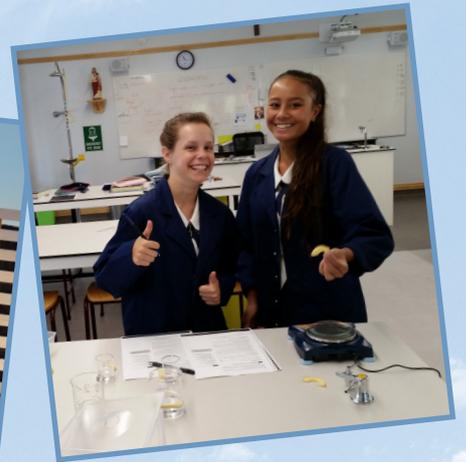




# *2021 Subject Selection and QCE Handbook*



## *St Philomena School*

June 2020.

For further information, please contact the School Office on 38020088 or [admin@stphilomena.qld.edu.au](mailto:admin@stphilomena.qld.edu.au)

Book compiled by Nicole Elliott

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# Welcome to Year 11

## Welcome

Welcome to Year 11! The purpose of this guide is to give both students and parents an awareness not only of the subjects available for selection, but also an overview of the QCE system. If you have questions, please contact Miss Nicole Elliott (Senior Curriculum Coordinator) at the school or by email at [nelliott@stphilomena.qld.edu.au](mailto:nelliott@stphilomena.qld.edu.au)

## Structure

Year 11 classes are held over 3 terms, which allows Year 12 students to have a full year (four terms) before their final external exams. All year 11 students commence Year 12 classes in Term 4 of their Year 11 year.

## Booklist

Books are available through our supplier, Sequel Books, at Moorooka.

## Further Options for QCE Credit

Students are able to obtain points towards their QCE throughout other ways than completing General Subjects. Students who study a musical instrument and who undertake AMEB music exams, for example, are encouraged to discuss this with Miss Elliott as these studies can result in additional QCE credits. Students are also able to earn QCE points through participation in the Duke of Edinburgh Award and from Certificate II courses undertaken in the workplace.

Please inform the school if you are participating in extra curricular activities outside of school in order for us to assist you in achieving recognition for these.

## Extracurricular Activities

Students in Years 11 and 12 at St Philomena School have the opportunity to participate in the following activities, just to name a few:

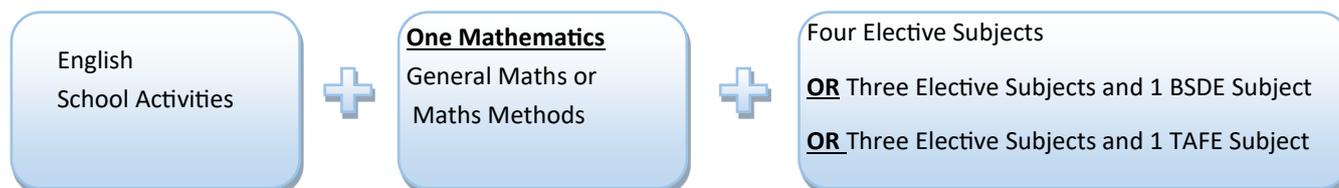
- Choirs
- The Secondary School Drama Production (In 2021 this will be the production of Shakespeare's *Midsummer Night's Dream*)
- The Duke of Edinburgh Award
- Interschool Debating
- The Legion of Mary



# The Subject Selection Process

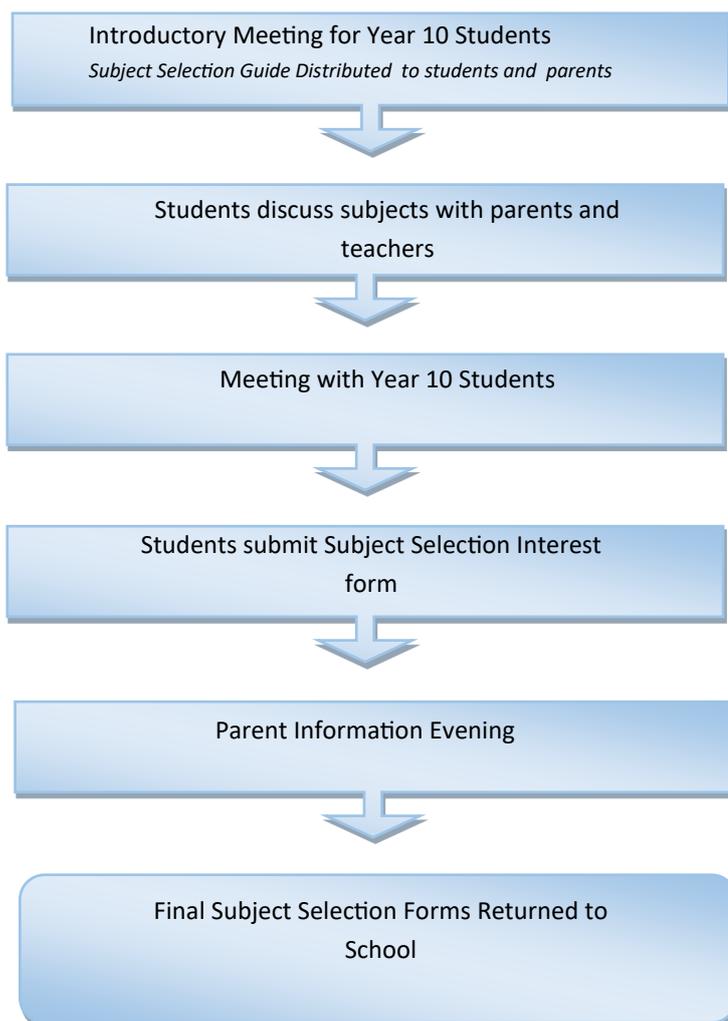
## Requirements

You are required to have one of the following combinations of subjects:



## Subject Selection Process

The process for choosing subjects is as follows:



## How to choose subjects...

You should choose your subjects based on a range of factors, which include the following:

- Your interests
- Your abilities
- Prerequisites for university/TAFE
- Your preferred career path

The following are factors which should not impact your subject selection:

- The choices of your friends
- Subjects you perceive as “easy” or “difficult”
- To get out of work
- How much you like or dislike a teacher
- One negative experience in the past

## Further Information

If you need further information in order to choose subjects, there are a number of places you can gather further information:

- Your teachers
- Your parents
- TAFE guides
- The QTAC Guide (available to borrow at school or to purchase online or at newsagents, etc.)

Please speak to Miss Elliott if you need more assistance.

# Information



## Senior subjects

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

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P-10 Australian Curriculum.

Students at St Philomena School are offered subjects from the General Syllabus, either as part of a class at the school, or via Distance Education.

## General syllabuses

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

## Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects are not currently offered at St Philomena School. Students instead may elect to study a subject from TAFE.

## Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA. Assessment is via one external examination worth 100% of a student's grade in that subject. At St Philomena School, Latin is offered as an SEE subject.

## Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3. St Philomena School does not currently offer Short Courses.

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

## Senior Education Profile

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

statement of results

Queensland Certificate of Education (QCE)

Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP see: [www.qcaa.qld.edu.au/senior/certificates-qualifications/sep](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Underpinning factors

All senior syllabuses are underpinned by:

literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

### *General syllabuses and Short Courses*

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

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



## Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Students wishing to undertake a subject at TAFE need to discuss this with Miss Elliott, and ultimately have the approval of the Head of Secondary.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

best five General subject results or

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

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

### *English requirement*

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

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

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

## General syllabuses

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

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

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

## TAFE at School

Year 11 students at St Philomena School are permitted to undertake a TAFE course designed for students to complete whilst still at school. This would involve the student missing one day per week of classes at St Philomena School. Students who study at TAFE choose one less subject at school.

Students need to consider if they feel comfortable missing one day per week of school classes over the course of 12-18 months. We are unable to timetable to accommodate a student missing no important classes on any given day. Students will need permission from the Head of Secondary to study a TAFE subject. A good prior attendance record, good independent study skills and a desire to keep up with all work in every subject are a must. St Philomena School will not be responsible for TAFE fees.

## Change of Subjects

If a student finds themselves unable to complete a subject, they are advised to speak with the Senior Curriculum Coordinator as soon as possible. Changes of subjects are only possible at certain points throughout the course. Most subjects need to be started at the beginning of Year 11.

Students have the option of dropping a subject at the end of Year 11, in order to reduce their workload in Year 12. If they wish to drop a subject, they are advised to talk to their subject teachers. They will also need to ensure that they have the necessary QCE points and pattern to complete Year 12. Lastly, they will need to ensure that they are still fulfilling prerequisite requirements for further study post high school.

## Student Learning Account

All students are required by QCAA to hold a Student Learning Account. These have been set up at school with the Year 10 Class. Student grades will be recorded in their Student Learning Account by QCAA. Students' final grades will be issued through these accounts.

## LUI (Learner Unique Identifier)

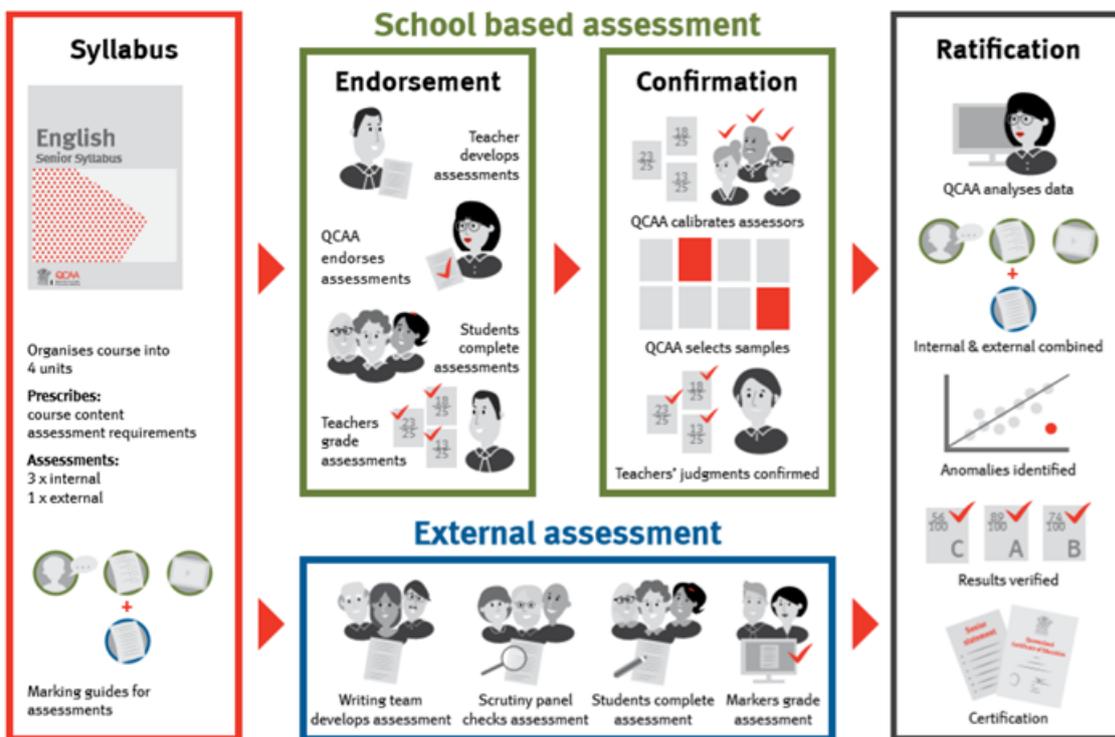
All students are also required to have a LUI number. Students have been issued these numbers. They are essential when applying for any form of study. Students are encouraged to memorise their LUI number. They are expected to keep these numbers safe and to have ready access to them when required.

## Valid and Reliable Senior Assessment

St Philomena School is part of a rigorous process overseen by QCAA to ensure that all assessment is fairly developed, administered and graded. An overview of this process can be seen below.

All student assessment is required to be retained by the school until after the student has graduated.

## Valid and reliable senior assessment



Regarding

# Assessment



## General Information.

Assessment is conducted in line with the syllabus requirements for each subject.

Access Arrangements and Reasonable Adjustments (AARA) is offered to all students as need arises. More information has been provided on Page X regarding arrangements that will be provided to students who have additional requirements for the fair and equitable access to assessment.

Students participate in an Academic Integrity Course which reinforces skills and expectations regarding the honest participation in Assessment.

St Philomena School provides teachers, students and parents with an Assessment Policy. A copy of the Assessment Policy can be found at the back of this book.

## Units 1 and 2 assessments (Year 11)

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

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

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

Assessment tasks set at St Philomena School in Year 11 reflect the style, type and requirements of tasks set in year 12. This modelling of tasks gives students the opportunity to experience in Year 11 the expectations in Year 12.

## Units 3 and 4 assessments (Year 12)

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

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

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

*Please refer to the individual subject pages for more specific information concerning assessment in each subject.*

## Instrument-specific marking guides

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

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

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

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

Year 11 Assessment is marked using an ISMG aligned with the corresponding Year 12 task but modified to suit the content of the assignment.

## External assessment

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

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.
- The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

St Philomena School coordinates a Mock Exam week prior to the External Exams. Students will sit exams under very similar conditions to their external exams. Students will be provided feedback on their performance by their class teacher.

Students complete their external exams at St Philomena School. Every year the External Exam timetable is set and published by QCAA. Parents and students will be informed of this timetable as soon as possible. Students should expect the exam timetable to run in Term 4 between Weeks 4 to 7 inclusive, although this is subject to change.

## Access Arrangements and Reasonable Adjustments (AARA)

St Philomena School recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students and are offered to all students in line with QCAA requirements. AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. The school will use the information in this handbook to inform their decisions about appropriate adjustments and arrangements for assessment. Reasonable adjustments are action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be assessed.

If a student is in need of an extension, or a change in conditions in order to have fair and equitable access to an assessment task either for a short term or long term condition, this will be granted on the basis of evidence presented and in line with QCAA guidelines. Please speak with the Senior Curriculum Coordinator about any student needs in this regard.

Years 11 and 12

# Religion

Religion in Years 11 and 12, while not contributing to a student's ATAR or QCE, is, for our school, the most important subject taught. It follows a two-year cycle so that each student will study Apologetics one year and the Crisis in the Catholic Church every other year.

Apologetics is the study of reasoned arguments proving, ultimately, that the Catholic Church is the one true Church founded by Christ. Along the way to proving this, it proves the existence of God and His perfections and that Jesus Christ is God and the Messiah.

The Church, by the dwindling number of practising Catholics in the West, the lack of vocations to the priesthood and religious life, regular occasions when the Pope and Bishops teach things not able to be reconciled with the Catholic faith, and the general confusion among laymen as to what Catholics are meant to believe and do, gives clear evidence that She is, at this time, going through a severe crisis. When considering this question, the students will be presented with what the Society of St Pius X has identified as the causes of today's crisis: the novel teachings of the Second Vatican Council on Ecumenism, Religious Liberty, and Collegiality, together with the new liturgy, including the New Mass, which is a fruit of the erroneous teachings found in Vatican II. The solution presented is a return to Traditional Catholic teaching and to the liturgy which sanctified members of the Church for thousands of years.

The study of Religion is essential for all career pathways and is specifically important for:

- The priesthood
- The religious life
- Being a good father or mother
- Being a good employer
- Being a good employee
- Being a good citizen



# Sport

Sport at St Philomena School is a non-QCE subject which provides students with opportunities to learn in, through and about sport activities. They consider factors that influence participation in sport, and how physical skills can enhance participation and performance in sport activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport activities.

## OBJECTIVES

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport activities
- describe concepts and ideas about sport using terminology and examples
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport activities
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport activities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport activities and provide recommendations.

## PREREQUISITES:

Sport has no preferred prerequisites as it is designed to develop our students' personal development and social skills and caters for a diverse range of abilities.

## PATHWAYS:

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

## OPPORTUNITIES:

St Philomena School students in Years 11 and 12 have the opportunity to participate and represent their school in a number of sporting events. This includes being a member of St Philomena's teams in the Friday Night Basketball Competition (Boys) or Monday Night Netball Competition (Girls); participation in the annual and much contested Interschool Sports Competition with St Thomas Aquinas College, alternating between Brisbane and Melbourne each year, and the opportunity to represent the school in District sports events. Let's not forget also the annual Staff v Year 12 Volleyball Match.



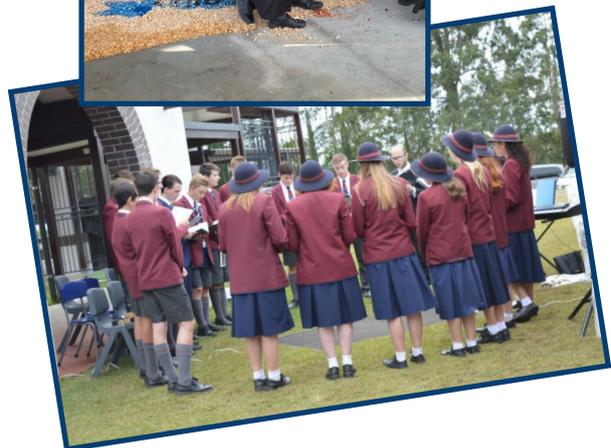
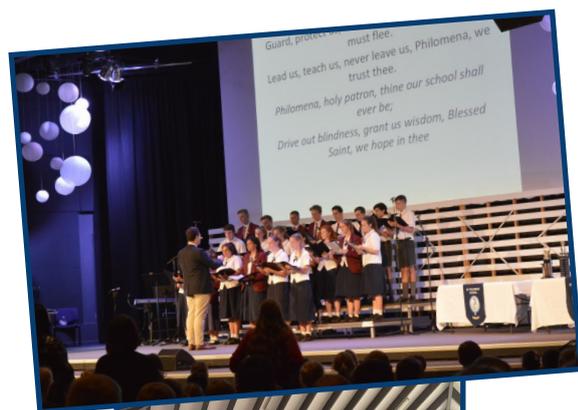
The Opportunity to participate in

# Choir

Music provides students with an opportunity to develop their aural, vocal, and reading skills by learning and appreciating the order of numbers (rhythm and pitch) in sound. Students reinforce their reading skills of both Gregorian and Modern Notation and continue to develop their vocal skills by singing a variety of compositions and, sometimes, singing original pieces composed by fellow students.

Students analyse musical scores to gain insights into the melodic and harmonic functions of various compositions. This in turn enables each student in their own compositional endeavours and highlights the necessity of understanding the music, both vertically and horizontally, in order to fully appreciate the various techniques present in any given composition.

Students explore key philosophical concepts pertaining to music and its affects on the listener. Students are thereby equipped to listen to music with a keen ear that can critique and discriminate between various forms.



# Pastoral Care

Year 11 and 12 students at St Philomena School are seen as the leaders of the school. This brings with it both responsibility and privileges.

Students are involved in a number of projects and events throughout the year. In Pastoral Care lessons, students are given assistance with Study Skills and personal achievement goals. There is a time for students studying by Distance Education to meet with a teacher at school in order to sort out any problems that the student may be encountering in their study.

Students undertake a number of fundraising events in order to raise the money for their Year 12 formal. These fundraising events provide the opportunity for students to develop interpersonal, teamwork and leadership skills. Year 11 students are instrumental in organising some of the activities which make our Graduation Day so special for our Year 12 students. Students in Year 11 campaign for leadership positions such as School Captain and Sports Captains for their Year 12 year.

Years 11 and 12 students are provided with the opportunity for fortnightly Spiritual Direction with a priest of their choice if they wish.

One of the ways in which we keep contact with our graduating students is via the Annual Alumni Dinner.



The study of

# English



*Senior English is a rigorous exploration of the use of language. The Year 11s study a variety of texts to analyse and discuss their commonalities and differences. We look at the topics of 'Perspectives in Texts' and 'Texts and Culture'.*

*Essentially,*

*students explore how people and cultures are represented in texts and how the audience interprets these representations. Assessment items include: a comparative essay, a persuasive speech, a creative response to set texts, and an analytical essay in exam conditions.*

*English is interesting because of the knowledge and skills developed. While interpretations of texts are subjective, we assess the students not on their opinion but on their articulation; the diction and sequence of words on the page as well as their*

*ability to craft and present an effective speech. Students learn not to analyse for the sake of assessment but to develop their own ideas and interpretations of the texts and the world around them. This analytical competence then helps them create their own texts to influence their audiences effectively.*

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	<b>Texts and culture</b> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	<b>Textual connections</b> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	<b>Close study of literary texts</b> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Extended response — written response for a public audience (25%)	IA1	Extended response — written response for a public audience (25%)
IA2	Extended response — persuasive spoken response (25%)	IA2	Extended response — persuasive spoken response (25%)
IA3	Examination — imaginative written response (25%)	IA3	Examination — imaginative written response (25%)
IA4	Examination — analytical written response (25%)	EA	Examination — analytical written response (25%)

The study of

# General Mathematics



*“Pure Mathematics is, in it’s own way, the poetry of logical ideas”*

Albert Einstein

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

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

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

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

## Assumed knowledge

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- solve a range of problems using percentages, rates and ratios, surface area and volume, Pythagoras’ theorem, simple algebraic fractions, linear and quadratic equations
- understand the connection between algebraic and graphical representations, using appropriate technology
- calculate and compare measures of central tendency (mean, median and mode) and measures of spread;
- determine quartiles, interquartile range (IQR) and range
- construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- use scatter plots to investigate and comment on relationships between two numerical variables
- understand bivariate numerical data where the independent variable is time
- solve right-angled triangle problems, using trigonometric ratios
- solve simultaneous equations
- construct back-to-back stem-and-leaf plots and histograms
- solve linear equations
- understand the difference between numerical and categorical variables
- solve basic problems involving simple and compound interest.

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> Consumer arithmetic Shape and measurement Linear equations and their graphs	<b>Applied trigonometry, algebra, matrices and univariate data</b> Applications of trigonometry Algebra and matrices Univariate data analysis	<b>Applied trigonometry, algebra, matrices and univariate data</b> Applications of trigonometry Algebra and matrices Univariate data analysis	<b>Investing and networking</b> Loans, investments and annuities Graphs and networks Networks and decision mathematics

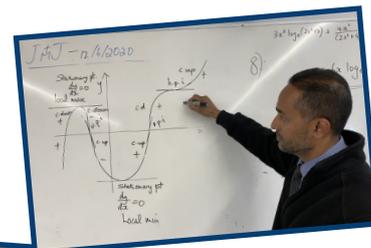
## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Problem Solving and Modelling Task (20%)	IA1	Problem Solving and Modelling Task (20%)
IA2	Examination (50%)	IA2	Examination (15%)
IA3	Examination (50%) <i>Full Year's Content</i>	IA3	Examination (15%)
		EA	Summative External Examination (50%) <i>Full Year's Content</i>

The study of

# Mathematical Methods



*“Pure Mathematics is, in it’s own way, the poetry of logical ideas”*

Albert Einstein

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

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

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

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

The following is a non-exhaustive list of assumed knowledge from the P–10 Australian Curriculum:

- solve a range of problems using percentages, rates and ratios, surface area and volume, Pythagoras’ theorem, simple algebraic fractions, linear and quadratic equations
- understand the connection between algebraic and graphical representations, using appropriate technology
- calculate and compare measures of central tendency (mean, median and mode) and measures of spread; determine quartiles, interquartile range (IQR) and range
- construct and interpret box plots and use them to compare datasets; compare shapes of box plots to corresponding histograms and dot plots
- use scatter plots to investigate and comment on relationships between two numerical variables
- understand bivariate numerical data where the independent variable is time
- solve right-angled triangle problems, using trigonometric ratios
- solve simultaneous equations
- construct back-to-back stem-and-leaf plots and histograms
- solve linear equations
- understand the difference between numerical and categorical variables
- solve basic problems involving simple and compound interest.

It is recommended that students have achieved at least a B across both semesters of Year 10 Maths.

## Pathways

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

## Objectives

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences	<b>Calculus and further functions</b> Exponential functions 2 The logarithmic function 1 Trigonometric functions 1 Introduction to differential calculus Further differentiation and applications 1 Discrete random variables 1	<b>Further calculus</b> The logarithmic function 2 Further differentiation and applications 2 Integrals	<b>Further functions and statistics</b> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Problem Solving and Modelling Task (20%)	IA1	Problem Solving and Modelling Task (20%)
IA2	Examination (30%)	IA2	Examination (15%)
IA3	Examination (50%) <i>Full Year's Content</i>	IA3	Examination (15%)
		EA	Summative External Examination (50%) <i>Full Year's Content</i>

The study of

# Biology



*Biology, the study of life, is an invigorating subject where the finer details that make living things function are examined. Knowledge is acquired both theoretically and practically, with many pupils finding the investigative elements of the course the most stimulating. The world is viewed as a place where connections are made with content and a realisation that research enables the discovery of new things. Topics studied include cells, body systems, homeostasis, disease, ecology, genetics, biotechnology and evolution (theory). Mathematical (statistical) skills are required to analyse data and determine its reliability.*

*Potential career opportunities for graduates include those in the health sector (doctors, veterinarians, dentists, physiotherapists, nutritionists, OTs, nurses); agricultural, botanical, marine and environmental science; forensics; education; and the expanding field of genetics.*

*Assessment involves four pieces per year: IA1 Data test; IA2 Student Experiment; IA3 Research Investigation and an Exam (full year's work at the end of Year 11 and 12).*

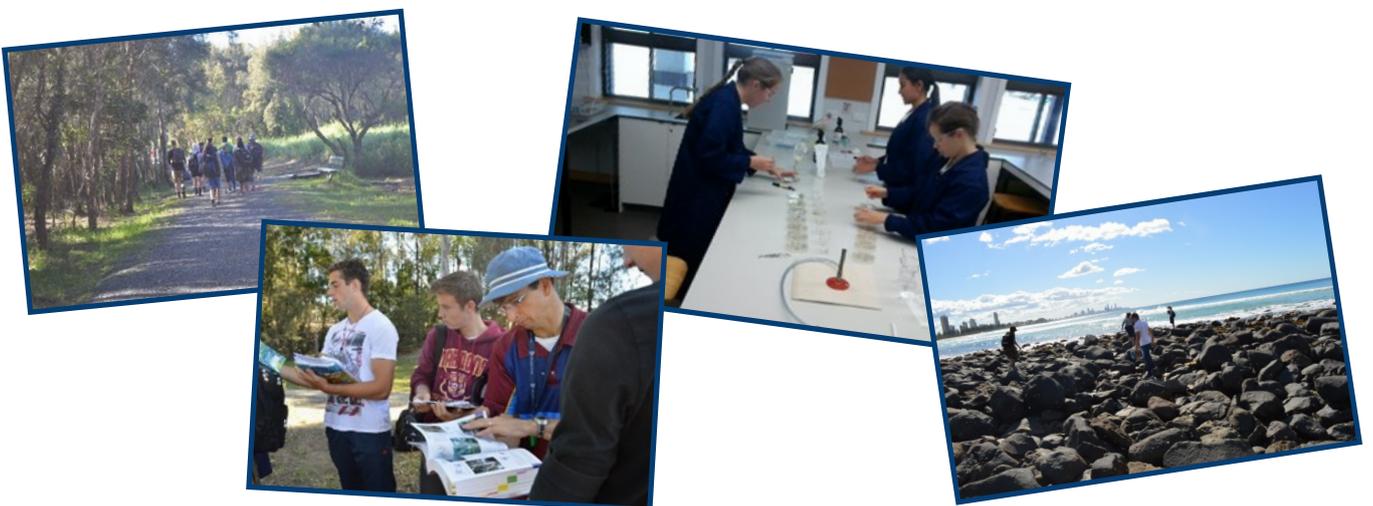
Biology provides opportunities for students to engage with living systems.

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

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

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

Students selecting Biology ought to have attained at least a High Achievement (B) in Junior Science.



## Pathways

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

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> Cells as the basis of life Multicellular organisms	<b>Maintaining the internal environment</b> Homeostasis Infectious diseases	<b>Biodiversity and the interconnectedness of life</b> Describing biodiversity Ecosystem dynamics	<b>Heredity and continuity of life</b> DNA, genes and the continuity of life Continuity of life on Earth

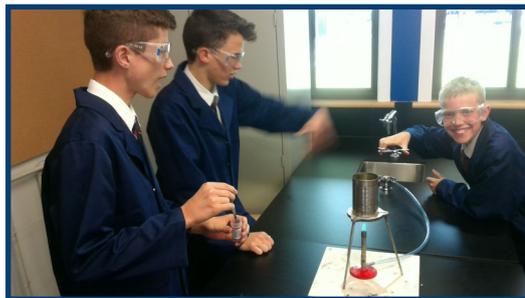
## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Data Test (10%)	IA1	Data Test (10%)
IA2	Student Experiment (20%)	IA2	Student Experiment (20%)
IA3	Research Investigation (20%)	IA3	Research Investigation (20%)
IA4	Examination (50%) (Units 1&2 Content)	EA	Examination (50%) (Units 3&4 Content)

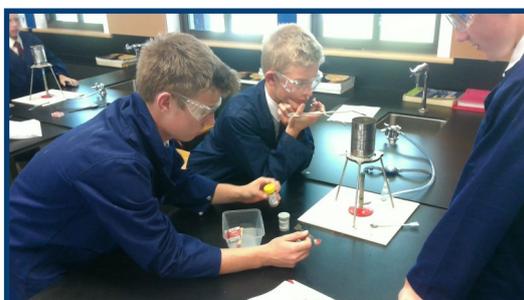
The study of

# Physics



*This course is offered to students via Brisbane School of Distance Education (BSDE)*

Physics provides opportunities for students to engage with classical and modern understandings of the universe. Students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. They study modern physics theories and models that are fundamental to our understanding of many common observable phenomena. Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), to understand how it works and how it may impact society.



## Required Texts

Walding, Richard. *New Century Physics for Queensland 3E, Units 1 & 2 (Book 1) and Units 3 & 4 (Book 2)*, Third Edition, Oxford University Press

A BrisbaneSDE Senior Physics textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students studying Physics will also need access to an Education Perfect annual subscription. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.

It is recommended that a student has achieved a B or better in Year 10 Science.

It is also recommended that a student has achieved a B or better in Year 10A (Advanced) Mathematics.

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics.</b> Heating processes Ionising radiation and nuclear reactions Electrical circuits	<b>Linear motion and waves</b> Linear motion and force Waves	<b>Gravity and electro-magnetism</b> Gravity and motion Electromagnetism	<b>Revolutions in modern physics</b> Special Relativity Quantum theory

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Data Test (10%)	IA1	Data Test (10%)
IA2	Student Experiment (20%)	IA2	Student Experiment (20%)
IA3	Research Investigation (20%)	IA3	Research Investigation (20%)
IA4	Exam (Full Year) 50%	EA	Exam (Full Year) 50%

The study of

# Chemistry

*This course is offered to students via Brisbane School of Distance Education (BSDE)*

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

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

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

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



## Required Texts

Kuipers, K. Keillor, P. Sharpe, P. Bloomfield, C. Silvester, H. Devlin, P (series reviewer). Chemistry for Queensland: An Australian Perspective, Units 1 & 2 (Book 1) and Units 3 & 4 (Book 2), First Edition, Oxford University Press

A BrisbaneSDE Senior Chemistry textbook will be required as well as accessing the QCAA referenced text list for specific learning opportunities. Students studying Chemistry will also need access to an Education Perfect annual subscription. Students have opportunities to engage with a diverse range of texts to help them develop their scientific knowledge, skills and understanding.

Parents and guardians are encouraged to access the published BrisbaneSDE text list, before selecting this subject.

It is recommended that a student has achieved a B or better in Year 10 Science.

It is also recommended that a student has achieved a B or better in Year 10A (Advanced) Mathematics.

## Pathways

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

## Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Chemical fundamentals — structure, properties and reactions</b> Properties and structure of atoms Properties and structure of materials Chemical reactions — reactants, products and energy change	<b>Molecular interactions and reactions</b> Intermolecular forces and gases Aqueous solutions and acidity Rates of chemical reactions	<b>Equilibrium, acids and redox reactions</b> Chemical equilibrium systems Oxidation and reduction	<b>Structure, synthesis and design</b> Properties and structure of organic materials Chemical synthesis and design

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Data Test (10%)	IA1	Data Test (10%)
IA2	Student Experiment (20%)	IA2	Student Experiment (20%)
IA3	Research Investigation (20%)	IA3	Research Investigation (20%)
IA4	Exam (Full Year) 50%	EA	Exam (Full Year) 50%

The study of

# Ancient History

*During our two-year study of Ancient History we cover a wide variety of topics while at the same time engaging in skills appropriate to historical and academic research and writing. During year 11 we open with an introductory study of archaeology. During terms 2 and 3 we study Richard the Lionheart and Isabella of Spain. Work is carefully tailored to ensure students are prepared for the rigours of year 12. During year 12 we study the 'fall' of the Roman Empire as well as the Medieval Crusades and the Punic Wars. Our External Examination is based on the life of Caesar Augustus. Classes are engaging and fun and there are many skills taught which are useful to future academic studies such as essay writing and critical analysis of sources.*

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

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

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

## Pathways

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

## Objectives

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse evidence from historical sources to show understanding
- Synthesise evidence from historical sources to form a historical argument
- Evaluate evidence from historical sources to make judgements
- Create responses that communicate meaning to suit purpose



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the ancient world</b> Digging up the past Ancient societies — Slavery Ancient societies — Art and architecture Ancient societies — Weapons and warfare Ancient societies — Technology and engineering Ancient societies — The family Ancient societies — Beliefs, rituals and funerary practices.	<b>Personalities in their time</b> Hatshepsut Akhenaten Xerxes Perikles Alexander the Great Hannibal Barca Cleopatra Agrippina the Younger Nero Boudica Cao Cao Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) Richard the Lionheart Alternative choice of personality	<b>Reconstructing the ancient world</b> Thebes — East and West, 18th Dynasty Egypt The Bronze Age Aegean Assyria from Tiglath Pileser III to the fall of the Empire Fifth Century Athens (BCE) Philip II and Alexander III of Macedon Early Imperial Rome Pompeii and Herculaneum Later Han Dynasty and the Three Kingdoms The 'Fall' of the Western Roman Empire The Medieval Crusades	<b>People, power and authority</b> Schools choose one study of power from: Ancient Egypt — New Kingdom Imperialism Ancient Greece — the Persian Wars Ancient Greece — the Peloponnesian War Ancient Rome — the Punic Wars Ancient Rome — Civil War and the breakdown of the Republic External Exam topic: Caesar Augustus

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Exam— essay in response to historical sources (25%)	IA1	Exam— essay in response to historical sources (25%)
IA2	Investigation— Independent Source Investigation (25%)	IA2	Investigation— Independent Source Investigation (25%)
IA3	Investigation— historical essay based on research (25%)	IA3	Investigation— historical essay based on research (25%)
IA4	Examination— short responses to historical sources( 25%)	EA	Examination— short responses to historical sources( 25%)

The study of

# Business

***There is nothing small in the service of God. – St Francis of Assisi.***

*Business is an important subject for all students, regardless of their desired career path. Concepts taught in Business classes apply not just to future managers, but to future responsible young men and women. By learning about the concepts and the strategies behind management, we aim to become more successful in our leadership, be it in our own families, in our sports teams, our classes, or our future workplaces. We aim to become better leaders, better teammates, better colleagues through understanding how people operate. We learn about business concepts at all points of the business life cycle, from tiny start ups all the way through to big corporations, because all of us are going to become part of the workforce in some way at some point in our lives.*

*Past students have enjoyed learning Business concepts through authentic business case studies of shops and businesses that they recognise or know. Assessment reports are based on real life reports that employees would collate as part of their job.*

*Students have also enjoyed learning business concepts, at times, through the use of practical activities such as board games.*

*Business is a useful subject for all, where students are presented with many valuable concepts and skills for the future. What better way to learn about the importance of marketing than by blind tasting many different brands of Cola? Who knew that in fact Aldi's Cola tastes as good as Coca Cola to many taste testers?! The study of Business is a great blend of a variety of concepts and skills and appeals to students of maths and humanities alike. There is really something for everyone here!*

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

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

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



## Pathways

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

Business is essential for students who want to understand how to work well in their future work places, regardless of industry.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> Fundamentals of business Creation of business ideas	<b>Business growth</b> Establishment of a business Entering markets	<b>Business diversification</b> Competitive markets Strategic development	<b>Business evolution</b> Repositioning a business Transformation of a business

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Combination Response Exam (25%)	IA1	Combination Response Exam (25%)
IA2	Investigation– Business Report (25%)	IA2	Investigation– Business Report (25%)
IA3	Extended Response– Feasibility Study (25%)	IA3	Extended Response– Feasibility Study (25%)
IA4	Combination Response Exam (25%)	EA	Combination Response Exam (25%)

The study of

# Geography



*“The closer you get to the truth, the clearer becomes the beauty”- N. T. Wright.*

*One can't appreciate the things that one does not know. A study of Geography is very important for a Catholic in order to understand more the wonder of God's marvellous creation. There are many reasons that we study geography. We study Geography to understand the basic physical systems that affect our every day life, such as the relationship between the earth and the sun, the water cycles, and the wind and ocean currents. We study Geography to learn about the physical characteristics and the culture of places around us. We study Geography to understand the 'why' and the 'how' of people's communities. We study Geography to learn how places function and are organised at a local, regional, national and worldwide scale. We study Geography in order to make sensible judgements on issues involving the resources that God has provided us with. We study Geography to learn how to become better citizens, better leaders, and better examples to those around us.*

*The study of Geography combines all of the other disciplines- concepts learned in the study of Religion, in Literacy (understanding and communicating) in numeracy when processing and communicating data, learning from History, concepts of Business, elements of Biology... Geographers have even long used Latin terms to label plants! At St Philomena School, we believe Geography plays an important part of the education of a Catholic student. We study Geography to appreciate what God has given us. We also try to enjoy this study as much as we can, learning both in the classroom and where possible, outside as well! Geography is a subject well suited to a range of student abilities, interests, and talents.*

*Some of the topics covered in our coverage of the Geography syllabus include the following:*

**In Year 11** we start the year looking at Natural Hazard Zones. This includes a study of natural hazards and disasters, such as cyclones, floods, earthquakes and bushfires. This leads us into a study of ecological hazards. Here we look at such issues as weeds, mouse plagues, and diseases, just to name a few. During the second half of year 11, we move onto the study of place. We start local, by looking at the development of our local area. There are so many estates being built in Park Ridge. Farmland is disappearing and suburbs are being built at a rapid rate. How liveable are these suburbs? What infrastructure exists to support those living in these areas? Are the roads sufficient for the volume of traffic? We undertake field studies in the local area. Finally, we finish Year 11 by looking at the world's largest cities. We look at their structure, the benefits of these cities, and the challenges they present.

**In Year 12** we look at the ways in which land use has changed throughout the world over time. We start by studying this at a worldwide scale. We then narrow down our study to a local area. We go to Toohey State Forest near Mt Gravatt in order to look closely at the land cover change over time and the threats posed to human enjoyment of this area by the issue of weeds. Lastly, in the second half of Year 12 we consider the concept of population both in Australia and worldwide. What does an aging population mean? Why are life expectancies so different from country to country? Why do people immigrate?

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> Natural hazard zones Ecological hazard zones	<b>Planning sustainable places</b> Responding to challenges facing a place in Australia Managing the challenges facing a megacity	<b>Responding to land cover transformations</b> Land cover transformations and climate change Responding to local land cover transformations	<b>Managing population change</b> Population challenges in Australia Global population change

## Assessment

In year 11 and again in year 12, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Year 11		Year 12	
IA1	Research Investigation– Bushfires (25%)	IA1	Combination Response Exam– Land Cover Transformation (25%)
IA2	Combination Response Exam– Ecological Hazard Zones (25%)	IA2	Fieldwork Investigation– Management of Weeds in Toohey Forest (25%)
IA3	Fieldwork Investigation– Development in Park Ridge (25%)	IA3	Investigation– Population Challenges in Australia (25%)
IA4	Combination Response Exam– Megacities (25%)	EA	External Exam– Global Population Change (25%)

## The study of

# Latin

*Latin developed from an obscure local dialect of central Italy to become the official language of ancient Rome and her Empire, transmitting Roman law, government and literature as well as social and cultural knowledge and values throughout much of Europe, North Africa and the Middle East during the period 753 BC – 476 AD. As the institutions of the Roman Empire fell into disarray in the 5th century AD, churches and monasteries became centres of education and scholarship, preserving and re-copying manuscripts of Latin literary works. Latin was the language of literate Europeans throughout the Middle Ages and the Renaissance and it continued to be used in academic contexts up to the 20th century. It was the vehicle for liturgical, literary, legal, political, philosophical and scientific texts, many of lasting historical and aesthetic value. Latin continued as the language of Western Christianity and is still the official language of the Roman Catholic Church and the Vatican City State.*

*Readers of Latin today have first-hand access not only to the great Classical writers such as Virgil and Cicero, and early Christian writers such as St Augustine (354-430 AD), but to documents like Magna Carta (1215), mediaeval philosophers like St Thomas Aquinas (1225-1274), Renaissance statesmen like St Thomas More (Utopia 1516) and scientific pioneers such as Isaac Newton (Philosophiæ Naturalis Principia Mathematica 1687). The work of the Swedish scientist Carolus Linnaeus (Systema Naturae 1758) ensured that Latin remains the language of the classification of species in botany and zoology. Although English is actually a Germanic language and not a descendant of Latin, the influence of Latin on the vocabulary of English is enormous. The greatest influence has been the adoption of countless religious, literary, legal, political and scientific words from Latin to enable scholarly discourse to take place in English. From the 14th century onwards, the various dialects of Vulgar Latin became recognised as distinct languages with literatures of their own: Italian, French, Spanish, Portuguese and Romanian. All these living variants of Latin are spoken today, not only in their countries of origin, but as a result of European colonisation in many parts of the world. A knowledge of Latin facilitates the learning of these languages.*

*Although social and educational changes caused a reduction in the numbers of students of Latin in the 20th century, Latin continues to flourish. In the 21st century there has been a steady worldwide resurgence, particularly in the United Kingdom, Europe, North America and Australia. Latin has a long tradition in Australian universities and Australian graduates have distinguished themselves in classical scholarship in this country and overseas. The allied disciplines of archaeology, ancient history and philosophy often require reading skills in Latin. Latin terminology is widely used in such disciplines as science, horticulture, law and medicine.*

*As the only Traditional Catholic school in Queensland, St Philomena School has a unique vocation to form its students in the love and practice of the Catholic Faith. In accordance with the Mission Statement, the curriculum at St Philomena School reflects Traditional Catholic teaching and is strongly Classical in character. At the heart of the curriculum is the study of the Latin language. The study of Latin at St Philomena School enables students to participate more meaningfully in the Traditional Catholic liturgy, especially the Latin Mass. They are able to deepen their understanding of their Faith and their appreciation of their Catholic heritage. This fosters the development of priestly and religious vocations. Furthermore, students who may feel called to the priestly or religious life will find their theological studies greatly facilitated by the prior knowledge of Latin they will have acquired at school.*

## Aims

*The aims of the Latin course at St Philomena School are to enable students to develop:*

- a sound working knowledge and understanding of the Latin language
- the ability to read, understand and appreciate Classical Latin and Christian Latin literature
- an understanding of Roman civilisation and the legacy of Rome (both Classical and Christian) to the modern world
- an understanding of the legacy of Rome, both pagan and Christian, to the modern world

## Objectives

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

- understand and translate seen and unseen texts written in original Latin
- understand and appreciate the prescribed texts as works of literature
- identify and discuss Roman ideas, beliefs and arguments as revealed in the prescribed texts

## Course Components: Language and Literature

Language: In Units 1 and 2, fluency in language is developed. Students learn the subjunctive, infinitive and imperative moods followed by deponents, gerunds, gerundives and participles. Then they study the major constructions which are most frequently encountered in complex sentences. Finally, they embark on the translation of authentic unseen texts, an activity which continues into Units 3 and 4.

Literature: In Units 3 and 4, in addition to the language work described above, extracts from one verse text (around 380 lines of Virgil) and one prose text (around 2500 words of Cicero) will be studied. Students will read the prescribed lines for translation and also for commentary on: grammatical and stylistic features; context and cultural references; ideas, beliefs and arguments; and the author's purpose and point of view.

### Texts

Extracts from one verse text (Virgil) and one prose text (Cicero) will be prescribed for study in Units 3 and 4. For each verse text, approximately 380 lines of Latin will be prescribed. For prose texts, the prescription will be approximately 2500 words of Latin. For each prescribed text, students will read the prescribed lines for translation and for commentary on: grammatical and stylistic features; context and cultural references; ideas, beliefs and arguments; and the author's purpose and point of view.

*Prescribed Texts for 2019–2020*

**Prose text: Cicero, Pro Archia Poeta Oratio**

- Sections 5-30 for translation and comment
- Focus areas: 1. Cicero's portrayal of character
- 2. Cicero's appeal to Roman values
- 3. Cicero's language, style and rhetorical technique

**Verse text: Virgil, Aeneid I**

- Lines 1–156, 305–440, 657–722 for translation and comment
- Focus areas: 1. The character of Aeneas 2. The role of the gods 3. Virgil's language, style and narrative technique

### Course Pre-requisites

Students wishing to study Latin at the senior level should have thoroughly mastered:

- the five declensions of nouns
- the three degrees of adjectives
- the entire indicative mood of the four verb conjugations, i.e. all six tenses active and passive
- approximately 650 words of foundational vocabulary

In addition, they should be able and willing to participate seriously in the reading and discussion of literary texts. The ability to develop a coherent point of view in an essay, and to express themselves fluently in formal written English, is essential.

Ideally, students will have shown over the years a love of reading good literature coupled with a genuine interest in exploring the possibilities of language. It is desirable that they should have averaged at least a B+ for both Latin and English in Year 10.

### Assessment

Latin is offered by QCAA as SEE (Senior External Examination) option only. This means that in Year 12, a student's summative result is calculated by their performance on one final end of year examination. All other assessment in Latin is formative.

Term		Exam Type	Language	Poetry Text	Prose Text
Unit 1	Term 1	Formative	100%	0	0
	Term 2	Formative	100%	0	0
Unit 2	Term 3	Formative	100%	0	0
	Term 4	Formative	100%	0	0
Unit 3	Term 1	Formative	50%	50%	0
	Term 2	Formative	50%	50%	0
Unit 4	Term 3	Formative	34%	33%	33%
	Term 4	Summative	34%	33%	33%

# Assessment Policy

## Due Dates:

Work is due at the beginning of the subject lesson on the due date. If the student does not have class in that subject on the due date, the work is due at 8.15am.

Work is not to be submitted via email without good reason. (Lack of access to a printer does not constitute good reason). Students may be required to submit work via USB when digital records are required (i.e. PowerPoint) but work will generally be submitted via hard copy.

## Late Work:

Late work will only be accepted if the student is ill on the submission date and has a medical certificate; or has sought an extension via the appropriate form from the Head of Secondary prior to the due date.

Any student who has not submitted work by 3pm on the due date receives an E grade. They are still then required to submit the assessment, which will be marked by their teacher and kept on record with their E grade.

Students who have left work at home have two options. A parent may bring the work to the student by 3pm. Alternatively, if this is not possible, the student will need to complete whatever they can at lunch time. The student is still required to submit their original work the following day which will not be marked but will be kept on file.

A medical certificate is required if a student is ill on the day of an assessment task or exam.

Where a student is ill on a day that they are to present a Multimodal assessment task, they require a certificate only if it is the due date of the task and/or their scheduled date to present. If they were present on the due date and the date they were to present, they do not require a medical certificate.

Students who did not submit the work by the beginning of class on the date that it is due are required to stay in with their subject teacher at lunch time to finish work.

## Plagiarism:

Work that has been plagiarised receives an automatic E grade. Whilst the E grade stands, the student will be required to complete the assessment task and resubmit. The new version of work (the student's authentic work) will be attached to the plagiarised work and kept on file.

## Extensions:

For very good reasons an extension may be granted. Please complete the relevant form and return to the Head of Secondary. The form can be obtained from the school website.

Whole class extensions can be granted only by the Curriculum Coordinator or Head of Secondary.

## Exams:

Students who are ill on an exam day will have their exam/s rescheduled. They must present with a medical certificate.

## When the Assessment is complete:

The student should retain a copy of your assessment task for their own records (ie on their school USB).

Teachers will provide students with a copy of their results sheet and teacher feedback.

# Information

## ACADEMIC INTEGRITY

Academic integrity requires academic responsibilities to be approached in an honest, moral and ethical way. Schools, teachers, parents/carers and others who support students in their learning — including the Queensland Curriculum and Assessment Authority (QCAA) — are responsible for promoting and maintaining academic integrity. The QCAA recognises that schools and their staff act with integrity and uphold high standards of professional conduct in adhering to the procedures and guidelines in this handbook.

Schools promote academic integrity when they:

- emphasise the importance of ethical academic conduct and scholarship
- develop school processes to support sound academic practice
- ensure teachers, students and parents/carers have a clear shared understanding of expectations for academic integrity
- implement programs to improve students' academic skills
- explicitly teach the use of appropriate processes and materials in academic work, including an understanding of ownership of information, ideas and images
- communicate the consequences and implications of academic misconduct clearly throughout the school community.

When students genuinely demonstrate their learning they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.



## Academic Misconduct

Academic misconduct incorporates a broad range of behaviours by which students inappropriately and falsely demonstrate their learning. The types of misconduct and examples listed in the table below are not exhaustive.

Type of Misconduct	Examples
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> <li>• begins to write during perusal time or continues to write after the instruction to stop writing is given</li> <li>• uses unauthorised equipment or materials</li> <li>• has any notation written on their body, clothing or any object brought into an assessment room</li> <li>• communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means, such as passing notes, making gestures or sharing equipment with another student.</li> </ul>
Collusion	<p>When:</p> <ul style="list-style-type: none"> <li>• more than one student works to produce a response and that response is submitted as individual work by one or multiple students</li> <li>• a student assists another student to commit an act of academic misconduct</li> <li>• a student gives or receives a response to an assessment.</li> </ul>
Contract cheating	<p>A student:</p> <ul style="list-style-type: none"> <li>• pays for a person or a service to complete a response to an assessment</li> <li>• sells or trades a response to an assessment</li> </ul>
Copying Work	<p>A student:</p> <ul style="list-style-type: none"> <li>• deliberately or knowingly makes it possible for another student to copy responses</li> <li>• looks at another student's work during a supervised assessment</li> <li>• copies another student's work during a supervised assessment.</li> </ul>
Disclosing or receiving information about an assessment	<p>A student or other person:</p> <ul style="list-style-type: none"> <li>• gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, before a response to an assessment is completed</li> <li>• makes any attempt to give or receive access to secure assessment materials.</li> </ul>
Fabricating	<p>A student:</p> <ul style="list-style-type: none"> <li>• invents or exaggerates data</li> <li>• lists incorrect or fictitious references.</li> </ul>
Impersonation	<p>A student arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment.</p> <p>A student completes a response to an assessment in place of another student.</p>
Misconduct during a supervised assessment	<p>A student distracts and/or disrupts others in an assessment room.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).</p>
Self plagiarism	<p>A student duplicates work or part of work already submitted as a response to an assessment instrument in the same or any other subject.</p>
Significant Contribution of help	<p>A student or other person arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.</p>

## Due Dates

Due dates are published on Term Assessment Calendars at the beginning of each term. Teachers aim to balance due dates across assessment weeks so that no one day has many assessment tasks due per grade.

If students are seeking an extension to an assessment task, they are to complete the *Request for Extension* form and submit, with evidence, to the Senior Curriculum Coordinator. There are two different ways that an extension may be required:

- An extension is requested before the due date as the student foresees, with good reason, that they will not be able to complete the assessment before the due date.
- A student is absent with good reason on the due date itself, or on an exam day. In this case, they either submit work with the assistance of a parent or other family member, or they present a medical certificate and their assessment task OR they are prepared to sit an exam on their first day back at school after their illness.

*Reasons for requesting extensions may include, but are not limited to:*

Not Acceptable	Acceptable
Family holiday Lost/faulty USB Computer/printer faults Teacher absence Assistance at home Drivers' licence Paid employment	Illness either temporary or ongoing, with supporting documentation ie medical certificates Family circumstances of which the school is aware ie bereavement Surgery/medical procedure with supporting documentation

## Word Count and Length of Assessment Tasks

	Word Length	Page Count
Inclusions	All words in the text of the response Title, headings, and subheadings Tables, figures, maps and diagrams containing information other than raw or processed data Quotations Footnotes and endnotes (unless used for bibliographical purposes)	All pages that are used as evidence when marking a response
Exclusions	Title page Contents page Abstract Raw or processed data in tables, figures and diagrams Equations Bibliography Reference list Appendixes* Page numbers In text citations	Title page Contents page Abstract Bibliography Reference list Appendixes*
	*Appendixes should contain only supplementary material that will not be directly used as evidence when marking the response.	

*When a student's work exceeds the word or page count, the work will be returned to the student without any commentary. The student then has 24 hours in order to resubmit edited work (without assistance) in line with required word/page counts. The student should not be rewriting the assessment task. They should merely be removing content.*

# Distance Education Policy

St Philomena School offers approved students in Year 11 and Year 12 an opportunity to study either Chemistry or Physics through the Brisbane School of Distance Education (BSDE).

St Philomena School normally offers BSDE to students who achieve at least Grade B for that subject for the school year up to the end of Term 3 in Year 10. However, this is always subject to approval by the Head of Secondary who may decide that the student lacks the maturity, motivation or self-management skills necessary to participate successfully in BSDE.

In order to be able to study both Chemistry and Physics through BSDE, a student must achieve a Grade A for Maths, Science, English and SOSE for the school year up to the end of Term 3 in Year 10.

Attendance, participation and outcomes in BSDE are the full responsibility of the student and his/her parents.

Punctual payment of fees.

Only students of families with fully paid-up school fees are eligible to enrol or re-enrol in BSDE.

**Either** all the prior year's invoices must be fully paid on 31 January;

**Or** families on a formal payment plan, approved and signed by the Principal or Business Manager, must be up-to-date with their payments on 31 January.

As a gesture of good will, St Philomena School co-contributes 50% of the fee for one BSDE subject. However, in cases of unsatisfactory student performance and/or inadequate achievement, this co-contribution may be forfeited and reimbursement may be required. See §12 (b) b for more details.

The student's family will pay all other BSDE fees and costs absolutely.

St Philomena School tries to offer time-tabling accommodations for BSDE students to attend live online classes but these accommodations are limited by the conflicting demands of the two time-table systems. The following points should be noted:

If a student has an early BSDE class (e.g. starting at 8.00 am), parents are responsible for adjusting their travel arrangements to ensure that this commitment is met.

In cases of time-table conflict, the school will negotiate with BSDE in an attempt to minimise the conflict. This may mean requiring the student to change BSDE timetable lines or to undertake mixed attendance in two BSDE timetable lines (with the possibility of “sharing” two or more BSDE teachers).

For time-table conflicts which cannot be resolved, students will be expected to attend their lessons at St Philomena School and to view the recorded BSDE lessons later, which they can do at their own convenience. Acceptance of these conditions is part of the commitment the student makes in requesting access to BSDE (cf. §3 above). Any exceptions to this rule must be approved by the Head of Secondary, who will communicate his decision to the relevant members of staff and to the BSDE Co-ordinator.

#### Absences.

Regular/recurring absences: if students are required on a regular basis to absent themselves from BSDE lessons in order to attend a St Philomena School lesson, the BSDE Co-ordinator will arrange an ongoing ‘Scheduled Lesson Exemption’ for those students. In these cases, no particular action is needed on the part of parents or students.

All other absences: as our students are school-based and not home-schooled, for legal reasons BSDE cannot take messages directly from parents. Parents must send a text message to the BSDE Co-ordinator, which he will forward to BSDE on their behalf. The message can be very brief but must always include the student’s name, year level, subject, date and reason for absence, e.g.  
“John Brown, Year 11 French, 20/02/2018, absent for base school activity.”      “Jane Green, Year 12 Physics, 22/02/2018, absent, illness.”

As the student is enrolled in two distinct schools, both schools need to be informed if the student is absent from both on the same day, e.g. if he/she is absent from both schools through illness, one message must be sent to the St Philomena School School Office and another message must be sent to the BSDE Co-ordinator for him to report the absence to BSDE.

Students must make every effort to meet their BSDE obligations, even if these obligations occur during times when St Philomena School is on vacation. However, if they have to miss a BSDE lesson during school holidays, their parents must message the BSDE Co-ordinator in the usual way. Emails are not recommended as the Inbox will likely be unattended during the vacation.

Whenever students miss a BSDE lesson, for whatever reason, they must watch the recorded lesson later in their own time.

Students should discuss their academic difficulties directly with their BSDE teacher. Parents can also contact the BSDE teacher directly if they are concerned. For other matters of a more general nature, they will address themselves in the first instance to the BSDE Coordinator.

To sit BSDE exams, students will on occasion be removed from their normal lessons at St Philomena School. It is the students' responsibility to excuse themselves from their regular teacher and to arrange to catch up any work missed during these times.

St Philomena School will allow its laboratory and equipment to be used for BSDE practical activities when it is not in use and competent supervision is available. It is the parents' responsibility to purchase any materials needed for specific practical activities.

Students are responsible for printing their BSDE term planners and work rate calendars, for meeting their deadlines, and for communicating to the BSDE Co-ordinator any problems with technology, texts, teachers, etc.

The terms and conditions outlined in the school's 'Computer Use Policy' and the 'Laptop Acceptable Use Agreement' apply in their entirety to BSDE students. However, the following points should be noted as well.

St Philomena School provides students in Years 11 and 12 with a laptop computer. To facilitate their studies, BSDE students are authorised to take this laptop home. This authorisation is a privilege, not a right, and can be withdrawn at the discretion of the Principal.

This privilege imposes additional responsibilities on students and parents for the physical care and right use of the laptop. The laptop must be returned to the school in good condition, so due care must be taken against damage, loss and theft. Where carelessness or negligence is involved, full liability is incurred for the cost of repair or replacement.

The laptop is issued as an educational tool only and is not to be used by any other person nor in any other way than to fulfil its educational purpose. Parents have the obligation to supervise their children to ensure that these terms are respected.

Students undertake to use the laptop responsibly, prudently and morally. In this they are supported by their parents who are ultimately responsible for monitoring their children's use of the laptop, especially to access the Internet at home and anywhere else off St Philomena School grounds.

Responsible use of the laptop at St Philomena School is monitored by staff both in normal classes and while the laptop is used in the BSDE Room. Logs of student activity are maintained.

Since the laptop is reserved for educational use, it cannot be employed as a personal entertainment device nor as a means of accessing social media. It is forbidden to view, upload, download, install or run films, songs, games, photographs and all other items of a personal nature.

Students who violate the laptop code of use will be referred to the Head of Secondary who will consider the circumstances and decide on an appropriate response, which may include surrender of the laptop itself.

## BSDE Parent/Teacher Interviews and Reports.

Interviews are held early in Term 2 and it is the parents' responsibility to contact BSDE to book times online.

BSDE provides formal reports at the end of Terms 2 and 4. These are forwarded to parents following review by the Principal.

## Enrolment.

Year 10 pupils who wish to enrol in a BSDE subject for the following year must first obtain permission from the Head of Secondary. They then complete the appropriate BSDE enrolment form and return it to the BSDE Co-ordinator.

All students undertaking BSDE subjects must attain an appropriate level of achievement to enable continuing enrolment.

Students who achieve satisfactory results at the end of Year 11 will be re-enrolled automatically as continuing students in Year 12.

Students who do not achieve satisfactory results (i.e. Grade D or E indicating 'Limited Achievement' or 'Very Limited Achievement' respectively) will be asked to show cause for their continuing enrolment status in that subject. They may also forfeit their financial support from St Philomena School, in which case they will be required to reimburse the 50% co-contribution which St Philomena School made on their behalf earlier in the year. This forfeit is at the sole discretion of the Principal, who will take all circumstances into account and whose decision is final.

Students wishing to terminate a BSDE enrolment must liaise with the Head of Secondary. They will then inform the Principal in writing and complete the 'Termination of Enrolment' forms.

If the student chooses to terminate the course during the year, the entire co-contribution paid by St Philomena School will be invoiced to the family school account. Any pro-rata refund received (possible only if termination occurs before the close of Semester One) will be allocated as a receipt on the family school account.



