Whitsunday Anglican School

Strong Foundations > Bright Futures

Year 7 & 8
Subject Handbook
2021

INTRODUCTION

This handbook is intended as a guide for parents and students when decisions are being made concerning subjects and courses of study for Years 7 & 8 at Whitsunday Anglican School. Subjects are offered and subject lines are formed, based on optimising educational outcomes for students combined with current staffing expertise and availability.

When choosing subjects, it is important for students to consider the subjects that:

- they enjoy
- they will achieve well in
- meet the prerequisites for future study or employment
- provide the kind of educational program the student and family values

Students will be sent an on-line subject selection survey to be completed with parents/guardians.

This handbook provides an outline of the academic programs and subjects offered.

Information for each subject is presented in four sections:

- Course description
- Learning experiences and activities
- Assessment overview
- [ACARA] and Queensland Curriculum and Assessment Authority [QCAA] information

Future planning at WAS

Preparing for the Queensland Certificate of Education (10-12)

All secondary schools in Queensland draw on the Australian Curriculum and subject specific General Syllabi to develop and deliver programs for Years 7-12. As a K-12 campus, WAS specialises in transitioning learners through each phase of learning, with a focus on the whole child as part of their academic journey.

All students will be given opportunities to experience a broad range of subjects throughout Years 7-10, before participating in Academic Review planning with Mrs. Sunner, Head of Curriculum and Careers Guidance with Mrs. Wright, Head of Senior School, in Year 10. These meetings occur when Year 10 students begin completing a SET Plan (Senior Education and Training Plan) to support their future academic and career pathway planning.

Your SET plan helps you:

- structure your learning around your abilities, interests and ambitions
- think about your education, training and career options after Year 12
- set and achieve your learning goals in Years 10, 11 and 12, and beyond
- include flexible and coordinated pathway options in your course of senior study
- communicate with your parents/carers or teachers/careers counsellors about your post-school plans.

Contents

Curriculum Map

Year 7 and 8

Compulsory Subjects

•English	8 Lessons
•Mathematics	8 Lessons
•Science	7 Lessons
•Humanities	6 Lessons
•Music	2 Lessons
•Christian Education	1 Lesson
•Health and Physical Education/ Athletic Development	3 Lessons
•Pastoral Access	1 Lesson

STEAM Electives

- Design Technologies
- Digital Technologies
- Drama
- Art
- Music Extension
- All STEAM subjects are full year courses where students select 3 for 2 lessons a cycle. While the focus for developing STEAM is embedded across a wide range of our compulsory subject offerings, Digital Technologies has now advanced to combine the principles of Science and Information Technologies

Languages

- French
- Chinese
- Japanese
- English Literacy Enrichment
- All language based subjects are full year courses where students either select French, Chinese or Japanese. Students would only select English Literacy Enrichment if their results indicated that English literacy support was required. Students with the highest academic need will be preferenced based on interal and external data sets. These subjects are scheduled for 5 lessons a cycle.

Christian Education

The Christian Education program allows students the opportunity to explore Christianity, religions and values through the study of Bible and Christian traditions, major world religions, worship and personal reflection.

Students are encouraged to participate in activities that foster understanding of scripture; exploration of beliefs; making choices; nurturing faith; and, an awareness of Christian values and Anglican liturgy.

Christian values are encouraged in all aspects of the life of the school community.

Art

Course Description

In Years 7 & 8, learning in Visual Art builds upon the experience of the previous years. It involves students making in the role of artist; and responding in the role of audience. Through making, students learn about and use knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. Through responding, students explore, respond to, analyse and interpret artworks.

Learning Experiences & Activities

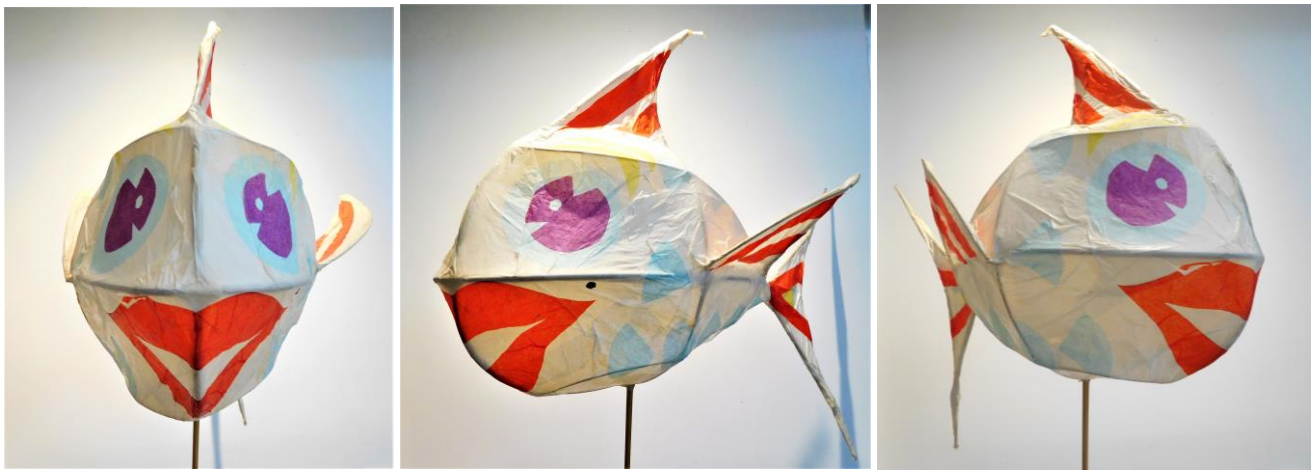
Through investigation, students explore concepts by developing ideas through research and experimentation with materials and imagery to create personalised focuses that guide visual responses. Students also study theoretical aspects of Art which informs their personal aesthetic.

Assessment Overview

Year 7: Project – 'Totem' Lantern Sculpture 25%, Investigation Report – 'Distortion' 15%, Project – 'Distortion' Mixed-Media Self-Portrait 35%, Exam 25%.

Year 8: Project – 'Fragility of Nature' Etching Print 25%, Investigation Report 'Visual Music' 15%, Project – 'Visual Music' Mixed-Media Painting 35%, Exam 25%

'Totem' Lantern Sculpture



Visual Music Mixed-Media Painting

Chinese

Course Description
In the Year 7 and 8 course, the emphasis is on communication in Chinese in the skill areas of communicating and understanding. Students consider a number of topics, including: The Regions of China and their various food specialties, Shopping and Transport, Home and Household Chores, as well as Fashion and Leisure.

Learning Experiences & Activities
Learning experiences are practical and realistic. Voluntary participation in Chinese activities and local, state and national competitions is encouraged to enhance students' language skills and solidify their knowledge. Classroom activities in Years 7 and 8 are designed to support the more detailed study of the language undertaken in Years 9 and 10.

Assessment Overview
The assessment program in Chinese has been structured to reflect the Senior Chinese assessment tasks in the new QCE system, enabling students to develop the examination strategies and language skills required for success in Year 11 and 12. Three of the four assessment tasks will be examination-based, assessing students' abilities to read, write, speak and listen to Chinese. The remaining task will involve students delivering a multimedia presentation to the class in response to stimulus texts.

Other Information
Students must study Chinese in Year 7-10 if they wish to study this language in Year 11 and Year 12, unless the student is a native speaker of Chinese.

Pathways
Chinese is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Chinese can establish a basis for further education and employment in many professions and industries; for example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education fields

Design

Course Description
In preparation for the new QCE Design syllabus, Year 7, 8, 9 and 10 Design students will deepen their knowledge and appreciation of the design process as they take greater control of more open design projects.

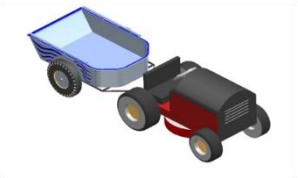
In Year 7 & 8 students will focus more succinct design tasks, as they refine their design skills in representing ideas including the use of computer aided drafting. In Year 10 students will design and produce a major individual project where an emphasis will be placed on professional representation of design ideas and complete a project folio. As well as broadening their knowledge and practice in production skills and their confidence in the use of divergent and convergent thinking strategies, students learn to identify the needs or opportunities of relevant individuals in regional and global communities.

Having fun with design will be a theme that we hope students will enjoy. Developing valuable cognitive/problem solving skills in parallel with highly effective skills in interpersonal and visual communication are goals we will pursue in preparation for the Years 10, 11 and 12 Design Course.

Learning Experiences & Activities
Apply iterative design process
Representing ideas via sketching
Representing ideas via Computer Aided Drafting
Design Project Management
Making Products - Continued experience in the use of workshop material, tool and processes.

Assessment Overview

Year 7 & 8: Term 1	Assignment:	C.A.D. Design Task
Year 7 & 8: Term 2	Assignment:	Sketching Design Task
Year 7 & 8: Term 3	Workshop:	Design Production
Year 7 & 8: Term 4	Assignment:	Design Task (Contemporary Bluetooth Speaker)
	Exam:	Design Challenge



Digital Solutions

Course Description
Digital Solutions enables students to learn about algorithms, computer languages and computational thinking through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Learning Experiences & Activities
Students study units in Internet technologies, Website Design, Python Programming, Drone - Arduino Programming, Game Design, Database Design and Artificial Intelligence.

Assessment Overview
Students undertake one item of assessment each term in the form of an examination or project-based task. Assessment items are generally delivered through project-based learning. The assessment items reflect those completed across the Digital Solutions program.

Drama

Course Description
Year 7 & 8 Drama introduces students to a variety of dramatic forms and genres, whilst developing the knowledge and skills required to pursue Drama studies in Year 9 and beyond. Topics of study include Realism, Clowning, Australian Drama, Process Drama, Improvisation, and Theatre Sports.

Learning Experiences and Activities:
Students develop a knowledge and understanding of the dramatic elements and conventions through the exploration of a variety of dramatic forms and texts. They learn to develop and imaginatively express ideas in both collaborative and individual situations. They create performances, both scripted and student-devised, making effective use of their voices, bodies and the surrounding space communicate meaning. The critically reflect on their own performances and the performances of others, in the form of analytical and evaluative writing.

Assessment Overview:
Students are assessed in the areas of: Making, which encompasses both Presenting (performing) and Forming (devising drama); and Responding.

Other Information:
Drama offers students the opportunity to learn kinaesthetically and foregrounds the use of the body as an expressive tool. It also enhances confidence in public communication skills that are required in many occupations. Students wishing to study Drama in Years 7 and/or 8 should have an interest in the subject and should be willing to undertake all areas of assessment with the required dedication. No prior experience in the study of Drama is necessary.

Cosi

'Double, Double toil and trouble' - Macbeth

English (National Curriculum)

Course Description

The English course has been redesigned to meet the requirements of the Australian Curriculum while also developing in students the key skills required for success in the New QCE system. It is built around three interrelated strands: Language, Literature and Literacy. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and creating, to nurture increasingly sophisticated responses to literature. The Year 7-10 course will strengthen previously learnt skills and processes and prepare students for the demands of Senior English. Students are encouraged to become more independent learners by taking greater responsibility for organising their studies and assessment tasks.

Learning experiences and activities

To enhance the variety of reading, writing, speaking and listening learning experiences, involving both literary and non-literary texts, students are encouraged to use ICTs to enrich their presentations and engagement in learning. Across Year 7 to 10, students will study term-long units focusing on prose, drama, media and poetry, and will complete written, spoken and multimodal assessment tasks. In Year 7, students will study the following units as well as prepare for NAPLAN testing: *Fractured Fairy Tales*, based on the film of *Shrek; A Sunburnt Country,* based on a selection of Australian poems*; Wonder*, based on the novel by the same name*;* and *The Valley of Fear*, involving the analytical study of a playscript. In Year 8, students will complete the following units: *Taking a Stand*, based on persuasive and motivational texts; *Voices of the People*, involving the study of a series of poems about the refugee experience*; Lady Macbeth,* a unit in which students imaginatively intervene in a playscript; and *The Power of Prose*, involving the analysis of the novel *Holes*.

Assessment overview

In Year 7 to 10, students are assessed on a portfolio of work compiled throughout the year. There is a range of persuasive, analytical and imaginative tasks, including written and spoken responses, to reflect the task-types students will encounter in Senior English. Throughout the course, students will complete several tasks under supervised conditions in addition to completing drafted pieces. In accordance with the Australian Curriculum, students will be undertaking a program which focuses on developing their skills in the Language strand, with an emphasis on contextualised activities on spelling, grammar, punctuation, sentences, paragraphing and comprehension.

French

Course Description
In the Year 7 & 8 course, the emphasis is on communication in French in the skill areas of communicating and understanding. Students consider a number of topics, including: school, going out and buying food, and family. In Year 8, topics include: directions, seasons, animals, and celebrations.

Learning Experiences & Activities
Learning experiences are practical and realistic. Voluntary participation in French activities and local, state and national competitions is encouraged to enhance students' language skills and solidify their knowledge.

Assessment Overview
The assessment program in French has been structured to reflect the Senior French assessment tasks in the New QCE system, enabling students to develop the examination strategies and language skills required for success in Year 11 and 12. Three of the four assessment tasks will be examination-based, assessing students' abilities to read, write, speak and listen to French. The remaining task will involve students delivering a multimedia presentation to the class in response to stimulus texts.

Other Information
Students should study French in Year 7 -10 if they wish to study this language in Year 11 and Year 12.

Why study French?

- 40 to 50% of English vocabulary comes from French. Students' awareness of English is improved through focusing on the mechanics (grammar, conjugations, and sentence structure) of another language. These skills will make students more effective communicators and sharper editors and writers.
- Studies show that learning an additional language makes individuals smarter, more decisive and improves their English skills. It has been regularly proven that speaking two or more languages is a great asset to the cognitive process.
- Learning French develops students' critical and creative thinking skills. It also increases students' problem-solving skills and improves their self-discipline and self-esteem.

Health & Physical Education/Athletic Development

Course Description
Health and Physical Education and Athletic Development are compulsory subjects which focus on how we develop and function as human beings both individually and together. The subject provides a foundation for developing active and informed members of society with emphasis on leadership, lifelong participation in activity and the development of acceptable social skills that will enable individuals to enjoy an active life. Lessons are both practical and theoretical in nature.

Learning Experiences & Activities
Students will participate in Fitness activities, Cross-Country, Athletics, team sports and Outdoor Education. For some physical activities external providers will come into the school to lend their expertise. Students will engage in a range of theoretical units which investigate the social and emotional well-being of students.

Assessment Overview
Within this subject assessment will be continuous and very much participation/effort based. Students will engage in a wide variety of activities and their performance across the whole subject will be taken into consideration. There will be theoretical assessment pieces to compliment practical assessment.

Humanities (History) (National Curriculum)

History is studied as part of the Humanities course across Year 7 to 10.

Course Description
History is about change. It looks at people over times past and present in different societies, noticing and explaining their attitudes, beliefs and behaviours, and interpreting their reactions to the various pressures, conditions and events that induce change.

The ultimate purpose of studying history is to give meaning to our own life — a personal statement of identity. We incorporate into our own experiences and understandings the examples and case studies of other peoples who have expressed their hopes, endured conflicts, lived ordinary lives with their environment, and in their localities.

When studying history, as in everyday life, we ask meaningful questions, collect evidence, sift through it, analyse it and evaluate it to produce satisfactory answers to problems of living. These answers provide a context for our own lives and establish a range of values that shape our attitudes, beliefs and behaviours. History remembers the past, explains the present, and gives hopes and interpretations for our future. History provides contexts, meanings, explanations for our lives.

Assessment Overview
Assessment includes both examination and investigation tasks, reflecting those completed across the senior history courses. Assessment items include research assignments, source investigations and response to stimulus essays.

Humanities (Geography) (National Curriculum)

Geography is studied as part of the Humanities course across Year 7 to 10.

Course Description
Geography is the study of human and natural characteristics of places and the interactions between them. Geography is a rich and complex discipline which includes two vital dimensions:

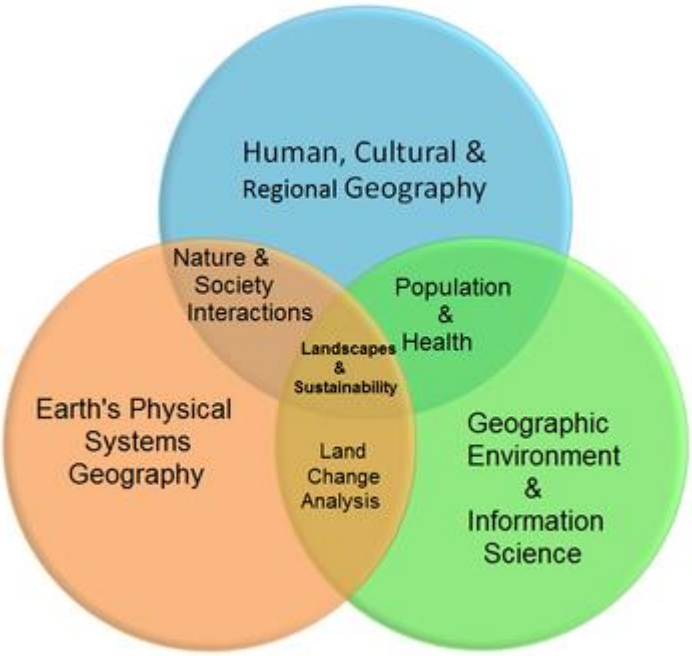
- The spatial dimension, which focuses on where things are and why they are there
- The ecological dimension, which considers how humans interact with environments

Geography prepares students for adult life by developing in them an informed perspective. This perspective will be developed across the two-year course of study through local, regional, national, and global scales. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country and the world.

To meet the challenges of the future, a geographically informed citizen should be able to:

- Know and understand facts, concepts and generalisations about Geography
- Apply geographic skills to observe, gather, organise, present and analyse information
- Use geographic perspectives to evaluate, make decisions about, and report on issues, processes and events

Assessment Overview
Assessment includes both examination and investigation tasks, reflecting those completed across the senior Geography course. Assessment items include data reports, field reports, short and extended response tasks.



Japanese

Course Description
In the Year 7 & 8 course, the emphasis is on communication in Japanese in the skill areas of communicating and understanding. Students consider a number of topics, including: verbs, family and friends, eating out, and festivals. In Year 8, topics of study include family and self, exploring the world, anime, pets, hobbies, weather, and lifestyles.

Learning Experiences & Activities
Language learning activities are practical and realistic to support students' learning of the three Japanese scripts, Hiragana, Katakana and Kanji. In future years of study, Japanese students can visit Matsuura, Mackay's sister city in Japan in partnership with the Mackay City Council, participate in the Global Exchange Program to Japan in Year 10, or join the Global Expedition to Japan when it is offered by the School.

Assessment Overview
The assessment program in Japanese has been structured to reflect the Senior Japanese assessment tasks in the New QCE system, enabling students to develop the examination strategies and language skills required for success in Year 11 and 12. Three of the four assessment tasks will be examination-based, assessing students' abilities to read, write, speak and listen to Japanese. The remaining task will involve students delivering a multimedia presentation to the class in response to stimulus texts.

Other Information
It is strongly recommended that students who intend to study Japanese in Year 9 and 10 study it in Year 7 & 8.

Why study Japanese?

- Students' awareness of English is improved through focusing on the mechanics (grammar, conjugations, and sentence structure) of another language. These skills will make students more effective communicators and sharper editors and writers.
- Studies show that learning an additional language makes individuals smarter, more decisive and improves their English skills. It has been regularly proven that speaking two or more languages is a great asset to the cognitive process.
- Learning Japanese develops students' critical and creative thinking skills. It also increases students' problem-solving skills and improves their self-discipline and self-esteem.

Mathematics (National Curriculum)

Course Description
The Mathematics course in Year 7 & 8 continues and expands on the work of junior Mathematics and consists of units of work from the three strands of the Australian Curriculum: Mathematics – Number and Algebra, Measurement and Geometry, and Statistics and Probability.

In Years 9 and 10, Mathematics moves away from the concrete to the more abstract areas of the subject, with growing emphasis on topics such as algebra and coordinate geometry, to ensure that students can develop mastery of content, and ensure that key concepts and procedures are learnt fully, so that they will not require re-teaching. This mastery will form the foundations for success in their mathematics studies in Years 11 and 12.

Learning Experiences and Activities
To enhance the learning experiences of all students, teachers will employ a variety of techniques, strategies and tools including multimedia presentations, discussions, practical work, consolidation and practice of skills, problem solving and investigative work. The effective use of graphics calculators is an essential part of the course. Students will have access to class sets of graphics calculators, but are required to purchase a graphics calculator in Year 10 if they study Pre-Mathematical Methods. The use of the graphics calculator complements much of the work covered, particularly in coordinate geometry, statistics, solving various types of equations and in graphing relations and functions. Appropriate computer software such as Education Perfect, Microsoft Excel, Microsoft Word, and GeoGebra are also utilised where appropriate to enhance the learning experiences of students studying Mathematics.

Assessment Overview
Written examinations are set in terms 1-3, with 60% of questions assessing students' ability to solve simple familiar problems and 40% of questions focused on a combination of familiar and unfamiliar complex questions. Students complete one Problem Solving and Modelling Task in Term 4 of each year. This task is completed independently by students, and requires them to respond to a particular life-related problem. It requires students to respond with a range of understanding and skills, including mathematical language, appropriate calculations, tables, graphs and diagrams. The use of technology is a key feature of the Problem Solving and Modelling Task.

Music (Core) and Music Extension (Elective)

Music

Course Description

Music in Years 7 and 8 focuses on the development of practical music-making skills. Students explore and develop skills on a range of instruments including guitar, keyboard and drums and create music in genres including Rock and Pop, Electronic Dance Music (EDM) and Blues.

Learning Experiences & Activities

This course provides students with the opportunity to develop practical skills as both performers and composers. Students are offered opportunities to explore and experiment with a range of instruments, music equipment and technologies in order to encourage creativity and to enhance their range of musical experiences.

Assessment Overview

Students complete one assessment task each term, each weighted 25%. Some tasks are wholly practical (performing and/or composing), whilst others may incorporate a musicological component (e.g. a written statement, journal or musicianship activity).

Other Information

Students who play an instrument, have prior musical experience or training, or who have a particular interest in Music are encouraged to study the Music Extension Elective, in addition to the core Music subject.

Music Extension

Course Description

Studied concurrently with the core Music subject, the Music Extension elective is designed to cater for students with a particular interest and/or background in Music, providing them with opportunities to extend their skills, whilst tailoring their learning to suit their own musical strengths and interests.

Learning Experiences & Activities

Music Extension provides opportunities for students to further develop their music skills in the three key areas of musical study: Performance, Composition and Musicology. Students are mentored by their teacher (and peers) to help them discover and cultivate their own individual musical strengths and interests and are encouraged to explore and experiment with their music ideas to find their own personal 'voice' as musicians.

Assessment Overview

Students will complete one assessment task each term, each weighted 25%. This includes 3 project-based tasks (one each in the areas of Performance, Composition and Musicology) in which students devise a topic that aligns with their individual skills and interests. The fourth task is a group performance task.

Other Information

Students choosing the Music Extension elective should be learning or have experience on an instrument. Students are invited to liaise with Music Staff to determine their suitability for this course, as required. This course is designed to equip students with the skills needed to excel in Music in Years 9 to 12.

Science

Course Description

This course continues along the lines established in Year 8 with the emphasis on developing science understanding and scientific investigative skills. The program of work aligns with the national curriculum. Topics will include experimental method, human body, technology, ecology, introductory chemistry, optics, motion, reproduction, genetics and disease. The Year 10 Science course is specifically geared to prepare students for the demands of the senior science subjects. All students spend a term studying each of Biology, Physics and Chemistry. This is a rotational program where each of these units is delivered by a specialist in that area. Assessment in each of these strands is designed to provide an introduction into the modes of assessment used in senior subjects, thus assisting students to become familiar with these types of tasks. This provides a solid foundation for the study of Science beyond Year 10.

Learning Experiences & Activities

This course is largely process orientated with an emphasis on "hands-on" practical work and the development of cognitive skills related to the study of Science in Years 11 - 12. Students are provided with access to a vast array of learning experiences, including experimental equipment, videos, computer software and field trips to maximise the opportunity for academic success.

Assessment Overview

A combination of diagnostic testing, summative exams, laboratory investigations and assignments, will together form the assessment package over the two years. The results of the Science Competition and Chemistry Quiz are also included.

As part of the extension work, students participate in a variety of science activities at local and national levels. During these years, students will participate in the Chemistry Quiz, the Science Competition and other activities as the opportunity arises. In recent years students have had the opportunity to participate in the Science Olympiad, the Junior Physics Olympiad and the Australian Brain Bee Challenge.

Other Information

The foundations developed from the Junior Science program allows students a seamless transition into the Senior Sciences of Biology, Chemistry and Physics. These Senior Science options will be available for students to undertake as of the beginning Term 4 of Year 10. The emphasis of Year 10 is to motivate and excite students about the opportunities that exist for the study of science in the future.

Outdoor Education

The School has a developmental Outdoor Education Program intended to focus on the academic program and some of the co-curricular programs. The Outdoor Education Program is an integral component of the total curriculum offerings concerned with the whole person development as identified in the School's Mission Statement and is therefore compulsory for all students.

Presently the Outdoor Education Program's primary focus is the annual whole School Camp Week. The objectives of these camps are the progressive and sequential development of skills and knowledge deemed desirable in maturing young people. Students in the Early Childhood Centre learn skills such as sharing and coping without parents. Students in the Junior and Middle Schools extend the skills and knowledge to caring for selves and others and coping with extended absences from home comforts. These camps encourage students to set increasing challenges for self, and to problem solve these challenges to a satisfying conclusion. For the post compulsory years, the camps incorporate major academic components relating to post-secondary life including leadership seminars.

Australian CURRICULUM

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THE AUSTRALIAN CURRICULUM

An overview for parents

My child and the Australian Curriculum

The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens. It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend.

What are the learning areas of the Australian Curriculum?

From the first year of schooling to Year 10, students develop knowledge and skills in eight learning areas:

- English
- Mathematics
- Science
- Health and Physical Education (HPE)
- Humanities and Social Sciences (HASS)
- The Arts
- Technologies
- Languages

From Foundation to Year 10

In the early years, priority is given to literacy and numeracy development as the foundations for further learning. As students make their way through the primary years, they focus more on the knowledge, understanding and skills of all eight learning areas.

In secondary schooling, students are taught by specialist teachers. Towards Year 10, the curriculum is designed so students develop skills for civic, social and economic participation. Students also have opportunities to make choices about their learning and to specialise in areas of interest.

The curriculum assists students to consider pathways for study in senior secondary schooling from a range of academic and vocational options.

Australian CURRICULUM

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How is the Australian Curriculum organised?

There are three dimensions in the Australian Curriculum:

- learning areas
- general capabilities
- cross-curriculum priorities.

1 Learning areas

The Australian Curriculum is organised into learning areas and subjects. Some learning areas bring a number of subjects together: Humanities and Social Sciences includes History, Geography, Civics and Citizenship, and Economics and Business; The Arts includes Dance, Drama, Media Arts, Music and Visual Arts; Technologies includes Design and Technologies and Digital Technologies. There is also a choice of 15 Languages.

Learning areas contain content descriptions that detail knowledge, understanding and skills to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of teaching and learning in the classroom.

2 General capabilities

General capabilities are included in the content of the learning areas. These are the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. The Australian Curriculum has seven general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

3 Cross-curriculum priorities

Preparing students for 21st century living

In a similar way, there are three priorities critical to Australia's future:

- Aboriginal and Torres Strait Islanders Histories and Culture
- Asia and Australia's Engagement with Asia
- Sustainability

They build across the curriculum and allow students to connect the content of learning areas.

Can schools use the Australian Curriculum to support my child's needs?

Every student is unique, with different needs and interests. Teachers use the curriculum to plan in ways that respond to those needs and interests. The Australian Curriculum is flexible, allowing schools and teachers to personalise student learning.

The Australian Curriculum website gives advice on using the curriculum to meet the needs of students with disability; gifted and talented students; and students for whom English is an additional language or dialect.

Talk to your child's teacher for more information.

Do all states and territories teach the Australian Curriculum?

The Australian Curriculum has been agreed to, and is in the process of, being implemented in all states and territories. Some states or territories may make adjustments to the Australian Curriculum before their schools use it.

Talk to your school for more information.

Australian CURRICULUM

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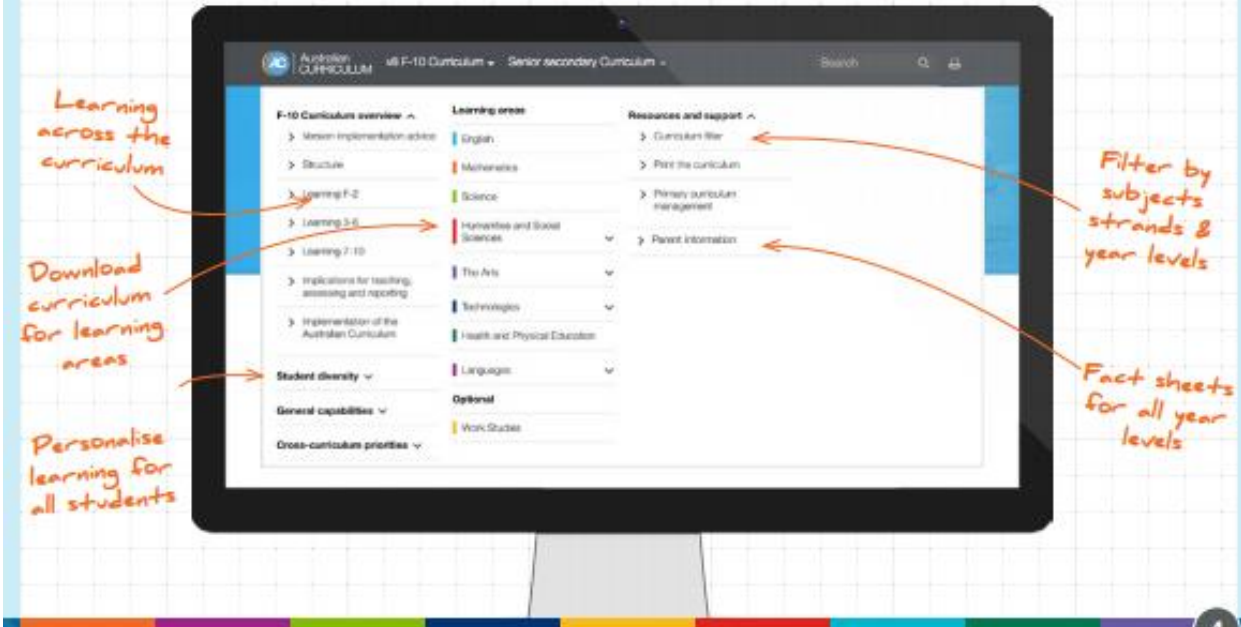
Where can I find more information?

Find more information about the Australian Curriculum on the 'Parents' page of the Australian Curriculum website, where you can:

- download fact sheets and brochures, which give more detailed information about the Australian Curriculum in the first year of school (Foundation), Years 1–2, Years 3–4, Years 5–6, Years 7–8, Years 9–10
- find answers to frequently asked questions

- see links that help you find information about:
  - samples of student work
  - student diversity
  - learning areas or subjects
  - general capabilities
  - cross-curriculum priorities
  - the National Assessment Program – Literacy and Numeracy (NAPLAN) and its relationship to the Australian Curriculum
  - implementation of the Australian Curriculum in states in territories.

Valuable information for teachers & parents



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www.australiancurriculum.edu.au

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plan and a QCAA learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

For more information about the QCE requirements, see the following factsheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credit: completed Core requirement
- QCE literacy and numeracy requirement.

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

Complementary: A maximum of 8 credits can come from Complementary courses of study

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements