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Senior Phase Program
Subject Guide 2016
# Senior Phase Program

## Subject Guide 2016

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Program Overview

We aim to support and encourage each young adult in our care to find her or his path into adulthood. In doing so we embrace Dr. Maria Montessori’s vision that:

“a child’s work is to create the person she or he will become.”

The Senior Phase Program focuses on pathways – the first is on a smooth and effective transition from the Adolescent Program into the Senior Program, and the second is on pathways from school into the next phase of a student’s journey – beyond school. This could be into tertiary education, vocational education, apprenticeships or employment.

In order to achieve this, the Senior Phase program focuses on development of the whole child, encouraging students to take an independent and thoughtful approach to their learning, based on the ideals of the Melbourne Declaration:

- **Goal 1:** Australian schooling promotes equity and excellence
- **Goal 2:** All young Australians become: – successful learners – confident and creative individuals – active and informed citizens

The program aims to help young adults develop into individuals who:

- Eagerly tackle academic and personal challenges
- Are compassionate collaborators
- Engage in thoughtful research and critical thinking to actively and creatively solve problems
- Thrive to become life-long learners and take an active interest in their world

**Year 10 Curriculum**

The Year 10 program provides a transition from the approach of the Adolescent 12-15 Year Old Program, to a more traditional academic program in preparation for Year 11-12. The Year 10 curriculum is based on the Australian Curriculum in Queensland ([http://www.qcaa.qld.edu.au/13653.html](http://www.qcaa.qld.edu.au/13653.html)) and the Montessori National Curriculum. It offers a broad range of subjects, experiences and opportunities, and the flexibility to allow students choice, independence and engagement.

The subjects taught are:

- English
- Mathematics
- Humanities – History and Geography
- Science
- Physical Education
- Music
- Visual Art
- Personal Project

*Optional*
- School Based Traineeship
Year 11-12 Curriculum

The focus of the Year 11-12 program is to provide students with flexible and appropriate pathways into life beyond school. The program offers academic rigour, challenge and choice and aims to develop independent and self-motivated learners. Students can choose from a range of options to create a program that will best support them achieve their goals beyond school:

- A range of QCAA subjects
- School Based Traineeships
- Headstart subjects – University of Sunshine Coast pre-university program
- TAFE courses
- Online university short courses

Year 11-12 Subjects

The following QCAA Authority subjects and Authority-registered subjects are offered:

- English
- Mathematics A (Mathematics B may also be studied)
- Biology
- Business Communication and Technologies
- Ancient History
- Physical Education
- Creative Arts – Visual Art (Authority-registered subject)
- Technology Studies (2014)

Note: Authority subjects allow students to gain an OP. Authority-registered subjects do not contribute to an OP, but do contribute towards the QCE.

Schedule

The schedule has been designed with three extended periods (90 minutes) of focused learning to allow for a deeper exploration of the curriculum and the opportunity for greater student engagement with the content being studied.

For example:

- 8.15-8.35am  Morning Meeting
- 8.35-10.05am  Learning Block 1. (E.g., Mathematics)
- 10.05-10.30am  Morning Tea
- 10.30-12.00pm  Learning Block 2. (E.g., Biology)
- 12.00-1.00pm  Lunch
- 1.00-2.30pm  Learning Block 3. (E.g., Creative Arts)
- 2.30-3.15pm  Afternoon program (learning & thinking, physical activity, responsibilities)
Assessment of Learning – Assessment and Reporting for Learning

Continuous Online Reporting

Parents will receive 1-2 Senior Phase Continuous Reporting online reports per subject per term. The purpose of these reports is to provide feedback to parents and students regarding performance on each assessment task students complete. This will provide timely and strategic feedback that can be acted on, allowing students to improve and ultimately to achieve the goals they set for themselves. The tasks (samples of work), the rubrics used to assess them and the Continuous Reporting online reports will be placed in the students Portfolio.

Learning Conferences (student-led conferences) will take place in the first few weeks of each term. This will provide an in-depth discussion between parents, students and teachers (the key stakeholders) led by the students. Students are expected to lead this discussion, using their Portfolio as a focus. Research clearly shows that students who are able to effectively reflect on and analyse their learning achieve and learn more successfully. It is also important that all stakeholders – parents, teachers and students are involved in this discussion, so they can all work together towards the common goal of students achieving the highest level of success they set for themselves.

Semester Online Reports

Parents will also receive a Semester Online Report that provides a summary of student achievement across the range of subjects and feedback on general learning behaviours (Learning Skills and Work Habits). Students also complete a self assessment on these skills and habits which is included in this report.
Introduction

The Australian Curriculum sets consistent high standards for what all young Australians should learn as they progress through schooling. It prepares Australia’s next generation for the future and lays the building blocks for generations to come.

The Australian Curriculum focuses on learning area content and achievement standards that describe what students will learn and teachers will teach. It also gives attention to seven general capabilities that are important for life and work in the 21st century and to three issues identified in the Melbourne Declaration as needing more attention than they have received in curricula to date. The general capabilities and the cross-curriculum priorities are not added as additional subjects. They are dealt with, where relevant, through the learning area content on which the curriculum is built.

English

Year 10 Level Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal
relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

**Year 10 Achievement Standard**

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.


**Mathematics**

**Year 10 Level Description**

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

*At this year level:*

*Understanding* includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.
Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigating the shape of data sets

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

Year 10 Achievement Standard

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

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


Science

Year 10 Level Description

The Science Inquiry Skills and Science as a Human Endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the Achievement Standard and also to the content of the Science Understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated and their content should be taught in an integrated way.

The order and detail in which the content descriptions are organised into teaching/learning programs are decisions to be made by the teacher.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.
Year 10 Achievement Standard

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth’s spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data. When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty. Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited. They construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.


Humanities and Social Sciences

Introduction

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Geography, Economics and Business, Civics and Citizenship.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.
History

Year 10 Level Description

The Modern World and Australia

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

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key Inquiry Questions

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

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

Year 10 Achievement Standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people’s actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Geography

Year 10 Level Description

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

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Key inquiry questions

A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are articulated below.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Year 10 Achievement Standard

By the end of Year 10, students explain how the interaction between geographical processes at different scales change the characteristics of places. They predict changes in the characteristics of places and environments over time, across space and at different scales and explain the predicted consequences of change. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They propose explanations for distributions, patterns and spatial variations over time, across space and at different scales, and identify and describe significant associations between distribution patterns. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, social and economic criteria and propose and justify a response.
Students use initial research to develop and modify geographically significant questions to frame an inquiry. They collect and critically evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. Students accurately represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that use a suitable scale and comply with cartographic conventions. They evaluate data to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies, and predict outcomes. They synthesise data and information to draw reasoned conclusions, taking into account alternative points of view. Students present findings, arguments and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They evaluate their findings and propose action in response to a contemporary geographical challenge taking account of environmental, economic and social considerations. They explain the predicted outcomes and consequences of their proposal.


**Physical Education**

**Years 10 Level Description**

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others’ movement performances. Students analyse how participation in physical activity and sport influence an individual’s identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

The focus areas to be addressed in Year 9 and 10 include, but are not limited to:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE).
Years 10 Achievement Standard

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others’ health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others’ specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.


The Arts and Community Projects

Introduction

In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

At MIC the Arts and Community Projects includes, but is not limited to:

- Dance
- Drama
- Media Arts
- Music
- Visual Arts
- Community Projects

Each area focuses on its own practices, terminology and unique ways of looking at the world.

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.
In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians.

In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.

The Arts program enables exploration of the dynamic relationships between Arts subject areas. This can involve students making and responding to artworks in traditional, contemporary and emerging forms, using materials, techniques and technologies from one Arts subject to support learning in another. In this twenty-first century Arts curriculum, students explore innovative and hybrid art forms which extend and challenge art making and combine practices of two or more art forms.

Within all Arts subjects, design facilitates the creative and practical realisation of ideas. Design thinking is a fundamental strategy in the experimentation, refinement and resolution of an artwork and takes into account logical, critical and aesthetic considerations. Many different words describe design within the Arts such as choreographing, narrating, devising, constructing, composing and sculpting. Design connects the different art forms so that they inform each other, providing possibilities for students to create innovative and hybrid forms of art.

**Personal Project**

Have you ever wanted to write a play, build a boat or start your own designer clothes label? The Personal Project is an opportunity to undertake such a creative, innovative and substantial venture. The project is designed to put creative theory into practice over an extended period of time. Under the guidance of your Supervisor you will undergo a process of exploring ideas, designing, developing, testing and modifying. The project starts in the very first week, it will take 4 terms to complete and the final product will be displayed in public at the Project Exhibition at the end of the year. The Personal Project will help you prepare for your senior years at school and allow you to learn and practise thinking skills (Intellectual Character dispositions) that will be essential for your life beyond school.

You will learn:

- how to manage time, plan and implement a design process to develop your project
- to develop a final product that will be displayed or showcased in public
- to demonstrate your personal skills and strengthen your understanding of Intellectual Character
- how to realise and broaden your creative spirit
- to develop individual and independent learning skills

In summary you will become proficient in planning and developing, collecting information, choosing relevant approaches from the Intellectual Character dispositions, learning from mistakes and showing your commitment and motivation over an extended period of time.

**Employability and lifelong learning skills**

During the implementation stage, you must continually record learning and evidence of the employability and lifelong learning skills in your Project Journal.
These skills include:

- **Capacity to work and learn independently** - Understand and apply new knowledge and information.

- **Communication** - Communicate effectively with others using a range of spoken, written, graphic and other nonverbal means of expression.

- **Initiative and enterprise** - Be resourceful in seeking and applying knowledge, information and the translation of ideas into actions, in ways that contribute to innovative outcomes.

- **Planning and organising** - Plan and organise one’s own work activities; make good use of time and resources; sort out priorities and monitor performance; set goals; locate, sift and sort information in order to select what is required and present it in a useful way; manage time and priorities; be resourceful.

- **Problem solving** - Apply problem-solving strategies in purposeful ways to achieve an outcome, in situations where the problems and solutions are evident as well as in new or creative ways.

- **Self-management** - Manage workload, effort and develop strategies for time management so that tasks are completed within the required time frame and to the necessary standard.

- **Teamwork** - Interact effectively with others one-to-one and in groups, understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

- **Technology** - Apply technology and/or operate equipment to manage routine or non-routine tasks more effectively.

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**Intellectual Character**

Intellectual Character (IC) is a set of 6 dispositions that researchers from Harvard University, in particular Ron Ritchhart, have found successful people in all areas of life display. A disposition can be defined as something which you tend to do, a way that you actually think without even being aware of it. Ritchhart describes the dispositions as:

“characteristics that animate, motivate and direct abilities toward good productive thinking and are recognised in the pattern’s of one’s frequently exhibited, voluntary behaviour...”.

*(Ritchhart 2001)*

**Looking Out (Creative Thinking)**

- open minded (withhold judgement, seek alternatives)
- curiosity (inquisitive, wondering)

**Looking In (Reflective Thinking)**

- metacognition (thinking about thinking, be aware of ones own thinking, deep thinking)
- truth seeking (be well informed, withhold judgement, build explanations)

**Looking At (Critical Thinking)**

- sceptical (seek reasons, evidence based, seek alternatives)
- strategic (systematic, analytical, makes plans)

You will be expected to be practising and identifying these dispositions throughout the project, reflecting on where and how you have used them and what you can do to improve them. Most of this reflection will be done in the Project Journal and Reports.
Introduction

This section of the Subject Guide has been compiled to assist students in understanding the requirements and possibilities of Years 11 and 12 and to make informed decisions about their choice of subjects.

Students, in making choices for the Senior Phase of learning, it is important to identify learning types/pathways/subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- meet the prerequisites of your intended pathway
- provide appropriate challenge and engagement... to stretch your boundaries... to make the most of your capabilities
- allow you to meet your career and employment goals
- keep your options open
- develop skills, knowledge and attitudes useful throughout life
- strike a balance.

It is important to choose carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

Subject Descriptions

Information about the subjects offered at Montessori International College, including what students learn and an overview of the learning program and assessment tasks can be found in the second part of the Year 11-12 section.

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Choosing Year 11-12 Subjects

Year 11 students will choose six (6) subjects from those listed. Every attempt will be made to ensure that students are able to study their first choice of subjects. However, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

All students must study English and a Mathematics subject
Tertiary Prerequisites and Recommended Studies

All students will be issued with a ‘Tertiary Prerequisites’ booklet from QTAC in Term 3 of their Year 12 year. This is a summary of selection criteria for entry to Universities, TAFE QLD and other tertiary institutions.

Prerequisite subjects for courses to be offered at the respective universities are listed in the booklet referred to above. However, the following general points should be noted.

1. Each institution has its own list of prerequisite subjects and these may differ between institutions for similar courses.
2. A Sound Achievement in Authority English is a prerequisite for many degree level tertiary courses.
3. Mathematics and Science subjects are most commonly listed as prerequisites for Engineering and Health Science courses, however, a variety of other subjects are also mentioned.
4. While some subjects are not listed as prerequisites, progress at University will be significantly less demanding if they have been studied in Years 11 and 12.
5. Recommended Studies and ‘Assumed Knowledge’ schemes have replaced formal subject prerequisites at many universities. Students who do not have the ‘assumed level of knowledge’ are not prevented from receiving an offer, but may encounter difficulty with their studies. Many universities recommend such students should undertake bridging or preparation work to acquire the assumed knowledge.

University Entrance

There are a number of pathways to gain entrance into university courses. The best way to find out more is to visit the website of the university. The traditional pathway is to gain an ‘OP’ (Overall Position) which ranks students and allows students to be selected by universities. More information about the OP system can be found on page 25.

Montessori International College has a memorandum of understanding with the University of the Sunshine Coast, allowing MIC students a greater degree of flexibility in regards to university entrance.

The memorandum of understanding is designed to provide entry pathways to the University of the Sunshine Coast for Montessori International College students as follows:

Entry pathways

A. Current available pathways

The following entry pathways currently exist for Montessori International College

• Via Queensland Tertiary Admissions Centre (QTAC)

All students undertaking a non-standard Year 12 curriculum may be assessed by QTAC in accordance with the relevant schedule for Non-standard Year 12 (ACE, home schooled, etc). In order to receive a Selection Rank higher than 40 on this schedule students must sit the STAT (Special Tertiary Admissions Test), SAT (Scholastic Aptitude Test), ACT Test or Queensland Core Skills Test as a private candidate.

• Headstart

Students participating in the USC Headstart program will achieve a Selection Rank as a result of successful completion of two tertiary courses in accordance with the relevant QTAC Schedule. They will therefore be eligible for
admission to USC undergraduate programs subject to satisfying subject prerequisite and other admission requirements.

- **VET Pathway**

Students successfully completing an AQF Certificate III or Certificate IV will achieve a Selection Rank in accordance with the relevant QTAC schedule and will be eligible for admission to USC undergraduate programs subject to satisfying subject prerequisite and other admission requirements.

- **Performing Arts**

Students undertaking private in music, dance, speech and drama may be eligible for a Selection Rank in accordance with the relevant QTAC Schedule and be eligible for admission to USC undergraduate programs subject to satisfying subject prerequisite and other admission requirements.

- **Tertiary Preparation Pathway**

Following completion of Year 12, Montessori International College students may choose to undertake the USC Tertiary Preparation Program. Students completing this program achieve a selection rank based on the GPA achieved. The program can be completed full time over 1 semester.

B. **Alternative Entry Pathway Option**

The University of the Sunshine Coast will offer a further alternative entry pathway into Undergraduate Bachelor Degree programs to Montessori International College Students.

- **Notional Rank determined via Individual Case Assessment**

Students undertaking Year 12 at the Montessori International College may request an Individual Case Assessment be undertaken by the USC faculty based on:

  - The Senior Work portfolio comprising sample internal assessment items and evidence of community work and training taken on during the Senior phase;
  
  - A recommendation from the Montessori International College Principal.

In this case, a notional Selection Rank would be determined by USC and an offer will be forced through QTAC if:

  - the notional Selection Rank would meet the admission requirements for the program and;
  
  - it is determined that the applicant has satisfied any relevant program prerequisites through their Montessori International College Senior Work portfolio or other internal assessments.

Applicants requesting an Individual Case Assessment will be required to submit a QTAC application.
Courses of Study at Montessori International College

Montessori International College determines the variety of courses available for study based on student choices and facilities available, and in accordance with the guidelines of the Queensland Curriculum and Assessment Authority (QCAA).

Year 11 students are expected to enrol in **six subjects** each semester. All students are required to study English, Mathematics and 4 elective subjects.

Permission may be given for students to enrol in fewer than six subjects. This permission is usually given where a student is undertaking an extension program. It may also be desirable to enrol in only 5 subjects where a student is involved in a traineeship or is enrolled in an external course such as a TAFE course.

**Subjects Offered and Programs available for students to choose from**

**Authority Subjects**  
(Authority subjects contribute to gaining an OP – Overall Position)

- English
- Mathematics A (Mathematics B may also be studied)
- Biology
- Business Communication and Technologies
- Ancient History
- Physical Education
- Technology Studies

*Note: Authority subjects allow students to gain an OP. Authority-registered subjects do not contribute to an OP, but do contribute towards the QCE.*

**Non-Authority Subjects**

- Creative Arts – Visual Art (Authority-registered subject)

*(Other Authority subjects can be studied through Distance Education upon negotiation with the College)*

**School-Based Traineeships**  
(contribute to QCE but not OP)

Montessori International College will support students undertaking school-based traineeships (SBT) and apprenticeships. SBTs allow students to train and do paid work in their chosen area (usually for one day a week) while still attending school the rest of the week. The training may occur at work or at a TAFE or a private training organisation. The traineeship contributes to the QCE (but not the OP). Please note that a training agreement needs to be signed. This is a contract committing the trainer, College, student, parent and employer to the traineeship or apprenticeship. It may be completed after Year 12.

Students interested in pursuing a SBT should do the following:

- Find out what school-based apprenticeships and traineeships there are to choose from.
- Talk to people working in different jobs to find out about the skills they use and where they work.
- Talk to people at school who can help with advice – for example, relevant teachers
- Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience.
Distance Education

Students who wish to study a subject not offered by Montessori International College are eligible to apply to study by Distance Education. For further information regarding study by Distance Ed. families are encouraged to speak with Senior Phase staff.


TAFE Courses more information - [http://tafeeastcoast.edu.au/](http://tafeeastcoast.edu.au/)

Key Components of Year 11-12

Listed below are the key aspects and stages of the Senior Phase of learning.

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

CAREER PLANNING

In Year 10, students need to consider their career aspirations and possibilities. They should explore pathways to achieve their goals and formulate their Senior Education and Training Plan (SET Plan). Students and parents formulate and develop their plan, which can be reviewed and revised during Senior Schooling within parameters of the QCE and other constraints. Career information should continue to be gathered by the student throughout their senior years of schooling.

REGISTRATION

Every young Queenslander must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in Year 10 or in the year before they turn 16. This involves recording the name, address, date of birth, sex and the intended learning option. Registration automatically opens an individual learning account and a learner unique identifier (LUI) is allocated to each student. Montessori International College staff registers students with QCAA.

LEARNING ACCOUNT

An Individual, online learning account records a student's progress towards a Queensland Certificate of Education (QCE). It records what, where and when learning is undertaken during the senior phase of learning and the results that have been achieved. The learning account is viewed online through the Career Information Service at [https://studentconnect.qcaa.qld.edu.au](https://studentconnect.qcaa.qld.edu.au).

POSSIBLE Yr 12 OUTCOMES

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

- Senior Statement
This reports all learning undertaken and the results achieved during the senior phase of learning.

- **QCE (Queensland Certificate of Education)**
  This confirms a significant amount of learning at a set standard, which meets literacy and numeracy requirements.

- **OP (Overall Position)**
  This indicates a student’s rank order position based on overall achievement in QCAA subjects.

- **QCIA (Queensland Certificate of Individual Achievement)**
  This certifies achievements by students with special needs on individualised learning programs.

- **VET Certificate (Vocational Education & Training)**
  This certifies competence in a course or qualification level for an area of Vocational Education and Training.

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**OP – Overall Position**

Eligible students receive a Tertiary Entrance Statement at the end of their Year 12 studies. The statement includes the student’s Overall Position (OP) and Field Positions (FPs), which are used to rank students for entrance to courses at universities, TAFE Institutes and other tertiary institutions.

1. **WHAT is an OP?**

An OP is a student’s state wide rank based on overall achievement in QCAA approved subjects. It indicates how well the student has done in comparison to all other OP eligible students in Queensland.

Students are placed in one of 25 OP bands from 1 (highest) to 25 (lowest). The approximate distribution of students across the bands is shown below. In order to achieve an OP1, a student’s achievement must be in the top 2% of OP eligible students in Queensland.

Approximate distribution of students across OP bands:

- Band 1 – about 2% of students
- Bands 2 to 6 – about 19% of students
- Bands 7 to 21 – about 73% of students
- Bands 22 to 24 – about 5% of students
- Band 25 – about 1% of students

2. **ELIGIBILITY FOR OPs**

Students who want to attempt an OP must study 20 semester units of Authority subjects, including at least three subjects for four semesters each, and must sit all 4 sections of the QCS Test.

3. **HOW OPs ARE CALCULATED**

The OP calculations take into account a student’s best 5 Authority subjects, that is, the 20 semester units in which they receive the highest scaled subject achievement indicators (SAIs). In calculating OPs, all subjects are treated equally. There is no bias in favour of certain subjects.

4. **SUBJECT ACHIEVEMENT INDICATORS (SAIs)**

A student’s SAI for a subject shows how well a student has done compared to all the other students doing the same subject at the student’s school. In large group subjects, the top student in the subject at the school is assigned an
SAI of 400, and the least successful student an SAI of 200. Other students are assigned SAIs between 400 and 200, depending on their achievement.

Schools and teachers are responsible for assigning SAIs to students in large group subjects. Provisional SAIs are available for students to check shortly after the end of the Year 12 school year.

For small subject groups, every student’s folio of work is checked by subject panels to confirm teacher judgements about the placement of students in rungs 1 to 10 within a level of achievement. For instance, a student placed on rung 1 in the High Level of Achievement is ranked considerably lower than a student placed on rung 10 who has almost satisfied the criteria for a Very High Level of Achievement.

Students in large subject groups are also placed on rungs within each band but there is more likelihood that a number of students will be placed on the same rung. In such a case it is possible that these students may receive slightly different SAIs if it can be demonstrated that there is a slight difference in standard. For large groups, sample folios of work are checked to confirm judgements about the placement of students.

5. FIELD POSITIONS (FPs)

FPs are additional rank orders that supplement an OP. The term ‘field’ refers to areas of emphasis in the senior curriculum. FPs are used by tertiary institutions to provide greater differentiation between students in an OP band, for example, when the number of eligible applicants exceeds the number of places for a course.

A student may receive up to 5 FPs, depending on subject choices. FPs are reported in 10 bands, from 1 (highest) to 10 (lowest) in the following fields:

- Field A – extended written expression involving complex analysis and synthesis of ideas
- Field B – short written communication involving reading, comprehension and expression in English or a foreign language
- Field C – basic numeracy involving simple calculations and graphical and tabular interpretation
- Field D – solving complex problems involving mathematical symbols and abstractions
- Field E – substantial practical performance involving physical or creative arts or expressive skills

6. SUBJECT CHOICE and the OP

All subjects are weighted equally for OP calculations. There are no ‘bonus points’ attached to any subject.

When students get a result for a senior subject they will get a level of achievement based solely on their performance within the criteria used to assess that subject. Their result will not depend on how well everyone else does in that subject. If their work matches the criteria for a Very High Achievement (VHA) in that subject they will received a VHA. The result reflects the achievement. Their QCE will show how well they have done in their Senior subjects and other learning options – not how well they have done compared with other students.

However their OP is different. Because tertiary institutions need a rank order to choose students for their course, the OP is competitive. That’s why their OP is not recorded on their QCE. It is given on a separate document called a Tertiary Entrance Statement because it is measuring different things about their senior performance.

Students, please note that your OP is meant to rank your senior performance against the competition, not only in your senior subjects in your school, but also against the competition throughout the State, irrespective of your subject choice. In determining your OP, Queensland Curriculum and Assessment Authority look further into each of your subject results based on your relative achievement compared with the other students in each of your subjects.
The key ingredient for a good OP is how well you do in your subject compared with other students. If the competition in your subject is strong, then you need to be up with the best of the competition. If the competition is not so strong then you need to be way ahead. Like an athlete, if you were competing at the Olympics, that is, against strong competition, then 8th in the final would indicate that you are a strong athlete, up there with the best. However, if you were competing a local school carnival against weak competition, you would need to be way ahead of the other competitors to show your strength.

*The most important message to remember is: DO YOUR BEST!*

**QCS Test**

Each year, the QCAA conducts a common statewide test designed for Year 12 students. The QCS Test will continue to be used from 2016 to 2018.

**Purpose of the Test**

The QCS Test contributes information for the calculation of Overall Positions (OPs), which are used to rank students for tertiary entrance.

A student’s individual QCS Test result is not used on its own in the calculation of their OP – instead group results are used as part of the statistical scaling processes. A student’s individual result on the QCS Test (from A to E) is reported on the student’s Senior Statement or Statement of Results.

**What is tested**

Common Curriculum Elements (CCEs) – The QCS Test does not test particular knowledge of specific Year 12 subjects. It tests the CCEs, a set of generic skills identified in the Queensland senior curriculum.

The test assumes that candidates have basic levels of general knowledge and vocabulary and a Year 10 knowledge of mathematical operations.

**Format of the test**

The QCS Test consists of 4 papers – a Writing Task (of 600 words), a Short Response paper and two Multiple Choice papers. The results achieved for each of the 4 test papers are combined into one grade, ranging from A (highest) to E (lowest).

Those sitting the test are asked to respond to a variety of stimulus materials, such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons and artistic works.

**Eligibility to sit the test**

Year 12 students who are eligible for an OP must sit the test. Year 12 students who are ineligible for an OP may choose to sit the test.
Queensland Certificate of Education (QCE)

In Queensland students must stay at school until they finish Year 10 or turn 16, whichever comes first. After that, if not working at least 25 hours per week, young people need to:

- stay in education or training for 2 more years, or
- get a QCE, or
- get a Certificate III vocational qualification or higher, or
- turn 17, whichever comes first

All young people must be registered with the QCAA in Year 10 or in the year before turning 16.

What is a QCE?

The QCE:

- aims to meet everyone’s needs, including those students who would normally have left school after Year 10
- is not a “one size fits all” approach to learning
- is about tailoring a package of learning, that is, what, when and how each individual student learns to meet their individual needs

How does the QCE Work?

The QCE is a significant amount of learning at a set standard of achievement. There is a literacy and numeracy requirement. There is also greater flexibility in what, where and when learning can occur. To gain a QCE a student must successfully complete 20 credits of study.

A Significant Amount of Learning

To attain a QCE a student must achieve:

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

A Set Standard of Achievement

- For Authority and Authority-registered subjects, the agreed standard is a Sound Level of Achievement,
- For VET certificates, the agreed standard is Competence.
- For other courses of study recognised or approved by QCAA the agreed standard is a Pass or the equivalent.

Literacy and Numeracy Requirement

At least one of:

- pass in a literacy/numeracy course approved by the QCAA (NRS level 3 or above) or
- competence in VET modules LIT 204 or LIT 205 and NUM 204 or NUM 205 or
- sound achievement or above in an Authority or Authority-registered English subject or
- at least C on the QCS test.
QCE Learning Options & Requirements:

**QCE Core courses of study – 12 or more Credits**

To be eligible for a QCE, students must achieve a minimum of 12 credits from completed Core courses of study. Partly completed core courses contribute credit towards a QCE, but do not count towards completed Core requirements. The following table summarises the options available.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority or Authority-registered subjects</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>Subjects assessed by a Senior External Examination</td>
<td>At least a Sound level of achievement</td>
<td>4</td>
</tr>
<tr>
<td>VET Certificate II, III or IV qualifications (includes school-based traineeships that incorporate on-the-job training)</td>
<td>Certificate awarded</td>
<td>Certificate II: 4 Certificate III &amp; IV: 5, 6, 7, or 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>Certificate III: competencies demonstrated</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>On-the-job component: completed</td>
<td>4</td>
</tr>
<tr>
<td>Tailored training programs</td>
<td>Completed</td>
<td>4</td>
</tr>
<tr>
<td>Recognised international learning programs</td>
<td>At least a Pass grade (as defined by the course)</td>
<td>4 for each course</td>
</tr>
</tbody>
</table>

Not more than 8 Credits from any of the Courses listed below

**QCE Preparatory courses of study**

Preparatory courses of study are stepping-stones to further education and training. They can contribute a maximum of 6 credits towards a QCE. The following table summarises the options available. Please see below for further details.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nationally recognised VET qualifications, accredited under the Vocational Education, Training and Employment (VETE) Act 2000, that lead to the award of a Certificate I vocational qualification</td>
<td>Certificate awarded</td>
<td>3 for qualifications of 200 nominal hours or more 2 for qualifications of 199 nominal hours or less Max. of 2 qualifications can count.</td>
</tr>
<tr>
<td>Employment skills development programs approved under the VETE Act 2000</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Max. of 1 program can count</td>
<td></td>
</tr>
<tr>
<td>Recognised re-engagement programs</td>
<td>Requirements met</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Max. of 1 program can count</td>
<td></td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Short course in literacy developed by the QCAA syllabus, or short course in numeracy developed by the QCAA syllabus</td>
<td>At least a Sound Achievement</td>
<td>1 per course</td>
</tr>
</tbody>
</table>
QCE Enrichment courses of study

Enrichment courses provide learners with opportunities to develop their skills and knowledge at a higher level. Enrichment courses can contribute up to 8 credits towards a QCE. The following table summarises the options available.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Recognised structured workplace or community-based learning programs</td>
<td>Agreed standard</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Learning projects - workplace, community, self-directed</td>
<td>Satisfactory</td>
<td>1</td>
</tr>
<tr>
<td>Accredited VET courses</td>
<td>Pass</td>
<td>Credit determined by agreement</td>
</tr>
<tr>
<td>Authority extension subjects such as English Extension</td>
<td>At least a Sound Level of Achievement</td>
<td>2</td>
</tr>
<tr>
<td>School-based courses (non-QCAA)</td>
<td>A passing grade as defined by the recognised course</td>
<td>As recognised by the QCAA</td>
</tr>
<tr>
<td>Career Development: A short course senior syllabus 2010</td>
<td>At least a Sound Level of Achievement</td>
<td>1</td>
</tr>
</tbody>
</table>

QCE Advanced courses of study

Advanced courses of study go beyond the scope and depth of what is considered senior secondary schooling and include university courses and diploma or advanced diploma programs. When undertaken by school students, these courses can contribute up to 8 credits towards the QCE. The following table summarises the options available.

<table>
<thead>
<tr>
<th>Course</th>
<th>Set standard</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>One- or two-semester university subjects completed by a person while enrolled at a school</td>
<td>Pass grade</td>
<td>2 or 4 credits, respectively</td>
</tr>
<tr>
<td>Competencies contributing to VET diplomas or advanced diplomas</td>
<td>Competencies demonstrated</td>
<td>Up to 8 credits (on the basis of 1 credit per completed competency)</td>
</tr>
<tr>
<td>Recognised certificates and awards</td>
<td>Awarded</td>
<td>As recognised by the QCAA</td>
</tr>
</tbody>
</table>

Changes to Senior Assessment and Tertiary Entrance

In 2014 the Queensland Government commissioned the Australian Council for Educational Research (ACER) to review senior assessment and tertiary processes in order to advance Queensland’s procedures for senior assessment, school reporting and tertiary entrance.

Professor Geoff Masters and Dr Gabrielle Matters from ACER were the joint leaders of the review. Both are recognised experts with extensive knowledge of assessment and tertiary entrance procedures in Australia and overseas.

The following information is available on ACER’s website:

- About the review
- Terms of reference
- The consultation process
- Papers and research
ACER’s recommendations (ACER PDF) were delivered to the Minister for Education, Training and Employment on 19 September 2014.

The Queensland Government has considered ACER's report and carried out extensive consultation with education stakeholders and the wider community. It has announced that a new senior assessment and tertiary entrance system will be introduced for students entering Year 11 in 2018.

The changes are to include:

- a strengthened system of senior assessment that combines school-based assessment with external assessment developed and marked by the QCAA. External assessment will be introduced as part of the assessment process, not the whole picture.
- a move from the existing Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), in line with other Australian states and territories.

A new Senior Secondary Assessment Taskforce will lead changes and advise on operational issues for a new system. Chaired by the Hon Kate Jones MP, Minister for Education and Training, the taskforce will include representatives from schooling sectors, parents, teachers, principals, the tertiary sector, the QCAA and the Queensland Tertiary Admissions Centre (QTAC).

Useful Websites

The following sites can provide useful information, and lead you to other sites:

- TAFE Queensland: [http://www.tafe.net](http://www.tafe.net)
Making Choices

In making choices for your elective curriculum, it is important to consider subjects which:

- you enjoy
- reflect your ability and or aptitude
- reflect your interests
- provide appropriate challenge and engagement... to stretch your boundaries... to make the most of your capabilities
- develop skills, knowledge and attitudes useful throughout life.

It is also important to keep in mind that the subjects you choose will not limit or affect your future career as the compulsory subjects you undertake keep your options open. Subject Guides

Information about the subjects offered at Montessori International College, including what students learn, can be found on the following pages of this booklet.

Year 11-12 Subjects

Subjects Offered and Programs available:

Authority Subjects  (Authority subjects contribute to gaining an OP – Overall Position)

- English
- Mathematics A (Mathematics B may also be studied)
- Biology
- Business Communication and Technologies
- Ancient History
- Physical Education
- Technology Studies

Note: Authority subjects allow students to gain an OP. Authority-registered subjects do not contribute to an OP, but do contribute towards the QCE.

Non-Authority Subjects

- Creative Arts – Visual Art (Authority-registered subject)

(Other Authority subjects can be studied through Distance Education upon negotiation with the College)

School-Based Traineeships  (contribute to QCE but not OP)
**English**

**Why study English?**

Australia is a linguistically diverse country, with Standard Australian English as its national language.

Senior English recognises and promotes effective communication skills in Standard Australian English to enable individuals to share in and contribute to current and future local, national and global communities and cultures.

Senior English requires students to write, speak or sign, view, listen, and think critically. In studying literary and non-literary texts, and through creating their own texts, students will conceptualise, imagine, appreciate, experiment, speculate, reflect, make decisions, hypothesise, analyse and evaluate.

Students will enhance their ability to think, use language, and create meaning through reflecting on their place in the world and expressing their ideas and feelings. They are encouraged to enjoy and appreciate texts, and to understand the power texts have to influence, tell stories of a culture and promote shared understandings.

**What is studied?**

Students studying English courses will learn to:

- examine a range of literary and non-literary works in English, in various modes and mediums across diverse cultures and periods
- interpret, analyse, evaluate, respond to and construct a wide range of texts through reading, listening, viewing, speaking, writing and shaping
- communicate effectively in Standard Australian English for various social and cultural purposes and audiences
- make choices about generic structures, language, textual features and technologies to convey intended meaning
- control language (written, spoken or signed and visual), using grammar, punctuation, vocabulary and spelling.

There will be a range and balance in the texts that students read, listen to and view. Australian texts by Indigenous and non-Indigenous writers will be included as will texts from different times, places and cultures. Texts will encompass traditional, contemporary and translated works. Texts will include:

- novels, short stories and poetry
- scripted drama and drama performed as theatre
- reflective texts such as biographies, autobiographies and journals
- popular culture, media and multimodal works
- spoken and written everyday texts of work, family and community life.

**How do students learn?**

Students learn by working with language and texts. Learning experiences in English are designed to cater for the diverse range of learning styles, interests and abilities of senior students. They may include:

- individual, small group and whole class activities such as workshops, conferencing, debates and discussions
- reading, analysing and producing texts
- attending plays, films and forums
- listening to and interacting with guest speakers and experts.
How are students assessed?

Assessment in senior English is standards-based and is designed to help students demonstrate achievement in the dimensions of the syllabus. The dimensions used are Understanding and responding to contexts, Understanding and controlling textual features and Creating and evaluating meaning.

Assessment is both written and spoken/signed. Students complete three or four written tasks and two or three spoken/signed tasks in each year. Some assessment tasks are completed under test conditions, some using a combination of class and student time.

How can parents help?

Parents can help by:

- encouraging their children to read widely
- taking an active interest in the texts that their children are studying
- encouraging participation in school debating, plays and musicals
- supporting school excursions to plays and films
- discussing community views on issues and concerns of the contemporary world
- helping their children learn how to manage time effectively and to meet deadlines
- contacting the school to establish communication with their child’s English teacher to help understand the work undertaken at senior level, and to become familiar with assessment requirements.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the subject page on the QCAA website www.qcaa.qld.edu.au and search for ‘English’.

MIC English Course Outline

<table>
<thead>
<tr>
<th>Semester 1 — Year A</th>
<th>Focus</th>
<th>Resources</th>
<th>Assessment Type and Conditions in Year 11 and Year 12</th>
<th>Time allocated</th>
</tr>
</thead>
</table>
| Unit 1/ Unit 7: The Autobiography. | Through the study of several novels & films extracts, short-films and of a graphic novel in full, students will gain an understanding of how the authors/directors construct their narrative voices, paying close attention to purpose, setting, values, perspectives and context (historical, social, personal). The choice of a graphic novel in full is aimed at allowing ease of access into the course, especially for reluctant readers. In addition, students will be made familiar with the tone, features, aesthetics and characteristics of reflective writing by exploring submissions of past winners of the ABC web based Heywire competition. | AUTOBIOGRAPHIES, BIOGRAPHIES, MEMOIRS:  
- Persepolis by Marjane Satrapi  
- Walking Free by Munjed Al Muderis  
(Australian)  
- The Confessions by Jean-Jacques Rousseau  
- Night by Elie Wiesel  
FILMS:  
- Persepolis by Marjane Satrapi and Vincent Paronnaud  
SHORT FILMS:  
- She’s a Fox by Cameron Sawyer  
- Never Stop Rolling by Doug Smith  
DIGITAL TEXT:  
ABC’s Heywire Past Winners | Assessment Type:  
Written Task  
Reflective text – Memoir/autobiography | 7 weeks (21 hours) |
| Semester 3 — Year B | | | | |
### Unit 2/ Unit 8: Truth in Media and Documentary

<table>
<thead>
<tr>
<th>Adverts, extracts of documentaries/ docu-dramas, television reports will be analysed in order to illustrate the range of persuasive techniques put to use by creators of texts. The unit will go from the obvious and blatant techniques used in advertisement to more subtle ones used in news reporting and documentaries. One documentary will be studied in full. Students will be introduced to tools useful for persuading audiences, such as the use of rhetorical devices, emotive language, stereotyping, music, voiceovers, editing, naming/shaming, pathos/ ethos/ logos etc... This unit will be supported by media-studies scholarly articles and feature articles. Students will research how advertisement, documentaries and news stories are now presented across the range of media platforms available (TV, print, web, social media, radio...) and endeavour to understand the changing mediascape.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOCUMENTARIES AND DOCUDRAMAS:</strong></td>
</tr>
<tr>
<td>• <em>An Inconvenient Truth</em></td>
</tr>
<tr>
<td>• <em>The Cove</em></td>
</tr>
<tr>
<td>• <em>When We Were Kings</em></td>
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<tr>
<td>• <em>Merchants of 'Cool'</em></td>
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<tr>
<td>• <em>Youth Sub-Culture</em></td>
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<tr>
<td>• <em>Fahrenheit 9/11</em></td>
</tr>
<tr>
<td>• <em>Sicko</em></td>
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<tr>
<td>• <em>Supersize Me</em></td>
</tr>
<tr>
<td>• <em>Seven Up</em></td>
</tr>
<tr>
<td>• <em>Welcome to Australia</em></td>
</tr>
<tr>
<td>• <em>Mabo – Life of an Island Man</em></td>
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<tr>
<td>• <em>Cunnamulla</em></td>
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<tr>
<td>• <em>Nobody's Child</em></td>
</tr>
<tr>
<td>• <em>Australian Story – Series (eg Sons of Beaches)</em></td>
</tr>
<tr>
<td>• <em>Through a Blue Lens</em></td>
</tr>
<tr>
<td><strong>SCHOLARLY AND FEATURE ARTICLES:</strong></td>
</tr>
<tr>
<td>• <em>Journalism in the Age of Digital Technology</em> by Vineet Kaul</td>
</tr>
<tr>
<td>• ‘Emergent’ media and public communication: Understanding the changing media scape</td>
</tr>
<tr>
<td><strong>Assessment Type:</strong></td>
</tr>
<tr>
<td>Spoken Task</td>
</tr>
<tr>
<td>Persuasive text – Discussion forum</td>
</tr>
</tbody>
</table>

| Conditions Year 11: |
| Group spoken task  |
| Multi-modal instruments: 4 weeks notice of task  |
| Full access to resources  |
| 4 - 5 minutes |

| Conditions Year 12: |
| Group spoken task  |
| Multi-modal instruments: 4 weeks notice of task  |
| Full access to resources  |
| 5 - 7 minutes |

Sweeps (15 hours)

### Unit 3/ Unit 9: Full Novel Study: Contemporary Texts 1940s to today

<table>
<thead>
<tr>
<th>This unit will focus on literary texts based around a central theme or concept. Students will read a novel of their choice in full which will be supported with poetry, short stories, extracts from novels and feature articles. Students will explore how a particular theme has been represented in a variety of texts. Inherent in this is an understanding of how the underlying attitudes and values work to construct meaning. Also, the role of tropes in writing fiction will be discussed. Students will develop an understanding and appreciation of the fiction genre. Narrative construction will be highlighted. How to construct a narrative story will be taught explicitly. Students will then craft their own short story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an elective unit; examples of Electives and texts are as follows:</td>
</tr>
<tr>
<td><strong>Coming of Age Novel:</strong></td>
</tr>
<tr>
<td><em>The Catcher in the Rye</em> by J.D. Salinger</td>
</tr>
<tr>
<td><em>A Separate Peace</em> by John Knowles</td>
</tr>
<tr>
<td><em>Looking for Alibrandi</em> by Melina Marchetta</td>
</tr>
<tr>
<td><em>The Book Thief</em> by Markus Zusak</td>
</tr>
<tr>
<td><em>Someday This Pain Will Be Helpful to You</em> by Peter Cameron</td>
</tr>
<tr>
<td><em>King Dork</em> by Frank Portman</td>
</tr>
<tr>
<td><em>The Growing Pains of Adrian Mole</em> by Sue Townsend</td>
</tr>
<tr>
<td><em>The Virgin Suicides</em> by Jeffrey Eugenides</td>
</tr>
<tr>
<td><em>The Big Blue:</em></td>
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<tr>
<td><em>Breath</em> by Tim Winton</td>
</tr>
<tr>
<td><em>The Old Man and the Sea</em> by Ernest Hemingway</td>
</tr>
<tr>
<td><em>That Summer at Boomerang</em> by Phil Jarratt</td>
</tr>
<tr>
<td><em>The Cruel Sea</em> by Nicholas Monserratt</td>
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<tr>
<td><em>Into the Sea</em> by Jay Laurie</td>
</tr>
<tr>
<td><em>Life of Pi</em> by Yann Martel</td>
</tr>
<tr>
<td><em>Magical realism:</em></td>
</tr>
<tr>
<td>novels by Gabriel Garcia Marquez, Salman Rushdie, Isabelle Allende</td>
</tr>
<tr>
<td><em>Utopian Novel:</em></td>
</tr>
<tr>
<td><em>Left Hand of Darkness</em> by Ursula Le Guin</td>
</tr>
<tr>
<td><em>Island</em> by Aldous Huxley</td>
</tr>
<tr>
<td><em>Genre fiction:</em></td>
</tr>
<tr>
<td>science fiction, crime, thriller, etc...</td>
</tr>
<tr>
<td><strong>POEMS:</strong></td>
</tr>
<tr>
<td>Selection by theme from <em>By Heart: 101 Poems, and How to Remember Them.</em></td>
</tr>
<tr>
<td><strong>NON-LITERARY TEXTS:</strong></td>
</tr>
<tr>
<td>Literary criticism and scholarly articles</td>
</tr>
</tbody>
</table>

| Assessment Type: |
| Written Task  |
| Imaginative text – Short story |

| Conditions Year 11: |
| Seen question  |
| Supervised conditions produced over 2 class periods  |
| Un-annotated text permitted  |
| 90 minutes  |
| 500-700 words. |

| Conditions Year 12: |
| Seen question  |
| Supervised conditions Un-annotated text permitted  |
| 120 minutes  |
| 600-800 words.  |

7 weeks (21 hours)

Total Semester 1 or 3 = 57 hours
### Semester 2 — Year A

<table>
<thead>
<tr>
<th>Unit Number and Unit Name</th>
<th>Focus</th>
<th>Resources</th>
<th>Assessment Type and Conditions in Year 11 and Year 12</th>
<th>Time allocated</th>
</tr>
</thead>
</table>
| **Unit 4/ Unit 10: Restoration Comedy: Wycherley's The Country Wife** | The study of the BBC stage performance along with the full text play of *The Country Wife* by William Wycherley will be at the centre of this unit. Students will first be introduced to the Restoration period through a brief historical look at the transition from the Elizabethan to Puritan period leading up to the Restoration. Moliere's French comedies that have influenced the period (such as *The School for Wives*) will be examined. Gender roles, social conventions of the period (manners) and humour (wit, sarcasm) will guide students' exploration of the texts. | **PLAYS:**  
- *The School for Wives* by Molière  
- *The Conquest of Granada* by John Dryden  
**POETRY:**  
- "Absolom and Achithophel," "The Medal" and other poems by John Dryden  
- "The Libertine," "A Thousand Martyrs I Have Made" and other poems by Aphra Behn  
- "To the Excellent Lucasia" and other poems by Katherine Philips | **Expository text – Analytical exposition**  
**Conditions Year 11:**  
Individual spoken task  
4 weeks notice of task  
Full access to resources  
3 – 4 minutes  
**Conditions Year 12:**  
Individual spoken task  
4 weeks notice of task  
Full access to resources  
4 - 5 minutes | 7 weeks (21 hours) |

### Semester 4 — Year B

<table>
<thead>
<tr>
<th>Unit Number and Unit Name</th>
<th>Focus</th>
<th>Resources</th>
<th>Assessment Type and Conditions in Year 11 and Year 12</th>
<th>Time allocated</th>
</tr>
</thead>
</table>
| **Unit 5/ Unit 11: Representation of Australian Culture in Films** | This unit will be an exploration of how Australian culture is represented in films. They will consider how such representations have been created through the use of film techniques. Students will explore the elements of mis-en-scene in film production. This will be accompanied by a study of the historical period or social events explored in each of the films, supported by other literary and non-literary texts. An understanding of the power of the visual medium in constructing cultural realities will be considered. Students will explore the impact of these underlying attitudes and beliefs in representing Australian pop culture. One of the films will be viewed in full and will be the basis for the expository written assignment to be completed in one uninterrupted session. Students will write an analytical exposition in response to a hypothesis which analyses and evaluates thematic elements or character construction in the film. | **FILMS:**  
The Remover  
Puberty Blues  
The Castle  
Strictly Ballroom  
Crocodile Dundee  
Rabbit-Proof Fence  
Muriel's Wedding  
Shine  
Samson and Delilah  
Red Dog  
Gallipoli  
Candy  
Somersault  | **Expository text – Analytical exposition in response to an in-depth study of a complete literary text**  
**Conditions Year 11:**  
Unseen question  
Supervised conditions  
Un-annotated text permitted  
90 minutes uninterrupted session  
500-700 words.  
**Conditions Year 12:**  
Unseen question  
Supervised conditions  
Un-annotated text permitted  
120 minutes uninterrupted session  
600-800 words.  | 7 weeks (21 hours) |
| **Unit 6/ Unit 12: Marginalised Voices in Australian and World Poetry** | In this unit, students read Australian and world poetry and explore issues of power and responses to it, including dissent and obedience. Dominant ideologies and marginalised voices will be examined. Students consider the relevance of the ideologies promoted for contemporary readers. Students analyse how cultural ideologies and discourses are represented. With Australian texts, they evaluate how this dominant view of Australianness is challenged or altered by previously marginalised or silenced voices. | **POEMS:**  
Selection of Poems from  
- *Australian Verse: An Oxford Anthology*  
- *Among Ants, Between Bees: A Poetry Anthology*  
- *Top Lines*  
- Selection of African American poetry from Zora Neale Hurston, Langston Hughes, Maya Angelou etc.  | **Persuasive text: Australia Day address**  
**Conditions Year 11:**  
Individual spoken task  
4 weeks notice of task  
Full access to resources  
3 – 4 minutes  
**Conditions Year 12:**  
Individual spoken task or written assignment  
4 weeks notice of task  
Full access to resources  
4 – 5 minutes (Spoken)  
800-1200 words (Written)  | 5 weeks (15 hours) |

Total Semester 2 or 4 = 57 hours
### Semester 3 — Year A

<table>
<thead>
<tr>
<th>Unit Number and Unit Name</th>
<th>Focus</th>
<th>Resources</th>
<th>Assessment Type and Conditions in Year 11 and Year 12</th>
<th>Time allocated</th>
</tr>
</thead>
</table>
| Unit 7/Unit 1: Constructed Voices: True Story ... or Not? | Students will compare extracts of several first-person narrative autobiographical novels, biographical documentaries on the author and his/her story, and film adaptations of the novel. Looking at two or three versions will enable students to understand that these texts are constructed, not simple telling or retelling of a story. They will become more critically aware of the notion of “perspective” in texts and understand how one story can be told in different ways. Also students will understand how different audiences are affected by the same context in a different way. The students will actively construct, deconstruct and reconstruct in response to a range of non-fictional texts. | AUTO/BIOGRAPHIES, MEMOIRS:  
- Fear and Trembling by Amélie Nothomb  
- Beneath the Waves by Layne Beachley  
- Surf For Your Life - the Biography of Mick Fanning by Tim Baker  
- Mao’s Last Dancer by Li Cuxin  
- Long Walk to Freedom by Nelson Mandela FILMS:  
- Mao’s Last Dancer by Bruce Beresford  
- Fear and Trembling by Alain Sarde  
- Long walk to Freedom directed by Justin Chadwick DOCUMENTARIES:  
- Australian Story - Leap Of Faith (Li Cuxin) – ABC Documentary  
- Lightning Strikes Mick Fanning  
- Nelson Mandela The Fight For Freedom  
- BBC Documentary  
- Australian Story – Walking on Water (Layne Beachley) – ABC | Assessment Type:  
Written Task  
Persuasive text – Feature article | Conditions Year 11:  
- Class and home time provided  
- Teacher consultation allowed  
- Unlimited access to resources  
- Maximum of two drafts to be submitted with feedback to be provided.  
- Format: word-processed  
- 600-1000 words.  
Conditions Year 12:  
- Class and home time provided  
- Limited teacher consultation allowed  
- Unlimited access to resources  
- Maximum of one draft to be submitted with feedback to be provided.  
- Format: word-processed.  
- 800-1200 words | 7 weeks (21 hours) |

### Semester 1 — Year B

| Unit 8/Unit 2: Bias in Current Affairs and Media | This unit provides a critical analysis of news, advertisements and current affairs across different media forms. An additional emphasis is on the roles of different media technologies in the global news environment and their possible uses in the future shaping of news and current affairs. Mockumentaries will be viewed for comparative purposes to show how humour can be used to satirically comment on reality. Students will examine how their power is heightened as a reader, viewer or listener if they can recognise the persuasive techniques being used on them. Students will consider the extent to which their power to influence others is increased when they can consciously utilise persuasive techniques in their own communications. Devices such as patterning, rhetorical question, repetition, image transfer and allusions, use of statistics and expert opinion, and persuasive language choices will be discussed in context. | CURRENT AFFAIR SHOWS  
- 60 minutes  
- Current Affair  
- Timeline  
- Chaser’s war ADVERTISEMENTS:  
- Selection of advertisements across a range of media platforms NEWS ARTICLES:  
- Selection of news articles across media platform SCHOLARLY AND FEATURE ARTICLES:  
- Journalism in the Age of Digital Technology by Vineet Kaul  
- Understanding Media by Marshall McLuhan  
- Articles on Stuart Hall’s Encoding/decoding model  
- Understanding Media and Culture: An Introduction to Mass Communication by Jack Lule | Assessment Type:  
Written Task  
Persuasive text – Short mockumentary film | Conditions Year 11:  
Group spoken task  
Multi-modal instruments: 4 weeks notice of task  
Full access to resources  
3 - 5 minutes | Conditions Year 12:  
Group spoken task  
Multi-modal instruments: 4 weeks notice of task  
Full access to resources  
5 - 7 minutes | 5 weeks (15 hours) |

| Unit 9/Unit 3: Foreign Film: a Journey around the World | Students explore recent films from around the world. Attention will be given to the way directors deal with contemporary issues in a similar or different way according to culture. Narrative styles as well as film and editing techniques will be compared and contrasted to allow for in depth critic analyses. Multicultural understanding will be put forward during class discussions. | FILMS:  
Castaway on the Moon by Hae-jun Lee (Korea)  
Run Lola! Run! (Germany)  
Deconstructing Harry by Woody Allen (USA)  
Little Miss Sunshine (USA) by Jonathan Dayton and Valerie Faris  
Amélie (France) by Jean Pierre Jeunet Assessment Type  
Written Task  
Imaginative text - Short-story | Assessment Type  
Written Task  
Imaginative text - Short-story | Conditions Year 11:  
Seen question  
Supervised conditions over 2 class periods  
Un-annotated text permitted - 90 mins  
500-700 words | Conditions Year 12:  
Seen question  
Supervised conditions  
Un-annotated text permitted  
120 minutes  
600-800 words. | 7 weeks (21 hours) |

Total Semester 1 or 3 = 57 hours
### Unit 10/Unit 4: Classic Novel

This unit focuses on literary texts which have endured the test of time and are valued for their quality. Students undertake an in-depth study of a full novel which they need to complement with poetry. Students then offer an analytical spoken exposition of the novel they have read to describe in an objective manner why their chosen novel belongs to the English Canon. Students will have to independently research poetry that can be linked to the novel in some way (i.e. theme, period or author).

**Resources**

This is an elective unit; examples of electives and texts are as follows:

- **Early British novel:**
  - Moll Flanders or Robinson Crusoe by Daniel Defoe
  - Women Great:
    - Pride and Prejudice by Jane Austen
    - Wuthering Heights by Emily Brontë
  - Frankenstein by Mary Wollstonecraft
  - Shelley
- **Utopian novel:**
  - Utopia by Thomas More
  - Candide by Voltaire
  - Gulliver's Travels by Jonathan Swift
  - Australian convict novel:
    - For the Term of His Natural Life by Marcus Clarke
    - Robbery Under Arms by Rolf Boldrewood

**Assessment Type and Conditions in Year 11 and Year 12**

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Conditions Year 11</th>
<th>Conditions Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spoken Task</strong></td>
<td>Individual spoken task 4 weeks notice of task</td>
<td>Individual spoken task 4 weeks notice of task</td>
</tr>
<tr>
<td><strong>Expository text – Analytical exposition</strong></td>
<td>Full access to resources 3 – 4 minutes</td>
<td>Full access to resources 4 – 5 minutes</td>
</tr>
</tbody>
</table>

**Time allocated:**

- **7 weeks (21 hours)**

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### Unit 11/Unit 5: Shakespearean Tragedy

This unit consists in the study of one of William Shakespeare tragedies in full (Romeo and Juliet, Hamlet, Macbeth or Othello). The reading of the full text will be supported by the viewing of extracts of stage performance and of film adaptations of the chosen play. The characteristics of a Shakespearean tragedy will be explained to students and discussed. In addition, students will be develop an understanding of why and how valued texts are adapted and transformed for new contexts. The key idea being that texts can be adapted to suit different audiences, purposes, times, places and perspectives. However, students will come to understand that transforming texts can alter their meaning. Poetry from the period which matches the plays central theme (i.e. "love" for Romeo and Juliet) will be studied and analysed as well. This will help students gain a deeper understanding of the period's contexts and values.

**PLAY:**

- Romeo and Juliet by William Shakespeare

**FILMS:**

- Romeo and Juliet directed by Carlo Carlei (2013)
- Romeo + Juliet directed by Baz Luhrmann (1997)
- Romeo and Juliet directed by Franco Zeffirelli (1965)

**POETRY:**

- Selection of Sonnets by William Shakespeare, Sir Philip Sidney and Edmund Spencer

**Assessment Type:**

**Written Task**

Expository text - Analytical exposition in response to an in-depth study of a complete literary text

**Conditions Year 11:**

- Unseen question
  - Supervised conditions
  - Un-annotated text permitted
  - 90 minutes uninterrupted session
  - 500-700 words.

**Conditions Year 12:**

- Unseen question
  - Supervised conditions
  - Un-annotated text permitted
  - 120 minutes uninterrupted session
  - 600-800 words.

**Time allocated:**

- **7 weeks (21 hours)**
Mathematics A

What is Mathematics A all about?

Mathematics A aims to provide the opportunity for you to develop mathematical skills that will be useful throughout your life. It will extend your mathematical skills beyond Year 10 level and will provide a basis for a wide range of educational and employment aspirations, including studies at university or TAFE, or employment pathways that do not require knowledge of calculus.

What will you learn?

The Mathematics A Senior Syllabus 2008 contains core and elective topics which relate to the mathematics used in personal and work situations. The core topics include:

Financial mathematics strand

- Managing money 1
- Managing money 2

Applied geometry strand

- Elements of applied geometry
- Linking two and three dimensions

Statistics and probability strand

- Data collection and presentation
- Exploring and understanding data

Courses of study will also include two elective topics:

- Elective area 1: Maps and compasses - Land measurement.
• Elective area 2: Operations research - Linear programming

How will you learn?

Learning experiences in Mathematics A include life-related applications of mathematics with real and simulated situations, use of instruments, and opportunities for modelling and problem solving. You will be involved in a variety of activities including those which require you to write, speak, listen or devise presentations in a variety of forms, to assist you to develop mathematical understanding.

How will you be assessed?

Assessment in Mathematics A gives you opportunities to demonstrate Knowledge and procedures, Modelling and problem solving, and Communication and justification.

In Mathematics A, assessment instruments include:

• supervised tests — within this category, tests are conducted under supervised conditions and commonly include tasks requiring quantitative and/or qualitative responses
• extended modelling and problem-solving tasks — within this category, you provide a response to a specific task or issue, which could be set in a context that highlights a real-life application of mathematics
• reports — within this category, assessment tasks are typically an extended response to a practical or investigative task, such as: an experiment in which a dataset is collected, analysed and modelled; a mathematical investigation; a field activity; or a project.

In Year 12, you will be expected to complete a minimum of five assessment instruments with at least two of these being an extended modelling and problem-solving task or report or similar.

Where can Mathematics A take you?

This subject contributes four credits towards the Queensland Certificate of Education (QCE). If you would like to learn more about this certificate, please visit the QCE page on the QCAA website www.qcaa.qld.edu.au.

Mathematics A is a recommended precursor to further study and training for professions and technical trades in a range of industries and employment areas including:

• manufacturing and processing
• building and construction
• hospitality and tourism
• administration and management
• education and training
• health services
• retail services
• mechanics and engineering.


How can parents/carers help?

Your parents/carers may help you by:

• discussing different views of current Mathematics A issues with you
• encouraging and helping you to find suitable websites, documentaries, books, journals and other resources
• encouraging you to take part in school-based activities, including field trips, and extracurricular activities offering their services as guest speakers if they are involved in this area of study or related industry
• encouraging safe and ethical behaviour
• contacting your school to establish communication with your teachers to help understand the work undertaken at senior level, and to become familiar with assessment requirements.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Mathematics A’.
## MIC Mathematics A Course Outline

### Year 11

<table>
<thead>
<tr>
<th>Semester</th>
<th>Nature</th>
<th>Item Number</th>
<th>Type</th>
<th>Topic Number &amp; Focus</th>
<th>Conditions</th>
<th>Criteria Assessed</th>
</tr>
</thead>
</table>
| 1        | Formative | 1 | EMPS | 1. Earning, Tax and Spending  
2. Construction Basics | • Task completed in class under teacher supervision  
• Open book with access to resources  
• Some teacher assistance  
• Time: 2 x 90 mins | ✓ ✓ ✓ |
| 1        | Formative | 2 | Supervised Test | 3. Bearings and Position | • Task completed in class under teacher supervision  
• Access to a one page summary (handwritten)  
• No teacher assistance  
• Time: 90 mins (+10 mins perusal) | ✓ ✓ ✓ |
| 1        | Formative | 3 | Report | 4. Collecting Data | • Task completed in class and at home  
• Students to collect their own data  
• Some teacher assistance  
• Time: 3 weeks | ✓ ✓ ✓ |
| 2        | Formative | 4 | EMPS | 5. Business Finance  
6. Length, Area, Volume & Trigonometry | • Task completed in class under teacher supervision  
• Open book with access to resources  
• Some teacher assistance  
• Time: 2 x 90 mins | ✓ ✓ ✓ |
| 2        | Formative | 5 | Report | 7. Linear and Simultaneous Inequations | • Task completed in class and at home  
• Students to take measurements to use in the report  
• Some teacher assistance  
• Time: 3 weeks | ✓ ✓ ✓ |
| 2        | Formative | 6 | Supervised Test | 8. Analysing and Presenting Data | • Task completed in class under teacher supervision  
• Access to a one page summary (handwritten)  
• No teacher assistance  
• Time: 90 mins (+10 mins perusal) | ✓ ✓ ✓ |

**Monitoring**
Mathematics B can also be studied at Montessori International College. To be able to study Mathematics B, students will need a letter of recommendation from their Year 10 Mathematics teacher.
Ancient History

Why study Ancient History?

In History, as in our everyday life, people ask meaningful questions, collect evidence, sift through it, analyse and evaluate it, to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours.

Through the study of Ancient History, we can understand how the modern world has been influenced by the peoples and achievements of the distant past. Through a study of early peoples and cultures, we can understand the processes of change and continuity that have shaped today’s world, their causes, and the roles people have played in those processes. We develop these understandings through processes of critical inquiry, debate and reflection, and through empathetic engagement with the standpoint of others.

Ancient History is a fascinating area of study, rich in wonderful stories of human endeavour, achievement and disaster. The history of humankind from the very earliest times is part of everyone’s heritage and the study of the subject Ancient History ensures that this heritage is not lost.

What do students learn?

The Ancient History syllabus offers students an extensive range of themes and topics. There are twenty-two themes in all, each offering a wide choice of topics. Some themes deal with specific geographical regions and civilisations, such as society and government in Greece and Rome, pharaonic Egypt, and ancient China and India. Others allow students to study ancient societies using a central concept, such as power, conflict, religion, the arts, and everyday life.

Opportunity is provided to study the major ancient civilisations of the Middle East, Greece and Rome, as well as the emerging areas of interest in Asia and Central and South America. The syllabus also makes available the study of the medieval period.

The course that students study will:

- include a study of archaeology, either as a separate theme, or integrated into a number of inquiry topics as appropriate
- select themes and inquiry topics to reflect the geographical diversity of ancient societies
- include a number of briefer studies (background, comparative, linking) to ensure that students can place the inquiry topics within a broader understanding of the history of the period or theme being studied
- include some study of Australia, either as a separate inquiry topic, or integrated into an inquiry topic as a comparative or related study.

How do students learn?

Historical study is based on inquiry. While the teaching of history may involve expository and textbased teaching, the main approach to learning is student inquiry. Students are actively involved in locating, interpreting, analysing and evaluating historical sources, both primary and secondary. In Ancient History, sources can include texts, artefacts such as buildings, art, religious objects, weapons, and everyday items such as jewellery, pottery and clothing. Using the inquiry approach, students identify historical issues for investigation, develop research questions to investigate issues, locate, analyse and evaluate sources, and reach conclusions or make judgments about the issue they have identified.

All of the themes in the Ancient History syllabus use an inquiry process that identifies five aspects:
• definitions
• sources
• backgrounds, changes and continuities: motives and causes
• effects, interests and arguments
• reflections and responses.

How is student work assessed?

Assessment in senior Ancient History is criterion-based and is designed to help students to demonstrate achievement in the objectives of the syllabus. The criteria used are Planning and using a historical research process, Forming historical knowledge through critical inquiry, and Communicating historical knowledge.

Students will be assessed in each of four categories of assessment, including, test essays in response to historical sources, research assignments in response to inquiry questions, multimodal presentations that may include non-written and visual presentations such as video, Powerpoint or interactive CD-ROM materials, short response tests, and response to stimulus tests.

How can parents help?

Parents can assist their children as they study Ancient History by taking an active interest in the topics that the students are studying. Some of the subject matter for Ancient History provides insight and understanding of the contemporary world and its issues and concerns. Parents can help their students by taking an interest in and discussing with their students the connections between current issues and their historical background.

There is a wealth of reference material available outside the school that is relevant to the study of Ancient History, including internet and television materials, dedicated television channels, and other print and electronic material. Many expensive references, including CD-ROM and internet access, are available through local libraries.

Parents can also assist their students to develop a systematic approach to managing class notes and other information and resources, to manage time effectively and to meet deadlines for assessment tasks. Parents are welcome to visit the school to establish contact with their child’s Ancient History teacher. The Ancient History syllabus and the school work program are available to all parents at the school, to help them to understand the work that their students will be undertaking in Ancient History, and to familiarise them with assessment requirements and deadlines.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Ancient History’.
# MIC Ancient History Course Outline

<table>
<thead>
<tr>
<th>Semester 1 — Year A</th>
<th>Semester 3 — Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td>Theme 1: Studies of archaeology</td>
<td><em>Inquiry topic</em> Archaeological process Terracotta warriors</td>
</tr>
<tr>
<td>Theme 9: Personalities in History</td>
<td><em>Inquiry topic</em> Qin Shi Huangdi “The First Emperor”</td>
</tr>
<tr>
<td>Theme 2: Studies of Conflict</td>
<td><em>Inquiry topic</em> Conquest of Alexander the Great, including The Destruction of Persepolis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2 — Year A</th>
<th>Semester 4 — Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Topics</strong></td>
</tr>
<tr>
<td>Theme 15: A study of political centrism in Rome</td>
<td><em>Background Study</em> The development of Ancient Rome from the early city-state phase to an imperial system with control centred in one man.</td>
</tr>
<tr>
<td></td>
<td><em>Inquiry topic</em> “Imperial Rome” In depth research focusing on one Roman emperor.</td>
</tr>
<tr>
<td>Theme 8 Studies of the arts</td>
<td><em>Inquiry topic</em> Visual Arts of Ancient Greece, Rome and Egypt</td>
</tr>
</tbody>
</table>
Biology

What is Biology all about?

Biology is the study of the natural systems of the living world. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides you with opportunities to:

<table>
<thead>
<tr>
<th>Semester 3 — Year A</th>
<th>Semester 1 — Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Topics</strong></td>
</tr>
</tbody>
</table>
| Theme 1: Studies of archaeology | *Inquiry topic*  
The work of the Archaeologist  
Egyptian archaeological sites | Category 4 — Short response and response to stimulus test | 18 |
| Theme 12: A study of pharaonic power in Egypt | *Inquiry topic*  
Case studies of pharaonic power in the Old, Middle and New Kingdom | Category 3 — Multimodal presentation | 18 |
| Theme 14: Studies of changing practices in society and government in the Greek world | *Inquiry topic*  
The development of Greek democracy in Athens and its impact in the fifth century | Category 1 — Extended written response to historical evidence | 21 |

<table>
<thead>
<tr>
<th>Semester 4 — Year A</th>
<th>Semester 2 — Year B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Topics</strong></td>
</tr>
</tbody>
</table>
| Theme 18 — The influence of groups in Ancient societies | *Inquiry topic*  
Women in the Ancient World.  
Case study of individual women who were significant historical figures, or comparative studies of women’s lives in two or more Ancient societies. | Category 2 — Written research task | 30 |
| Theme 19: Continuity and change in Indigenous Australia | *Inquiry topic*  
Indigenous Australia | Category 3 — Multimodal presentation | 25 |
• gain insight into the scientific manner of investigating problems pertaining to the living world
• experience the processes of science, which lead to the discovery of new knowledge
• develop a deeper understanding and an enhanced aesthetic appreciation of the living world.

The study of Biology will help you to understand the consequences of your personal actions and those of your community and society on the living world. It will enable you to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

What will you learn?

When you study Biology, you will examine the phenomenon of life in all its manifestations. Biology encompasses studies of the origin, development, functioning and evolution of living systems and the consequences of intervention in those systems. Your understandings will be developed in terms of concepts inherent in the principles of biology, which are:

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

How will you learn?

The course places considerable emphasis upon practical work conducted within a laboratory and in the field. There is a minimum time commitment for fieldwork of ten hours. Fieldwork is integrated with the study of the key concepts to help you better understand biological phenomena. During practical activities you will learn to examine collected data, suggest hypotheses that explain observations, and design and conduct experiments.

How will you be assessed?

The assessment program will include a variety of assessment techniques which are integrated with the learning experiences. The achievement level awarded to each student on exit from the course will be based on the fullest and latest information about student performance on the dimensions outlined in the syllabus.

Assessment in Biology gives you opportunities to demonstrate Understanding biology, Investigating biology, and Evaluating biological issues.

In Biology, assessment instruments include:

• extended response tasks
• written tasks
• extended experimental investigations.

In Year 12, you will be expected to complete a minimum of four and a maximum of six assessment instruments representing at least one and no more than two of the above categories.

How can parents/carers help?

Your parents/carers may help you by:

• discussing different views of current Biology issues with you
• encouraging and helping you find suitable websites, documentaries, journals and other resources
• encouraging you to take part in school-based activities, including field trips, and extracurricular activities
• offering their services as guest speakers if they are involved in this area of study or related industry
• encouraging safe and ethical behaviour
• contacting your school to establish communication with your teachers to help understand the work undertaken at senior level, and to become familiar with assessment requirements.

Where can Biology take you?

This subject contributes four credits towards the Queensland Certificate of Education (QCE). If you would like to learn more about this certificate, please visit the QCE page on the QCAA website www.qcaa.qld.edu.au/589.html.

Understanding of biological concepts, as well as general science knowledge and skills, is relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This subject will provide a foundation for you to critically consider contemporary biological issues and to make informed decisions about these issues in your everyday life.


More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Biology’.

**MIC Biology Course Outline**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit</th>
<th>Topic</th>
<th>Time (hours)</th>
<th>Key Concepts</th>
<th>Key Ideas</th>
<th>Instrument Number</th>
<th>Assessment Category</th>
<th>General Objectives</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>Maintaining the Internal Environment</td>
<td>25</td>
<td>1, 2, 5</td>
<td>7, 12, 13, 14, 16, 17, 22</td>
<td>7</td>
<td>Extended Experimental Investigation</td>
<td>✔️ ✔️ ✔️</td>
<td>Human systems open-ended practical research, class and own time 800-1000 words for discussions, conclusions and/or recommendations</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Infectious Disease</td>
<td>30</td>
<td>1, 2, 5</td>
<td>7, 9, 12, 13, 16, 28</td>
<td>9</td>
<td>Extended Response – Multimodal</td>
<td>✔️ ✔️</td>
<td>Disease conference, seen, 3-5 minutes, research notes, bibliography, 6 hours class time</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Heredity and Continuity of Life</td>
<td>30</td>
<td>1, 6</td>
<td>7, 11, 23, 24, 28, 29, 30, 31, 32</td>
<td>10</td>
<td>Extended Response – Experimental Report</td>
<td>✔️ ✔️</td>
<td>DNA manipulation practical research, class and own time 800-1000 words for discussions, conclusions and/or recommendations</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Continuity of Life on Earth</td>
<td>25</td>
<td>3, 4, 6</td>
<td>15, 22, 24, 25, 27, 28, 29, 30, 31, 32</td>
<td>11</td>
<td>Written Task – Supervised examination</td>
<td>✔️ ✔️</td>
<td>Unseen, one page summary of topic allowed, short response (250-350 words), 90 minutes (10 minutes perusal)</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Cells and Multicellular Organisms</td>
<td>30</td>
<td>1, 5</td>
<td>7, 8, 9, 10, 11</td>
<td>1</td>
<td>Written Task – Supervised examination</td>
<td>✔️ ✔️</td>
<td>Unseen, one page summary of topic allowed, short response (400-500 words), 90 minutes (10 minutes perusal)</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Multicellular Organisms</td>
<td>25</td>
<td>1, 2, 5</td>
<td>9, 10, 11, 12, 13, 14, 15, 16, 17</td>
<td>2</td>
<td>Extended Response – Multimodal</td>
<td>✔️ ✔️</td>
<td>Animal systems, seen, 5-7 minutes, research notes, bibliography, 6 hours class time</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>Cells as the Basis of Life</td>
<td>30</td>
<td>1, 5</td>
<td>7, 8, 9, 10, 11</td>
<td>3</td>
<td>Extended Experimental Investigation</td>
<td>✔️ ✔️</td>
<td>Plant systems open-ended practical research, class and own time 1000-1500 words for discussions, conclusions and/or recommendations</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>Biodiversity and the Connectedness of Life</td>
<td>25</td>
<td>3, 6</td>
<td>15, 21, 22, 25, 28, 30, 32</td>
<td>4</td>
<td>Extended Response – Article</td>
<td>✔️ ✔️</td>
<td>Scientific Magazine style article, seen, 1000-1500 words, research notes, bibliography, 6 hours class time</td>
</tr>
<tr>
<td>4</td>
<td>9</td>
<td>Describing Biodiversity</td>
<td>30</td>
<td>1, 5</td>
<td>10, 13, 15, 17, 18, 19, 20, 21, 22, 26, 27</td>
<td>5</td>
<td>Extended Response – Field Report</td>
<td>✔️ ✔️</td>
<td>Teacher monitored, use of ecological monitoring equipment, 10 hours field study, guided practical research, class and own time 1000-1500 words for discussions, conclusions and/or recommendations</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>Ecosystem Dynamics</td>
<td>30</td>
<td>3, 4</td>
<td>10, 13, 15, 17, 18, 19, 20, 21, 22, 26, 27</td>
<td>6</td>
<td>Written Task – Short response</td>
<td>✔️ ✔️</td>
<td>Written responses to stimulus material, unseen, students allowed to bring in a one page summary and bibliography, short response (400-500 words), 2 hours (10 minutes perusal)</td>
</tr>
</tbody>
</table>
Business Communication and Technologies

Why study Business Communication and Technologies?

Business Communication and Technologies (BCT) offers students opportunities to engage in and understand a range of business administrative practices through real-life situations and simulations. The course is designed to provide a foundation in the study of business and to prepare students for further education, training and employment.

Business Communication and Technologies fosters intellectual, social and moral development by encouraging students to think critically about the role and ethical responsibilities of business in society.

What is studied?

Business Communication and Technologies encompasses theoretical and practical aspects of business in contexts students will encounter throughout their lives.

The underpinning practices of Business Communication and Business Technologies are integral to all business relationships and dealings, and shape the development of students’ knowledge and skills.

A course in Business Communication and Technologies can be designed using a selection of topics of study:

- Business environments
- Managing people
- Industrial relations
- International business
- Workplace health, safety and sustainability
- Organisation and work teams
- Managing workplace information
- Financial administration Social media
- Events administration
- School-developed issues study.

How do students learn?

In this subject, students examine the broader social, cultural and environmental implications of business activities with a focus on the essential skills of communication and the use of business specific technologies.

Business Communication and Technologies requires students to engage in learning activities requiring higher-order cognition. They interpret and analyse business issues to evaluate proposed business solutions and recommendations from the perspectives of an employer, employee or self-employed individual across a range of business situations.

Students may be involved in activities that include: evaluating case studies; investigations and inquiry learning; manipulating and using business technologies; participating in excursions to suitable venues and communicating using a variety of modes.

How are students assessed?

Students are assessed against standards described in terms of:

- Knowing and understanding business
- Investigating business issues
- Evaluating business decisions.
Knowing and understanding business involves the retrieval, comprehension and use of information and skills associated with selected topics of study and underpinning practices, to develop an understanding of business knowledge.

Investigating business issues involves exploring and dissecting business data and information to identify and analyse business issues.

Evaluating business decisions involves communicating and synthesising understandings gained to make judgments about the performance of businesses. This dimension involves drawing conclusions, making decisions, providing recommendations to solve problems and justifying solutions and/or actions.

Assessment techniques used by schools include short and/or extended responses, research assignments, projects and reports. Multimodal presentations such as seminar presentations, multimedia presentations, debates and reports may also be used.

**How can parents help?**

Parents can help students by:

- providing a supportive environment in the home
- discussing with their children business-related issues such as those seen on TV or in the news
- providing access to various sources of information
- encouraging their children to work cooperatively within the family group
- being understanding of the time commitment students may need to devote to the study of Business Communication and Technologies
- offering their services (if they work in a relevant industry) as guest speakers, work placement providers for students, or demonstrators of skills applicable to particular units of work.

**More information**

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Business Communication and Technologies’.
Physical Education

Why study Physical Education?

In Australia, participating in and watching physical activity is culturally significant and deeply embedded in the national psyche. Physical activity is central to maintaining health, providing avenues for social interaction, developing self-worth and promoting community involvement.

Physical Education would interest students who are physically active, enjoy a range of sports; participate in sport as a coach, or who would like to further their knowledge of the physical culture of Australia. It provides a foundation for students who wish to pursue further study in human movement related fields such as:

- sport development, management, marketing, sales, sponsorship and fundraising
- sport and physical activity policy development
- sport journalism
- sport psychology and coaching
- athlete conditioning and management
- personal training
- primary, middle and senior school teaching.

What is studied?

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

Students study four physical activities over the course. Subject matter is drawn from three focus areas which are:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society.

How do students learn?

By learning in, about and through physical activity, students become intelligent performers and physically educated. Students develop skills and understandings that allow them to contribute in an informed and critical way to varied physical activity contexts and roles. Learning is developed in complexity and sophistication over the course, with the development of student abilities across the general objectives that reflect the depth of their skill acquisitions as well as developing psychological, biomechanical, physiological and sociological concepts within and across physical activities. As students study increasingly complex and sophisticated subject matter they are encouraged to further develop as self-directed, interdependent and independent learners. In Physical Education, the dimensions of acquiring, applying and evaluating group the general objectives so that once skills and knowledge are acquired, they can be applied to a range of physical activity contexts and then evaluated to improve performance and strengthen and broaden understanding. Evaluation and reflection are used continually to provide feedback for future acquisition and application of behaviours, performance, knowledge and skills.

How are students assessed?

Assessment in Physical Education encourages students to be active, critically reflective and research orientated learners. Through the use of personalisation, assessment in Physical Education is contextualised and authentic. Personalisation enables students to make meaning of complex understandings by providing connections with their real-life contexts.

Assessment involves students:

- applying conceptual understandings from the focus areas to the physical activities they are studying
- actively participating in physical activity.

How can parents help?

Parents/caregivers can be involved in many ways. They can encourage students to actively involve themselves in physical activities, to read widely about relevant topics, and to reflect upon concepts and principles influencing the engagement and performance of physical activity.

Parents/caregivers might also consider:

- perusing the Physical Education syllabus from which schools plan their work programs
- discussing the school work program with the teacher
- discussing the student's progress with the student and with school personnel
- drawing attention to sporting issues as presented in the media.

More information

If you would like more information, please email senior.syllabuses@qcaa.qld.edu.au. You can also visit the QCAA website www.qcaa.qld.edu.au and search for ‘Physical Education’.
### MIC Physical Education Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical Activity Classification</strong></td>
<td>Individual, Performance</td>
<td>Team, Direct interceptive</td>
<td>Individual, Aesthetic</td>
</tr>
<tr>
<td><strong>Possible physical activities</strong></td>
<td>Mountain biking, Climbing, Kayaking</td>
<td>Touch, Oztag, AFL, Marngrook</td>
<td>Skating, Slope-style MTB or Combat sports, Aerobics</td>
</tr>
<tr>
<td><strong>Core subject matter</strong></td>
<td>Focus Area A: Learning physical skills</td>
<td>Focus Area B: Process and effects of training and exercise</td>
<td>Focus Area C: Equity and access to exercise, sport and physical activity in Australian society</td>
</tr>
</tbody>
</table>
| **Motor learning** | Energy systems | **Individual factors** – self concept, values and attitudes | **Individual factors** – socialising forces and decision making | o. Force and motion  
o. Momentum and inertia  
o. Biomechanical analysis of physical activity (extension) |
| • Characteristics of the learner | • The three energy systems | • Institutional factors – impact of families, schools etc. on access | **Biomechanics** | |
| • Characteristics of tasks / skills | • Limitations | • Cultural factors – body image & social construction of the gender | **Biomechanics** | |
| • Types of practice | • Percentage use of energy systems in physical activities | • The social construction of gender and its impact on access to sport (extension) | **Biomechanics** | |
| • Information processing | **Exercise physiology principles** | • Common assumptions about sport and exercise in Australia (extension) | **Biomechanics** | |
| • Types of feedback | • Components of types of fitness | **Psychology** | **Psychology** | |
| • Analyzing and classifying physical skills (extension) | • Training principles | • Motivation, arousal and performance | • Role of self concept, values and attitudes |
| | • Training methods | • Anxiety (extension) | **Structural factors** | |
| | • Measurement and evaluation of physical performance capacities (extension) | • Imagery and visualisation (extension) | • Distribution of resources with respect to inter-relationship between sponsorship, media and equity | |
| **Written or spoken assessment technique** | Research assessment: written analytical exposition magazine article | Supervised written examination: unseen essay exam | Research assessment: PowerPoint and spoken presentation | Research assessment: written report |
| **Other possible subject matter** | Area B | Area A | Area A | Area B |
| • Types of fitness | • Practice and feedback | • Characteristics of the learner | • Training program design & planning |
| • Components of types of fitness | Area C | • Psychological factors – motivation & arousal | **Psychology** | |
| • Interpersonal factors – the role of peers and media on opportunities and decisions about physical activity | | **Psychology** | **Psychology** | |
| **Written or spoken assessment technique** | Research assessment: written report | Supervised written examination: unseen essay exam | Research assessment: PowerPoint and spoken presentation | Research assessment: written analytical exposition magazine article or webpage |
| **Other possible subject matter** | Area A | Area A | Area A | Area A |
| • Information processing | • Types of practice | • Emotional performance, imagery and visualisation | **Psychology** | |
| Area C | • Immediate and long term effects of training | **Psychology** | **Psychology** | |
| • Cultural level - body image and social construction of gender | • Measurement and evaluation of physical performance | **Psychology** | **Psychology** | |
| | Area C | • The influence of dominant culture and related versions of history (extension) | **Psychology** | |
| **Written or spoken assessment technique** | Research assessment: written report | Supervised written examination: unseen essay exam | Research assessment: PowerPoint and spoken presentation | Research assessment: written analytical exposition magazine article or webpage |

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### Creative Arts (SAS) – Visual Art Studies

This Study Area Specification (SAS) covers a range of practical topics in visual art. It provides students with opportunities to explore roles such as maker, performer/presenter, technician and manager.
The Arts are the common threads of life in all communities and are mirrors of society’s aspirations. In this syllabus, the term “arts” embraces studies in and across dance, drama, media, music, and visual art. Artist practitioners fulfil many roles in a community, such as maker, performer/presenter, technician and manager. The Creative Arts syllabus provides opportunities for students to explore these roles through active engagement with one or more of the arts, and to understand the different careers available in the industry. By taking on some practitioners’ roles, students are exposed to authentic arts industry practices in which they learn to view the world from different perspectives and experiment with different ways of sharing ideas and feelings.

Arts making involves the integration of objective knowledge of the world with subjective experience and perception. It involves taking a raw mental image, idea or feeling and giving it a form (an arts work) that makes it aesthetically satisfying to the artist. To do this, students learn about aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others’ arts works. In this way students’ imaginative, emotional, aesthetic, analytical and reflective experiences are heightened, fostering creativity and developing problem-solving skills.

Within and/or across the particular arts studied, students explore and apply techniques, processes and technologies individually and/or in groups to express ideas that serve particular purposes. They gain practical skills, employ essential terminology, investigate “solutions” to “problems”, and make choices to communicate through their arts making. These skills are acquired through specialising in one or more of the arts or through broad-based multi-arts courses of study.

Students also learn about workplace health and safety issues, effective work practices, and arts administration, leading to the acquisition of the industry skills needed by a beginner practitioner. Preparation for the workplace is further enhanced through fostering a positive work ethic, teamwork, and project management skills.

This study area specification recognises that the needs and interests of students vary considerably. Schools are given the flexibility to cater not only for students with interests in the more technical aspects of the arts, but also for those with interests in the more performance-based and creative aspects, that is, all approaches are vocationally oriented. With Approach B, schools may offer more than one strand to ensure that the wide range of students’ needs and interests are met.

Through involvement in one or more of the arts offered in this study area specification, becoming part of arts communities, and interacting with practising artists, students have their creative thinking nurtured as they follow processes from conception to realisation, and work hard to communicate ideas of personal importance. They gain confidence and self-esteem, and value their contribution to the social and cultural lives of their schools and local communities. In so doing, students develop a positive attitude to learning and are encouraged to maintain their arts interests in life-long pursuits beyond school.

The teaching and learning contexts of this study area specification also provide opportunities for the development of the seven key competencies. In a course of study from this syllabus, students are involved primarily in communicating ideas and information through arts making. Arts making often involves students working with others and in teams. It is supported by collecting, analysing and organising information, planning and organising activities, investigating “solutions” to “problems”, using suitable technologies and, where relevant, employing mathematical ideas and techniques.

When understood fully and employed meaningfully, the Arts are crucial in helping schools and students make connections between imagination and learning, between thinking and feeling, between the self and the environment and between the individual and society. Thus participation in the Arts engages students in processes that connect thinking, feeling and sensory experiences.
Aims

Students should:

- create and make arts works for particular purposes
- value themselves as artists through emerging self-worth and self-confidence
- operate in one or more of the practitioners’ roles (maker, performer/presenter, technician, manager)
- develop knowledge about particular arts, aesthetic codes and symbolic languages in a range of contexts
- understand the contribution practitioners make in communicating social and cultural practices and personal experience
- develop knowledge about, and be able to apply relevant workplace health and safety practices
- build practical skills and techniques that may lead to further engagement in the arts — industry, education, or leisure
- reflect on their arts making and how purposes are communicated
- gain enjoyment and satisfaction through artistic expression
- appreciate the importance of a positive approach to working with others in an ethical manner
- increase their confidence and skills to work independently
- acquire suitable strategies that will help them function effectively in the workplace.

### MIC Creative Arts Course Outline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Unit no. and unit name</th>
<th>Syllabus Unit</th>
<th>Focus of Learning Experiences for each unit (dot points only) Indicate with * the units that cover the study area core</th>
<th>Study Area Core</th>
<th>Assessment conditions (Brief description of task &amp; conditions)</th>
<th>Formative?</th>
<th>Criteria &amp; Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communicating ideas and information</td>
<td>- Experimentation (technician) mostly in students’ visual diaries (developed over 1 term - 9 weeks)</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Working in teams</td>
<td>- Created works (maker) a completed canvas or pencil on paper piece - to be completed in class (4 weeks class time)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communication skills</td>
<td>- Oral questioning on terminology and techniques (15 minutes)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Self-management</td>
<td></td>
<td>E</td>
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<tr>
<td>1</td>
<td>1. Drawing and Painting (56 hours)</td>
<td>19. Fine Art</td>
<td>- Drawing: contour drawing, sgraffito, foottage * - Painting: acrylic layering, wash layering, sgraffito with acrylic *</td>
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<td>2</td>
<td>2. Collage / Mixed Media (56 hours)</td>
<td>19. Fine Art</td>
<td>- Mixed media on canvas * - Layering with wax * - Collage * - Acrylic layering *</td>
<td>Communicating ideas and information</td>
<td>- Experimentation (technician) mostly in students’ visual diaries (developed over 1 term - 9 weeks)</td>
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<td>Working in teams</td>
<td>- Created works (maker) a completed collage / mixed media canvas - to be completed in class (4 weeks class time)</td>
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<td>Communication skills</td>
<td>- Oral questioning on terminology and techniques (15 minutes)</td>
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<td>Self-management</td>
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<td>3</td>
<td>3. Jewellery (56 hours)</td>
<td>19. Fine Art</td>
<td>- Jewellery smithing: found objects, casting, forming, soldering, construction, carving * - Jewellery assemblage *</td>
<td>Career opportunities and pathways</td>
<td>- Experimentation (technician) mostly in students’ visual diaries (developed over 1 term - 9 weeks)</td>
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<td>Industry standards</td>
<td>- Created works (maker) a completed jewellery product - to be completed in class (4 weeks class time)</td>
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<td>Communicating ideas and information</td>
<td>- Oral questioning on terminology and techniques (15 minutes)</td>
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<td>Workplace health and safety</td>
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<td>4</td>
<td>4. Me, the artist! (56 hours)</td>
<td>19. Fine Art</td>
<td>- Develop ideas for individual artworks * - Set goals, priorities, timeframes * - Make an art work to serve the artist’s own purpose * - Document works using digital images *</td>
<td>Career opportunities and pathways</td>
<td>- Concept description, including oral explanation to teacher (15 minutes), sketches, samples (maker) mostly in students’ visual diaries (developed over 1 term - 9 weeks)</td>
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<td></td>
<td>Communicating ideas and information</td>
<td>- Management of schedule (manage)</td>
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<td>Working in teams</td>
<td>- Exhibition (presenter) including completed folio of works presented as: the original and visual diary or blog of digital images (presenter) to be exhibited at the school “Arts at Sunset” exhibition at the end of the year (developed over the term - 9 weeks)</td>
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<td>Communication skills</td>
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<td>Self-management</td>
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E=Exploring, K=Knowing, E=Expressing

Monitoring standards X X X

Monitoring level of achievement X
Developing a SET Plan

What is a SET plan?

A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

What’s the purpose of a SET plan?

The purpose of a SET plan is to help students:

- set and achieve their learning goals in Years 11 and 12
- include flexible and coordinated pathway options in their course of senior study
- think about their education, training and career options after Year 12 and make decisions about their learning pathways
- structure their learning around their abilities, interests and ambitions
- communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

What’s involved in developing a SET plan?

Each school has its own SET planning process. Your child’s school will make that process clear to you.
Once your child’s SET plan has been developed, you, your child and the other people involved in developing the plan should sign and date the plan to show agreement.

**What happens next?**

Parents are encouraged to stay involved in the SET planning process so you can support your child through their learning.

It is recommended that students review their SET Plan regularly to make sure their subjects and learning is right for them, and that they can maintain a pathway to the courses and career they want after Year 12.

Students can track their enrolments and results in their learning account on the [Student Connect website](https://www.studentconnect.qld.edu.au). If students want to change their subjects or courses, it is important that they discuss this with their school or other learning provider.

**More information**

- Visit the [Student Connect website](https://www.studentconnect.qld.edu.au)

You can visit the above website and log in as a guest to use the QCE calculator. This allows students and parents to see how students can build the SET Plan and how QCE credit points are allocated.

Students will be given login details at school, and time will be allocated for development of the plan. It is recommended that parents also spend time discussing the plan with your child.

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**Subjects Offered**

**Subjects Offered and Programs available for students to choose from**

**Authority Subjects** (Authority subjects contribute to gaining an OP – Overall Position)

- English
- Mathematics A (Mathematics B may also be studied)
- Biology
- Business Communication and Technologies
- Ancient History
- Physical Education
- Technology Studies

*Note: Authority subjects allow students to gain an OP. Authority-registered subjects do not contribute to an OP, but do contribute towards the QCE.*

**Non-Authority Subjects**

- Creative Arts – Visual Art (Authority-registered subject)

*(Other Authority subjects can be studied through Distance Education upon negotiation with the College)*

**School-Based Traineeships** (contribute to QCE but not OP)
**Proposed Course of Study for Year 11-12**

Students are expected to complete a full course of study (6 subjects or equivalent), unless otherwise negotiated with the College. If you intend to complete subjects offered at other institutions, you will need to discuss with the school how we can assist you manage your course of study. Where possible, we will be flexible with the Senior Phase Schedule so that you can study the course that is best for you.

<table>
<thead>
<tr>
<th>Subject</th>
<th>QCE Credits</th>
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<tbody>
<tr>
<td>1 English</td>
<td>4</td>
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<tr>
<td>2 Mathematics A or B (please circle A or B)</td>
<td>4</td>
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<tr>
<td>3</td>
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<td><strong>Total Points</strong></td>
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