Elective | Qualification Description                     |
|--------------------|----------|---|
| BSBHRM525          | Elective | Manage Recruitment and Onboarding             |
| BSBOPS504          | Elective | Manage Business Risk                          |
| BSBPMG430          | Elective | Undertake Project Work                        |
| BSBTWK503          | Elective | Manage Meetings                               |
| BSBPEF502          | Elective | Develop and Use Emotional Intelligence        |
| BSBCMM411          | Elective | Make a Presentation                           |
| BSBMKG541          | Elective | Identify and Evaluate Marketing Opportunities |

### Additional Information

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## Health

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

### Pathways

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

### Objectives

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Physical Education

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

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

### Pathways

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

### Objectives

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

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



## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

Mr Christopher Jones

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# Health & Physical Education

VET

## Certificate III in Fitness (SIS30315)

Binnacle Training (RTO 31319)

|   |  |
|---|--|
| <b>IMPORTANT</b><br>PROGRAM DISCLOSURE<br>STATEMENT (PDS) | <p><i>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by Loreto College (i.e. the delivery of training and assessment services).</i></p> <p><i>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</i></p> |
|---|--|

Binnacle's Training Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a statement of Attainment.

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.

This program also includes the following:

- First Aid qualification and CPR certificate; *plus* coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

### Pathways

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher – Physical Education
- Sport Scientist

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar>**

Students may also choose to continue their study by completing the Certificate IV in Fitness.

## Language, Literacy and Numeracy (LLN)

A language, Literacy and numeracy (LLN) screen process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

## Entry Requirements

At enrolment, each student will be requested to create (or supply) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

## Structure

| TERM 1   | TERM 2   | TERM 3   | TERM 4   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>The Sport, Fitness and Recreation Industry</li> <li>Work Health and Safety in Sport &amp; Fitness</li> <li>Developing Coaching Practices</li> </ul> | <ul style="list-style-type: none"> <li>Community Fitness Programs</li> <li>Policies and Procedures</li> <li>First Aid and CPR certificate</li> </ul> | <ul style="list-style-type: none"> <li>Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology</li> </ul> | <ul style="list-style-type: none"> <li>Client Screening and Health Assessments</li> <li>Plan and Deliver Exercise Programs</li> </ul> <p><i>Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation</i></p> |
| TERM 5   | TERM 6   | TERM 7   | TERM 8   |
| <ul style="list-style-type: none"> <li>Anatomy and Physiology – Digestive System &amp; Energy Systems</li> <li>Nutrition – Providing Healthy Eating Information</li> </ul>                 | <ul style="list-style-type: none"> <li>Specific Populations; Training Older Clients; Client Conditions</li> </ul>                                    | <ul style="list-style-type: none"> <li>Training Other Specific Population Clients; Community Fitness Programs</li> </ul>       | <ul style="list-style-type: none"> <li>CPR refresher (optional)</li> </ul> <p><i>Finalisation of qualification: SIS30315 Certificate III in Fitness</i></p>  |

## Learning and Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

## **Outside of subject Requirements**

**This program involves an 'outside subject' weekly component as follows:**

- **MANDATORY:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.
- **RECOMMENDED:** 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

All other practical experiences have been timetabled within class time. Students will keep a Logbook of these practical experiences (minimum 40 hours).

## **Registered Training Organisation**

Binnacle Training (RTO Code 31319)

## **Nationally Recognised Qualifications**

SIS30315 Certificate III in Fitness, plus entry qualification: SIS 20115 Certificate II in Sport and Recreation

## **Course Length**

2 years

## **Additional Information**

Mr Christopher Jones

Curriculum Leader – Health & Physical Education

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## Ancient History

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

### Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

### Objectives

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

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

## Structure

| Unit 1   | Unit 2  | Unit 3   | Unit 4  |
|--|---|--|---|
| <p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Beliefs, rituals and funerary practices in Ancient Egypt.</li> </ul> | <p><b>Personalities in their time</b></p> <p><b>Teacher Choice of:</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Agrippina the Younger</li> </ul> <p><b>Student Choice of:</b></p> <ul style="list-style-type: none"> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Alternative choice of personality</li> </ul> | <p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• The Medieval Crusades</li> <li>• Early Imperial Rome- The Judeo-Claudian Emperors</li> </ul> | <p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Augustus</li> </ul> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3  |     | Unit 4   |     |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):<br>• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):<br>• Independent source investigation                      | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources   | 25% |

## Additional Information

Diane Hanson

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## Modern History

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures.

Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Age of Imperialism, 1848–1914</li><li>• Alternative topic for Unit 1 – Australian Frontier Wars</li></ul> | <b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Independent movement in India<ul style="list-style-type: none"><li>– The Salt Satyagraha</li></ul></li><li>• African-American civil rights movement 1954-1968</li></ul> | <b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Germany, 1914–1945<ul style="list-style-type: none"><li>– Rise of the Nazis</li></ul></li><li>• China, 1931–1976<ul style="list-style-type: none"><li>– The Cultural Revolution</li></ul></li></ul> | <b>International experiences in the modern world</b> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"><li>• Cold War, 1945–1991</li><li>• Australian engagement with Asia since 1945</li></ul> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

### Summative assessments

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

### Additional Information

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## Geography

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

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

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

This course of study enables students to appreciate and promote a more sustainable way of life. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability, who strive for social and environmental justice and inclusivity and who want to be agents of change and make a difference for good in our world.

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

Ms Diane Hanson

Curriculum Leader – Humanities

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## French

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

Students should have achieved at least a C standard in Year 10 French.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — short response       | 15% | Summative internal assessment 3 (IA3):<br>• Extended response               | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Additional Information

Ms Louise Tilly

Curriculum Leader – Languages

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## German

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

Students should have achieved at least a C standard in Year 10 German.

## Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4   |
|--|---|---|--|
| <b>Meine Welt</b><br><b>My world</b> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul> | <b>Unsere Welt erkunden</b><br><b>Exploring our world</b> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of German culture to the world</li> </ul> | <b>Unsere Gesellschaft</b><br><b>Our society</b> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Groups in society</li> </ul> | <b>Meine Zukunft</b><br><b>My future</b> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</li> </ul> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — short response       | 15% | Summative internal assessment 3 (IA3):<br>• Extended response               | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Additional Information

Ms Louise Tilly

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## Japanese

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

Students should have achieved at least a C standard in Year 10 Japanese.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — short response       | 15% | Summative internal assessment 3 (IA3):<br>• Extended response               | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Additional Information

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## General Mathematics

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Mathematical Methods

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

It is recommended that students receive at least a C level in Year 10 Introduction to Maths Methods.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Specialist Mathematics

Specialist Mathematics' major domains are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

It is recommended that students receive at least a B+ level in Year 10 Introduction to Maths Methods.

## Structure

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

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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# Mathematics

Applied

## Essential Mathematics

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Numeracy

Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

### Pathways

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

### Objectives

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

## Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

| Topic 1: Personal identity and education   | Topic 2: The work environment  |
|--|--|
| <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"><li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li><li>• a student learning journal (Internal assessment 1B).</li></ul> | <p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"><li>• an examination — short response (Internal assessment 2A)</li><li>• a student learning journal (Internal assessment 2B).</li></ul> |

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Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion, and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, through the rituals that mark significant moments and events in the religion itself and the lives of adherents, religious ethics, and the ways religion, human rights and nations intersect.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support success in further study and post-school participation in a wide range of fields.

### Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, not-for-profits, sociology and social work. Further, a range of industries increasingly seek to employ those with cultural and religious literacy.

### Objectives

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

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

## Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Sacred texts and religious writings</b> <ul style="list-style-type: none"><li>• Sacred texts</li><li>• Abrahamic traditions</li></ul> | <b>Religion and ritual</b> <ul style="list-style-type: none"><li>• Lifecycle rituals</li><li>• Calendrical rituals</li></ul> | <b>Religious ethics</b> <ul style="list-style-type: none"><li>• Social ethics</li><li>• Ethical relationships</li></ul> | <b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"><li>• Religion and the nation–state</li><li>• Religion and human rights</li></ul> |

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

| Unit 3  |     | Unit 4  |     |
|---|-----|---|-----|
| Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>  | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul> | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul> | 25% | Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>        | 25% |

## Additional Information

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Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

### Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

### Objectives

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

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

## Structure

The Religion & Ethics course is designed around core and elective topics, which are taught in modules. Year 11 and 12 students complete one module per semester.

| Module 1   | Module 2   | Module 3   | Module 4  |
|--|--|--|---|
| <b>Where Does Religion Fit into the World?</b><br>Elective: Religions of the World | <b>What We Owe Each Other</b><br>Elective: Ethics and Morality | <b>What is the Answer to Life, The Universe and Everything?</b><br>Elective: Meaning and Purpose | <b>The absence of tension, the presence of justice.</b><br>Elective: Peace and Conflict |

## Assessment

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

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

| Project   | Investigation   | Extended Response   | Examination  |
|---|---|---|--|
| A response to a single task, situation and/or scenario.   | A response that includes locating and using information beyond students' own knowledge and the data they have been given.   | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.   | A response that answers a number of provided questions, scenarios and/or problems.                             |
| At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul> | Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul> | Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul> |

## Additional Information

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## Religion: Meaning & Life

Young people are confronted by the complexities, dilemmas and conflicting interpretations of life's meaning and purpose. They require, more than ever, the skill of critical thinking in order to navigate an uncertain and pluralistic world. As there is no final answer to life's ultimate meaning and purpose in which intellectual certainty is possible, human knowledge is always partial and limited. Consequently, students are invited to explore within Religion, Meaning and Life (RML) the inexhaustible mystery of human existence, as glimpsed primarily through the lens of the Catholic Christian Tradition, as well as other religious traditions and help render this mystery meaningful in their lives.

Within this course, students will have an opportunity to access quality theological material in multiple learning modes and engage in a variety of religious experiences and service-learning opportunities. Furthermore, opportunity for a personal response to key religious ideas through dialogue and an evaluation of a range of secular perspectives will be offered. Informed by the Catholic Christian Tradition and other wisdom traditions, this dialogue will address the meaning and purpose of human existence and what that may mean for students' lives.

Students will develop twenty first century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication technologies skills (ICT). Students will develop an ability to engage in an open narrative and dialogue with other religious traditions as well as their own. This course meets the Archdiocesan requirements for quality Religious Education in Senior Secondary Years, is rigorous but differs in modes of delivery and content presentation. The course monitors student progress and achievement by way of ongoing formative assessment opportunities in which students demonstrate their learning in a variety of ways.

### Pathways

A course of study in Religion, Meaning and Life can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

### Assumed Knowledge and Attributes

- Familiarity with concepts from Year 10 Religion
- Self-motivated and able to negotiate and design an individualised path of study from the choices offered within the course
- Ability to manage time effectively and complete course requirements in terms of mandated hours and tasks
- Capacity for independent, self-directed learning

## Objectives

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

- describe the characteristics of religion within religious traditions
- demonstrate a critical understanding of religious traditions within the context of a pluralistic world where meaning and purpose are critiqued, explored and reflected upon
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- develop an ability to authentically dialogue with others about the meaning and purpose of human existence
- creatively reflect upon and make informed responses that communicate meaning to suit a purpose
- apply learnings through focussed engagement in the religious life of the school via religious experience and service learning

## Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <b>Encountering the Sacred</b> – Topics:<br>1. Why believe in a Divine Being/Force?<br>2. Believing that Jesus is divine – Really? | <b>Holy Words, Sacred Stories</b> – Topics:<br>1. Why would anyone think that ancient words are meaningful?<br>2. How about edited bibles with the best of every religious tradition? | <b>Living with the Consequences of Belief</b> - Topics:<br>1. Religion and the fun bits of life go together like ...?<br>2. Moral police in a society gone mad or messenger of love – what is the role of Church? | <b>A Church Worth Saving</b> – Topics:<br>1. How might religious communities contribute to personal religious faith?<br>2. Being spiritual and not religious – How can this be? |

## Mode of Delivery

- Face to Face: (FTF) - minimum 10 hours per topic
- Self-Directed Learning (SDL) – minimum 10 hours per topic
- Religious Experience and Service Learning (RESL) – minimum 5 hours per topic.

## Assessment

This course has formative assessment. Towards the end of each topic, students are given time in both the Face to Face (FTF) mode and Self-Directed Learning mode (SDL) to add to their *Learnings for Life Portfolio*. This course does not contribute QCE points or to an ATAR score.

## Additional Information

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## Biology

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

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

### Objectives

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

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

### Recommendations

It is recommended that students receive at least a C+ level in Year 10 Standard Science or a C in Year 10 Advanced Science.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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Chemistry is the study of materials and their properties and structure.

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

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

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

### Pathways

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

### Objectives

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

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

### Recommendations

Students must complete the Advanced Science course in Year 10 to enter in Senior Chemistry. It is recommended that students receive a C+ level in Year 10 Advanced Science and a C+ level in Year 10 Introduction to Mathematical Methods. It is recommended that Mathematical Methods be taken as a companion subject. It is not mandatory for a student to have completed the Year 10 elective *Preparatory Chemistry and Physics* to enter this course.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Physics

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

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

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

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

### Pathways

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

### Objectives

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

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

## Recommendations

Students must complete the Advanced Science course in Year 10 to enter in Senior Physics. It is recommended that students receive a C+ level in Year 10 Advanced Science and a B level in Year 10 Introduction to Mathematical Methods. It is recommended that Mathematical Methods be taken as a companion subject. Specialist Mathematics may be helpful but is not mandatory. It is not mandatory for a student to have completed the Year 10 elective *Preparatory Chemistry and Physics* to enter this course.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Psychology

Psychology provides opportunities for students to deepen their understanding of themselves and others by learning about aspects of the mind, brain, and human behaviour. In doing so, students are able to implement their knowledge and enhance their interactions with others, their learning and memory performance, their ability to cope with pressure, and their understanding of the causes and treatments of psychological disorders.

Topics explored throughout Psychology, such as localisation of brain function, memory, learning, and sleep provide students with an understanding of the underlying cognitions required for successful encoding of information learnt at school, which can be implemented across other subjects and enhance information retention for external exams.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness, and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical consideration

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

### Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

### Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena

- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions

## Recommendations

It is recommended that students receive at least a C+ level in Year 10 Standard Science or a C in Year 10 Advanced Science.

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Design

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

For preparatory purposes, formative assessment instruments in Units 1 and 2 have a similar format and scoring regimen to the summative assessment instruments in Units 3 and 4.

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

## Summative assessments

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

## Additional Information

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## Digital Solutions

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

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

### Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

### Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

## Additional Information

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