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Updated: June 2012
FROM THE PRINCIPAL

Caloundra City Private School is located within the beautiful natural environment at Pelican Waters near Pumicestone Passage. Pelican Waters and South Caloundra offer exciting prospects for managed population growth and regional development. Our vibrant young school is well positioned to service this community with all of the benefits Independent Schooling in Queensland offers for girls and boys. As our children learn and grow we anticipate that they will be the wonderful future of this magnificent region.

Our Classroom Learning Environment is carefully designed to be high, light and airy, catching the best of the Sunshine Coast’s northerly aspect. Combined with these innovative room designs, the school has invested in contemporary eLearning equipment, including individual devices for each student, and complementary software allowing twenty four hour access to learning resources.

Although we are fortunate with our physical learning spaces, it is our Teachers who really do make a difference for each boy and girl. They are a dynamic, collegial, dedicated and caring happy team who want the very best for your son and daughter. They will do whatever it takes to assist your child’s development and learning progression. The partnership between the School and your Family is shown through the close and ongoing communication between our Teachers, the child in their care, and our Parents.

The School Motto of ‘Excellence, Integrity, Learning’ symbolises our commitment to our Families, that we will do whatever we can to foster a happy learning experience for your child’s progression. Just as our Families want to provide the very best for their children, Caloundra City Private School also has a vision of growing our history with our community, to become a unique, resourceful, and creative centre for the very best start in life for each girl and boy.

My Passion? Is learning! Anyone who is learning is happy, whether you’re a child of three, or a travelling sixty five year old. I like new ways of thinking and of seeing the world because there are more things that we don’t know or understand than those we do know. The love of learning is at the heart of our School Motto, and in all of our relationships. Above all we value learning; and we value working together with our Families in our community. Those are fundamental principles of belonging to this important social institution that we are building. It is belonging to a valued place, such as this School that will help our children to feel secure, happy and comfortable with their identities throughout their lives, and to which they can always say they proudly and satisfyingly belong. It is a unique place, and a happy and secure place. I can almost hear our children’s future stories and memories.

With my very best wishes

Dr Dirk Wellham - PhD MEd MA BA Dip Ed
Principal
Caloundra City Private School
INTRODUCTION

This booklet provides you with further detail about the curriculum offerings, extra curricular activities, cultural and sporting opportunities and operation of the Senior School. It is important that as new parents, you see first hand, our impressive buildings and our excellent educators at work in the classroom. I also believe that you will be impressed by the presentation and commendable conduct of our students.

The Caloundra City Private School mission acknowledges that education involves the development of the whole person – intellectual, physical, emotional, social and moral – and that it should prepare young men and women to be effective, active and positive members of our rapidly changing world of the 21st Century.

Within classrooms you will see the integration of modern technology across the school curriculum and an emphasis on the highest expectations for each individual in their academic, sporting and cultural pursuits.

Caloundra City Private School welcomes and values the contribution parents make to their child’s education. Our Teachers are highly skilled and committed to providing valuable learning experiences for the children in their care. Our staff are excellent role models for our students in terms of attitude, standards and expectations. Strong emphasis is placed on good pedagogy and, as a result, our Teachers are regularly engaged in professional development designed to enrich the quality of teaching and learning.

The curriculum at the school follows a developmental approach whereby the needs of individuals are met and catered for in a supportive learning environment. The curriculum is planned so that students enjoy learning and are motivated to achieve to their potential. Our air conditioned classrooms are purpose built with the latest technology and provide an environment to facilitate the best outcomes for our students.

Our impressive School is fully air-conditioned and equipped with innovative resources and the very latest technology. The classrooms are spacious, well designed and welcoming.

We look forward to welcoming you, when you visit our school.
Senior Schooling

...A SMOOTH TRANSITION FROM JUNIOR TO SENIOR

Senior School reflects a time in the lives of students when they are experiencing rapid intellectual, physical and emotional development that characterizes adolescence. The transition from Junior School to Senior School is an exciting time for students as they commence the next stage in a lifelong educational journey. For this reason the Intermediate Years provides a strong foundation for the latter Senior School.

The focus of the Intermediate Years concept in Years 7 to 9 is to create a learning environment that provides teaching and learning appropriate for this age of students. Through these years of schooling concept at Caloundra City Private School we provide gradual age appropriate change into Senior Schooling through a unified transition of curriculum. As students move through their Senior School years we believe that the changes introduced will make each Year unique and significant.

Senior School students will be allocated a vertical House group and a Home Room where they will usually undertake studies in English, SOSE and Mathematics. From this Home Room students will move to specialist areas for Health and Physical Education, Languages Other Than English, Science, Drama, Visual Art, Graphics and Food Technology.

Research reveals that a well organized classroom environment and a well designed curriculum can significantly improve students’ engagement with the learning process, their sense of well being and their level of confidence. A small number of core Teachers enable students and Teachers to develop strong working relationships and to know and understand each other. A further advantage of Teachers teaching across traditional subject boundaries is that they can integrate and make appropriate links. This helps students to break down the boundaries they often perceive as existing between subjects.

The advantages of our Intermediate Years of Senior Schooling are:

- Reduction in stress of Junior-Senior transition
- A focus on adolescent needs
- An increased responsiveness to students’ needs at this stage of development
- Effective Teacher-student relationships
- Pastoral care of children
- Teachers who are committed to this phase of learning
- Structure, consistency and challenge
- A continuous curriculum
- Meets the needs of being in a smaller sub-school within a larger school
- Builds on the developmental curriculum of the Junior School
- A small team of teachers
- Teachers – empathetic, warm, caring, able to build relationships, confident & consistent in dealings with children at this stage of their development
- Team teaching, integrated curriculum plans
- Challenges and goal setting
Co-curricular Activities

The school offers a rich co-curricular program catering for the sporting and cultural pursuits of our students.

In the Senior School there are many opportunities for students to extend their sporting and cultural skills in the Extracurricular Program. Rehearsals and practices are held before school. Private tuition is offered on most instruments and voice. Where possible, use is made of recess and lunchtime for these lessons, otherwise private lesson times are scheduled on a rotational basis.

The School is divided into four Houses which form the basis for all Pastoral and Sporting activities. We have three main inter House carnivals each year and we enter our students into the local Sunshine Coast Independent Schools Sporting Association (SCISSA). This enables our students to compete with other independent schools on the Sunshine Coast, for swimming, cross country and athletics.

Students are able to select from a range of activities that are conducted after school during the week. These programs involve qualified instructors and are supervised by teaching staff. These programs include Golf, Cricket, Basketball, Dance, Theatre, Chess, Soccer skills, Ballet, Art, Book Club, Choir and Tennis. Students may also undertake Debating as an extra-curricular activity.

Outdoor Education Program

At Caloundra City Private School, involvement in the Outdoor Education Program from Prep to Year 12 is an integral part of a student’s education and a key component of the school curriculum. Outdoor Education means experiential learning and personal development outside the comfort zone. Living on the Sunshine Coast enables us to have access to a variety of locations that provide unique opportunities to experience different levels of challenge and adventure.

Students in Years 7 to 12 will take part in three to five day camps at a variety of venues. The camp centres we visit will be fully accredited and the program will involve qualified instructors who will lead the activities. These learning experiences are an excellent opportunity for the students to develop their leadership and cooperation skills.

The Senior School Curriculum Framework

Across the Senior School years we encourage students to enjoy their learning by providing a variety of learning opportunities. We particularly encourage students to think and to understand how they learn as well as giving them opportunities to have input into and ownership of their learning. By doing this, students in their early Senior years become academically engaged and well prepared for their future education.

Teachers’ positive and caring relationships with their students do make a significant difference in learning. Teachers provide an environment that enables all students to achieve their best. The learning program engages students in both group and individual work, in rigorous structured activities as well as open ended investigations. However, as recent research has found, the single most important influence on a student’s learning outcomes (and Year 12 OP score) is their EFFORT!

We value all students and work towards accommodating their diversity of learning styles. Curriculum involves the content of what is studied, the subjects, skills and knowledge gained from studying them, and just as importantly, it includes the skills that one learns from working as a class group and being part of the Senior School community.
THE SUBJECTS – YEARS 7 to 9

The Curriculum will be developed using the Australian Curriculum core knowledge, understanding and general capabilities. Teachers will plan, program and assess Student achievement in the following areas:

- English
- Health and Physical Education
- Language Other Than English
- Mathematics
- Science
- ICT
- Design Technology
- Music
- Food Technology
- The Arts
- Graphics
- SOSE

...THE STUDENTS

Teachers plan, taking into consideration the developmental needs of our students who are:

- Young adolescents in the 12 to 18 age range
- Experiencing physical changes, developing awareness of sexuality, undergoing fluctuating emotions and behaviour patterns
- Developing their own identities and values by the media, youth sub-cultures and their peers
- Challenging boundaries
- Starting to set life goals
- Developing increased interest in personal issues and curiosity about social, political, ethical, moral, environmental and technological issues
- Developing an increased desire to make personal decisions, pursue rights and assume more responsibility
The Curriculum

Students can expect the following from the curriculum at Caloundra City Private School:

- A planned, linked, cohesive and integrated curriculum with emphasis on continuity from Years 7 to 12
- Building on what the students know, can do and understand
- Incorporating opportunities to plan and negotiate learning and assessment tasks which are relevant, challenging and achievable
- Based on and mapped against the Australian Curriculum
- Broad and balanced across the Key Learning Areas
- Promoting literacy and numeracy across the curriculum
- Explicit student learning outcomes and assessment tasks which clearly demonstrate student learning
- Inclusive of all students

Years 7, 8 and 9 Curriculum

...ENGLISH

By Year 7 students are becoming competent spellers and are refining grammatical structures. Writing skills of proof-reading, reflective writing, letters and book/film reviews, are incorporated into the laptop Program. Students by this year have mastered research skills using the Internet as well as using Publisher and MS-Office confidently. Oral English, an essential part of all English courses, is encouraged through performance or speech making as well as the presentation of Multi-Media using ideas and students’ own commentaries.

In Years 7 to 9 students study English under a number of different topic headings which are aligned with the Australian Curriculum.

The English key learning area has three strands:

1. Cultural: Making meanings in contexts
2. Operational: Using language systems
3. Critical: Evaluating and reconstructing meanings in texts

The three sub strands are:

1. Speaking and listening
2. Reading and viewing
3. Writing and Shaping
**Year 7**
Topics covered in Year 7 English include literary narratives, expositions with strong bias or points of view, explanations in which technical vocabulary is used. Advertisements that target an audience and complex multi modal texts.

**Year 8**
Topics covered in Year 8 English include Biography, Interview, Australian Poetry / Ballads / Song, Novels, Drama / Panel, Storybooks, and Writing using Sources.

By studying these topics as integrated units with other key learning areas, students will build their writing and analytical ability, as well as thinking, listening and communicating skills.

**Year 9**
Topics covered in Year 9 English include Newspapers, Brochures, Television and Advertising, Film, Radio, Poetry, Novels and Web page design.

By studying these topics as integrated units with other key learning areas, students will develop their writing and analytical skills, as well as personal skills such as confidence, communication and cooperation.

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**...HUMANITIES-History and Geography**

Humanities incorporates the essential disciplines of History and Geography, but also includes the areas of Civics and Citizenship and an introduction to Indigenous Studies.

Throughout the year these skills are integral to the Humanities:- skills in mapping and the interpretation of data from various sources; the development of data bases; the location and selection of information from a range of sources and its presentation in diverse and individualised ways; and personal organizational skills, formation of hypotheses and analytical skills in historical interpretation.

**In Year 7**
Topics covered in Year 7 History include a study of history from the time of the earliest human communities to the end of the ancient period. The study of the ancient world includes the discoveries and the mysteries about this period in a range of societies including Australia, Egypt, Greece, Rome, China and India.

**In Year 8**
Topics covered in Year 8 History include Settlement of Australia, Goldfields, Bush rangers, Threatened Landscapes, Mapping, Endangered Species and Ancient Civilisations.

By studying these topics, integrated with English, students will develop their SOSE skills, recalling/remembering skills, develop writing skills in specific formats and communication analysis skills.

**In Year 9**
Topics covered in Year 9 History include Ancient Inventions and Civilisations, Movement from Ancient to Medieval Times, Tourism in the Asia-Pacific Region and Disasters.

By studying these topics, integrated with English, students will develop a clear concept of how they fit into the world around them and the development of technology over time.
Students develop the ability to think, reason and work mathematically by investigating real-life questions and problems. The Years 1 to 10 Mathematics Syllabus provides a framework for Teachers to plan challenging, focused learning experiences that are connected to the experiences and interests of their students. These learning experiences can sometimes form an investigation. An investigation is a unit of work that may be framed as a problem to be solved, a question to be answered or an issue to be explored.

CCPS mathematics course follows the QSA syllabus and ACARA framework. The naming focus of our Mathematics course is to develop the student’s numeracy skills within the five key strands of the syllabus. The Years 1 to 10 Mathematics Syllabus is organised into five sections known as strands:

- **Number**
- **Patterns and Algebra**
- **Measurement**
- **Chance and Data**
- **Space**

**In Year 7**

<table>
<thead>
<tr>
<th>Number &amp; Algebra</th>
<th>Number and Place value, real numbers money and financial maths, Patterns and algebra.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement &amp; Geometry</td>
<td>Shape, units of measure, location and transformation, Geometric reasoning</td>
</tr>
<tr>
<td>Statistics &amp; Probability</td>
<td>Chance, Data and Interpretation</td>
</tr>
</tbody>
</table>

**In Year 8**

<table>
<thead>
<tr>
<th>Patterns &amp; Algebra</th>
<th>Patterns &amp; Rules, Solving Equations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number – Concepts</td>
<td>Directed Number, Fractions and Ratios</td>
</tr>
<tr>
<td>Measurement – Length</td>
<td>Length &amp; Perimeter, Area, Mass &amp; Time</td>
</tr>
<tr>
<td>Chance &amp; Data – Data</td>
<td>Statistics, Probability</td>
</tr>
<tr>
<td>Space</td>
<td>Directions &amp; Bearings, Angles &amp; Lines</td>
</tr>
</tbody>
</table>

**In Year 9**

<table>
<thead>
<tr>
<th>Number</th>
<th>Operations with integers, scientific notation Rate, Ratio, Prop, Money, and %.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurement</td>
<td>Length, Perimeter &amp; Area, 2D SA &amp; Volume</td>
</tr>
<tr>
<td>Patterns and Algebra</td>
<td>Solving Equations, Simplify powers with algebra, Trigonometry</td>
</tr>
<tr>
<td>Chance &amp; Data</td>
<td>Statistics, Probability</td>
</tr>
<tr>
<td>Space</td>
<td>Angle &amp; Triangle Theorems, Bearings &amp; Tan ratio.</td>
</tr>
</tbody>
</table>

The development of mathematical skills and understanding is through a ‘hands on’ approach and aims to ensure a deep understanding rather than a superficial knowledge. This approach will ensure that students can build on a sound foundation in future years. Students will use Apple Macbooks and calculators to help them learn and understand and they will be given opportunities to see how their mathematical skills can be applied to the real world.
In Years 7 to 9 students continue to study Science under a number of different topic headings which are aligned with the Australian Curriculum.

**The Strands studied are:**

- Science and Society;
- Earth and Beyond;
- Energy and Change;
- Life and Living;
- Natural and Processed Materials.

**The topics covered in these Strands in Year 7 include:**

Science Understanding: Biological Science, Chemical Science, Earth and space science and physical science
Science as a Human Endeavour: Nature and development, use and influence of science
Science as Inquiry: Questioning and predicting, planning and conducting, Evaluating and communicating

**The topics covered in these Strands in Year 8 include:**


**The topics covered in these Strands in Year 9 include:**

Living Together, Environments, Investigation Reactions, Using Electricity, Living with Acids and Bases, Responding, Light, Everyday Substances

**Through each topic students will develop skills in:**

- Collecting, analysing and organising information
- Communicating ideas and information
- Planning and organising activities
- Working with others in teams
- Problem Solving
- Using Technology
The courses in Intermediate Years aim to equip students with realistic, contemporary language skills so that they can communicate, on a respectful level, in the context of another culture. These courses are sequential and aim to promote a broader understanding of peoples and cultures. Students may undertake studies in French and Japanese.

**...HEALTH AND PHYSICAL EDUCATION**

Throughout the early Senior School students are encouraged to develop and maintain health-enhancing practices through an understanding of their physical, social and emotional well being. There are four main areas that are sequential and developmental in nature, culminating in students being able to make informed decisions. These areas are Personal Management, Physical Health and Nutrition, Community and the Environment and Harm Minimisation.

Movement components of the programme include general development of whole body co-ordination activities that can, in later years, be transferred into game situations. The emphasis is on large and small balls as well as on striking skills. Gross Motor skills are developed through sports such as aquatics and athletics. There is also an emphasis throughout the year on fitness development.

It is the aim that all students will be given the opportunity to learn the skills to lead healthy and fulfilling lives whilst learning to make positive lifestyle choices.

**The activities provided support students in achieving the following outcomes:**

- To gain knowledge and understand health and physical concepts that enable informed decisions for a healthy, active lifestyle.
- To develop attitudes and values which promote personal, family and community health, and participation in physical activity.
- To visualise consequences, think laterally, recognise opportunity and potential and be prepared to test options.
- To develop self-management skills which will enable them to make informed decisions for healthy, active lifestyles.
- To exhibit the interpersonal skills necessary for developing effective relationships and healthy, active lifestyles.
- To proficiently perform motor skills which are appropriate to specific games, activities and sports.
FOOD TECHNOLOGY

Students will be taught Food Technology in a modern and well designed facility which was purpose built. The following topics will form part of the content in the program.

Food, nutrition and health

- the influence of food on individual, family and community wellbeing
- nutritional needs for growth and development
- dietary analysis
- strategies for optimising diet
- healthy eating behaviours
- trends in eating behaviours and planned diets
- characteristics of foods
- techniques to prepare, cook and serve food
- personal and societal influences on actions related to food, nutrition and health.

...GRAPHICS

This strand focuses on the nature of graphical communication and the coding systems and genres used in graphical representations. Students convey meaning to others when they create graphical representations that use the elements and principles of design, and graphical construction and presentation techniques. The way students use the elements and principles of design determines how effectively a message is communicated to an intended audience. Students develop solutions to graphical communication design challenges for a range of audiences using a range of media. They develop visual literacy as they view, read, comprehend and generate graphical representations and consider what can be seen and how people interpret what is seen.

The organisers for this strand are:

- elements and principles of design
- graphical communication design
- nature of graphical information
- techniques for manipulating graphical information.

THE ARTS

The Arts provides an introduction to Drama, Media and Visual Art. Basic skills in each discipline are acquired. These include: organising, experimenting, listening, improvising, creating, symbolising, moving, body awareness, co-ordination, endurance and resilience. We aim for students to develop an understanding of and appreciation for the creative efforts and products of others and the desire to participate in the expressive arts for self-expression, satisfaction and recreation. In all disciplines, students work both on building individual skills and on working co-operatively as part of a group. At the conclusion of each session, the students present their work to each other. There is often opportunity for performance in assembly and school concerts.
INFORMATION AND COMMUNICATION TECHNOLOGY

Student use of notebook computers is embedded in the teaching and learning programme at Caloundra City Private School. This enables learning to be student-centred, developing higher order and logical thinking skills and enhancing creativity, collaborative learning, and publishing skills. Access to technology has been proven to engage students and challenge them to learn. Technology caters for students of every learning style in every key learning area. It is our vision that students will be encouraged to develop a thirst for learning, aided by the use of technology.

Students have their own laptop from Year 7. The laptops used are the Apple Macbooks. This computer is specifically designed for use by students. Years 5 and 6 students use their own iPad. Our wireless network allows every student easy access to the school intranet and enables them to utilise technology both in and out of the classroom.

Learning focuses on using interactive software and a variety of digital media. Students can engage in information seeking strategies which suit their particular learning style. Being part of a learning community encourages students to become active, independent learners. Our students develop the skills that they will need to confidently manage the information and communication technologies they will encounter when they enter the workplace or tertiary studies. More importantly our students learn to think creatively and critically, to solve problems and to work collaboratively. When they leave Caloundra City Private School they are well prepared to take their place as lifelong learners and leaders in the 21st century.
Year 10

In Year 10 we offer a combination of core and subject electives. These encourage students to develop an understanding of a number of senior subjects before deciding on more specialized course of study for the Senior Phase of Learning. This process will enable all students to better select the most appropriate subjects for them, and facilitate a smooth transition into Year 11. An important objective of the Year 10 programme at Caloundra City Private School is to incorporate and strengthen the Common Curriculum Elements (CCEs) which are assessed in the Year 12 Queensland Core Skills Tests.

Year 10 curriculum for English, Mathematics, Science and History will be based on the core knowledge, understandings and general capabilities and subsequent refinement of the curriculum as outlined by ACARA.

Students are asked to make a choice of subjects for their transition to senior studies. Students are required to choose three (3) compulsory units (English, Mathematics and Science) and three (3) elective units and two (2) additional reserve units for Semesters One and Two.

In addition to these selections, all students in Year 10 will undertake Health and Physical Education each week.

Summary of Courses:

- Compulsory: English, Mathematics, Science, Health Physical Education, ICT, History and Geography
The Year 10 English Course at Caloundra City Private School addresses the new directions in English teaching that have emerged over the past several years. These directions have now become a major focus of the new syllabus in Senior English. In order to participate effectively in this rapidly changing and heavily mediated world, students need to be able to interpret and construct meanings in texts, which are produced in both traditional and new technologies. English is compulsory for all students throughout Senior Years.

Each semester has an overall theme. However, the break up of the units allows for considerable variety, while providing relevant depth in each area to allow the students to achieve the desired outcomes.

Semester 1 is a core unit for all students, however, there may be an opportunity for students to select the novel they wish to study during this component of the course. In Semester 2, students will study classical works by taking a critical approach to texts. Through these students will be introduced to senior syllabus concepts including “Intertextuality”, “Audience Positioning” and “Representation”.

The Common Curriculum Elements (CCEs) are encompassed within each unit of work.

The Year 10 Course essentially is concerned with building on the skills taught in Years 7, 8 and 9 and extending the students’ ability to critically evaluate texts to enable them to be more aware of the constructive nature of texts. The course is also designed to enable students to choose interest areas, as this often generates enthusiasm towards the subject. All units will contain novels, short stories, films, plays and media texts, to ensure that students are exposed to the wide range of texts that will be studied in Senior English.

**ASSESSMENT**

The assessment of English is continuous and is collected for formative and summative purposes, requiring the student’s consistent effort as skills acquired in Year 9 will be essential in Year 10. Overall achievement will be based on a folio of work displaying fullest and latest information about the student’s progress. The information used when deciding on levels will be drawn from work comprising between 6 and 7 language tasks, which have been completed during the course. Students will be required to complete reading and viewing, speaking and listening, and writing and shaping tasks.
HEALTH AND PHYSICAL EDUCATION

Health and Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. It provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

Health and Physical Education at Caloundra City Private School will offer students with distinct units of work per Term that either promote the health of individuals and communities or develop the concepts and skills for physical activity.

The 21st Century is a time of rapid and continuous change and everyone’s health can be affected by interaction with the social, cultural or physical environments. Developing an understanding of some of the health factors and concerns of young people and their families will help students identify negative risk behaviours and encourage them to explore alternatives and solutions to these issues. Each unit of study will focus on different health concerns and allow students to explore issues (of interest to them) which directly impact on themselves, their families, their friends and the larger community.

Studies in Health Education provide a solid foundation for students entering into professions such as Medicine, Social Work, Nursing, Hospital and Medical Administration, Childcare and Teaching.

The Physical Education component allows students to become involved in personalised studies of physical activity. Physical Education involves students learning in, about and through physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills and understandings directly and indirectly as they participate in and study physical activity. The units encourage students to acquire the relevant knowledge, skills and attitude to participate effectively in physical activity and to contribute positively to team and individual sports. To allow students to develop as intelligent performers the thinking skills associated with the cognitive processes also form an integral part of the learning in Physical Education.

Studies in Physical Education provide a solid foundation for students entering into professions such as Physiotherapy, Occupational Therapy, Sports Medicine, Sports Coaching and training, Human Movements, Fitness and Leisure industries and Teaching.
HUMANITIES

In Years 8 and 9, the Social Science or Humanities subjects were taught in an integrated format called Studies of Society and Environment (SOSE). SOSE included four key strands, each with a different disciplinary emphasis, which has prepared students for future specialisation in a Senior Humanities subject.

In Years 11 and 12, each Humanities subject is taught as a separate senior subject.

While Years 8 and 9 SOSE provided you with the a number of basic skills and concepts associated with study in the Humanities disciplines in Years 11 and 12 you have the potential to fine tune your skills even further with the choice of a Humanities subject in Year 10. The study of a senior Humanities subject will provide you with the opportunity to explore the distinctive and distinguishing characteristics of individual Social Science disciplines. You will be able to discover the world of business, the legal system, the history of civilizations, the spatial distribution and patterns of the natural world and the economic systems that enable us to function as a society.

YEAR 10 Humanities

Our aim in Year 10 is to give Humanities students an opportunity to experience specific disciplines in order to distinguish between the expectations and approaches of distinct subject areas. With this in mind, a number of Humanities subjects is available to students to study in Year 10. Each subject offered will relate to two Humanities disciplines that may be studied in Years 11 and 12.

While taking a Year 10 Humanities subject is not a prerequisite for study of a Humanities discipline in Years 11 and 12, these foundation courses will provide you with a greater depth of understanding of the requirements of each subject and the types of topics that may be investigated in future years.

Humanities subjects available:

- Enterprise Education (An introduction to Business and Legal Studies)
- Geography
- History

Humanities subjects promote critical thinking and analysis by studying the way people interact with one another and their environment. They provide opportunities for the study of controversial topics and challenge students to look for and appreciate alternative perspectives and future visions. Students are encouraged to develop their own positions or stances on a topic and from this reflect on their own actions and behaviours and those of others.

These very important society based subjects can be viewed as “subjects for life”. Each subject relies heavily on real world or practical examples and field work is an integral component of all Humanities disciplines. The use of technology is strongly supported and actively encouraged in all aspects of class, home and research work.
LANGUAGES OTHER THAN ENGLISH

Languages are the medium through which we learn about the world and develop curiosity about new ideas, values, peoples and places. Since knowledge about social relations and cultural identity are dependent on language, the study of a LOTE extends, diversifies and enriches our ways of thinking and appreciation of our own language and culture.

Learning a language other than English is about communication. It involves the ability to comprehend and compose, and includes the four macroskills of listening, speaking, reading and writing. Learners will communicate with real language for genuine purposes. Students will achieve communicative ability by using various skills and strategies in culturally appropriate ways within realistic contexts.

Language learning requires intellectual discipline and systematic study habits. Because learners need to reorganise their thinking to accommodate the structure of the LOTE, they develop problem-solving ability. Language study contributes significantly to clear thinking and clarity of expression, gives insights into the nature, purposes and styles of language, and promotes a greater awareness of languages in general, including English. Because of the inherent cross-curricular nature of language study, students learn to appreciate the inter-relationship of different school subjects, disciplines and areas of study. Opportunities to travel and to meet those from different cultural and linguistic backgrounds also encourage students to look beyond the school curriculum and to develop life skills and interests.

The benefits of learning a LOTE benefit not only the individual but also the nation as a whole. Australia’s trade, cultural and tourist links with other countries are enhanced if we have a pool of varied language expertise, including Australians from both English and non-English speaking backgrounds. The ability to use a language other than English can increase students’ post-school options in a country with such strong international links.

Experience has shown that learning a language other than English contributes to and enriches the educational, intellectual, personal, social and cultural development of learners, and has the potential to improve the quality of their participation in a rapidly changing world.
The purpose of Mathematics education to the end of Year 10 is to provide all students with the mathematics required for numeracy and to provide an introduction to specialist mathematics for those students likely to go into professions whether it may be required. At both the numeracy and specialist levels, a successful study of mathematics at Years 1 to 10 is underpinned by (i) concepts, facts and procedures; (ii) creativity; (iii) communication; and (iv) critical awareness.

The knowledge involved in this subject is organised into a number of areas, which in turn includes a number of topics. The areas are (i) Number; (ii) Algebra; (iii) Measurement; (iv) Chance and Data; and (v) Space. Incorporated throughout these areas is Working Mathematically – the thinking processes that lie behind doing mathematics.

The current syllabus outlines the progressions of increasing sophistication and complexity in the learning of Mathematics. Core learning outcomes describe those learning outcomes which are considered essential for all students and success in these is essential for all students of Mathematics A, B and C in Years 11 and 12. Additional learning outcomes describe what students know and can do beyond what is considered essential at this stage of learning. Whilst it is not expected that all students will demonstrate these additional learning outcomes, these further concepts are considered critical to a good understanding leading to Mathematics B and Mathematics C in Years 11 and 12.

To this end in 2009, all Year 10 students will have the opportunity to study one of two Mathematics subjects on offer. In Core Mathematics, the learning material will be enhanced by concepts necessary to study Mathematics A in Years 11 and 12. This subject is ideal for those students who have more confidence and ability in topics such as finance, measurements, geometry and statistics rather than more abstract mathematical concepts associated with algebra, trigonometry and Euclidean geometry. In Extension Mathematics, the learning material will be enhanced by concepts necessary to study Mathematics B and Mathematics C in Years 11 and 12.

Students wishing to be prepared to study Mathematics A in Years 11 and 12 should select Core Mathematics and will need to demonstrate at least a C Grade in the subject by the end of Year 10.

Students wishing to be prepared to study Mathematics B or Mathematics B and Mathematics C in Years 11 and 12 must select Extension Mathematics and will need to demonstrate an achievement level of at least a B by the end of Year 10. It is recommended that students who do not reach this prerequisite grade in Extension Mathematics should study Mathematics A in Years 11 and 12.

Towards the end of Semester 2 this year, all Year 9 students and their parents will be advised of the School’s recommendation regarding the more suitable course of Mathematics study for the individual student. Naturally, opportunities will exist for consultation regarding the final subject choice during Term 4.
Humans are innately curious about their world. Science as a ‘way of knowing’ is used by people to explore and explain their experiences of natural phenomena. It incorporates critical and creative thinking and includes observation, experimentation, imagination and discussion. Science is a body of accepted concepts and theories, as well as a means of developing new understandings through questioning and examining of current models. This questioning is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a ‘way of knowing’ and a ‘way of doing’ will help students reach deeper understandings of the world and develop their critical thinking skills, and help to prepare students to take their places as informed and objective citizens.

In accordance with the Years 1-10 Science Syllabus published by the Queensland Schools Curriculum Council (now Queensland Studies Authority), scientific knowledge and processes are taught through five major scientific strands; namely:

- Science and Society;
- Earth and Beyond;
- Energy and Change;
- Life and Living; and
- Natural and Processed Materials.

The student’s progress is measured and reported on the basis of set ‘tasks’ that show his/her ability to achieve a particular set of outcomes, which are statements that show what he/she knows about science and what he/she can do in Science. A variety of task types, including research and oral reporting, guided experimental investigations and exams are employed to assess each student’s progress through the Year 10 Science course. Tasks contain a familiar theme of linking foundation of experimental activity with core texts, as in with Junior Science, but tasks also increasingly develop each student’s capacity for organization and self directed research.

Year 10 is the culmination of compulsory Science education, however, many students at Caloundra City Private School study one or more of Physics, Chemistry and Biology in Years 11 and 12. This is due to a variety of reasons for these choices from prerequisites for career goals, enjoyment of scientific study, to wishing to maintain a broad and balanced selection of subjects. To accommodate this, and assist students with realistic subject choices, the Year 10 Science course is designed to ensure that students are Scientifically Literate and have been exposed to the Common Curriculum Elements associated with Level 6 of the Syllabus. The Year 10 Science course further offers students the opportunity to extend their experience of Science in preparation for Senior Science subjects, and assessment items include extension material for those students who may wish to continue on to study a senior science subject. Assessment includes novel and complex tasks and student achievement is measured in four dimensions:

- Knowledge;
- Scientific Processes;
- Complex Reasoning Processes; and
- Skills.

The philosophy for all levels of study in the Science Faculty is that students will learn best through doing Science, and the focus on experimentation and tasks to make sense of Science phenomena remains paramount.
TECHNOLOGY

Technology is often used as a generic term for all the technologies people develop and use. It involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs.

People come into daily contact with a wide variety of both simple and complex technologies – in the home and workplace, through health services, transport and communication, and in leisure activities.

Technology is continually being refined, producing the complex combination of old and new technologies that people today encounter. More and more, technological advances transform the way people live and interact with each other.

The needs and wants of people and groups, in particular communities, determine what technologies are developed and how they are applied. Many technological applications are judged by their impact on communities and environments and their effect on the personal wellbeing and ways of life of individuals.

Technology, thus, contributes to cultural, social, environmental and economic changes. Students need to understand technology, be confident and capable users of a wide range of technological applications and processes, and to critically appreciate the consequences of technological innovation. Students need to make informed decisions about the sustainable development of technology and its impact on people and the environment.

For the future of Australia, it is imperative that the students of today become more innovative, knowledgeable, skilful, adaptable and enterprising. These qualities will enable students to respond to the current and emerging economic and social needs of the nation, and provide them with skills that will maximise their flexibility and adaptability in their future employment and other aspects of life.

The Technology Faculty Programmes prepare students for living and working in an increasingly technological world and equip them for innovative and productive activity. The programmes are structured and presented either as discrete units or combined with other areas of learning. The balance will vary depending on the learning needs of the student, as well as availability of resources.

The tasks and activities given in the Technology Faculty assist students to identify questions to explore, to synthesise ways to put ideas into practice, and to implement plans.

Through the programmes within the Technology Faculty, students learn to reflect on past practices and future opportunities, and understand the influence different groups can have on how technologies are developed and used. They learn to think critically about how technology affects them, their local community, and the world.

The Technology Faculty aims to provide experiences that accommodate the interests, aspirations and learning styles of all students and to prepare the adults of tomorrow for an ever changing technological world.
THE ARTS

The Arts Faculty offers a variety of subjects that allow students to develop creative talents, competencies and skills that can be transferred directly to their working and recreational lives. The Arts, separately and collectively, balance and enrich student experience by fostering unique and significant habits of mind, skills and understandings that are transferable to other areas of learning. The subjects on offer in The Arts cover three of the five strands – Visual Art and Drama. All courses follow the principles that drive either the QSA approved senior syllabi or the P-10 Arts Faculty syllabus.

The Arts are significant aspects of everyday life. People interact with them regularly as individuals and as members of communities. Every day, the Arts influence decisions and choices made about such things as our clothing and appearance, our natural and built surroundings, music, television programmes and movies. The Arts entertain, record events, promote ideas, provoke responses, stimulate discussion and provide opportunities for us to create, reflect, challenge, ritualise, critique and celebrate. The Arts provide students with opportunities to identify, value and extend their academic, personal and social capabilities by offering multiple pathways to learning.

UNITS OF STUDY:

Drama
Students explore, interpret and present real and imagined events to express and communicate an understanding of human issues and experience. They develop confidence and self-awareness as they collaborate to prepare and share drama with audiences. Students develop understanding of the forms, styles and purposes of Drama in a range of contexts. They will rehearse, refine and perform student devised and scripted dramatic works to audiences in formal and informal settings. Working in a range of forms, styles and contexts, they apply acting and stagecraft skills to convey meaning to an audience.

Visual Art
Students focus on making and appraising images and objects. Students develop personal expression, aesthetic awareness and a sense of satisfaction and enjoyment in making images and objects. They develop an understanding of visual language and perception, enabling them to be visually literate in the symbol systems and visual communication of cultures, past and present. Students engage in making images and objects by designing and creating two-dimensional and three-dimensional forms using a range of materials and processes. Through the making process, students communicate their ideas, feelings, experiences and observations about the world. They document developmental processes of making in response to researched ideas, and experience informal and formal displays and exhibitions of images and objects.
The P-10 curriculum at Caloundra City Private School creates an excellent foundation for students entering Years 11 and 12. Year 10 provides an exciting opportunity for the students to explore, experiment, consolidate and extend their understanding of the eight Faculty Areas – English, Mathematics, Science, Humanities, The Arts, Technology, Languages Other Than English (LOTE) and Health and Physical Education (HPE).

In Year 11 and 12 Students must select six (6) Subjects from the range of subjects offered, including Authority Subjects and Authority-Registered Subjects.

- **Authority Subjects**: Authority subjects are those that satisfy the requirements of a syllabus provided by the Queensland Studies Authority (QSA). Assessment in these subjects has to be in accordance with accredited work programs and is moderated by QSA procedures. Results obtained in Authority subjects are shown on the Senior Statement issued at the end of Year 12 and are the only results that contribute to calculations of Overall Positions (OPs) and Field Positions (FPs) required for tertiary entrance.

- **Authority-Registered Subjects**: These subjects conform to Study Area Specifications set by the QSA. These may be based on nationally accredited vocational units of competency. Results in these subjects are shown on the Senior Statement but are NOT used in the calculation of an OP or FP. Each vocational unit successfully completed is also listed on the Senior Statement.

At the completion of Year 12, students will receive a Senior Statement reporting their subject results and other eligible achievements. Students who study at least five Authority Subjects and sit the Queensland Core Skills (QCS) Test will also receive a Tertiary Entrance Statement reporting the student’s Overall Position (OP) and Field Positions (FPs). Additionally, students who have achieved sufficient credit and met literacy and numeracy requirements will be awarded a Queensland Certificate of Education (QCE). All of these documents are issued by the Queensland Studies Authority.
Description

In Senior English, students learn how language use varies according to context, purpose, audience and content, and modes and mediums. The study of language helps students appreciate the social, imaginative and aesthetic uses of language and to understand how language is used selectively. Students also develop their abilities to talk about language and to reflect on and critique its use in responding to and constructing texts, both literary and non-literary.

Skills Development

- an enjoyment of literature in all its forms;
- an interest in current affairs and philosophical issues;
- a desire to become more proficient in the use of the written and spoken word as a powerful tool to persuade, criticise, entertain and communicate;
- the ability to be a discerning reader.

Pre-requisites

This subject is compulsory for all students.

Assessment

A variety of tests and assignments are completed at home and in class. To achieve at or above a Sound Level students must meet the minimum requirements for this level across both written and oral tasks.

The framework components are:

- Understanding and responding to contexts
- Understanding and controlling textual features
- Making and evaluating meaning

Future Careers/Courses

Most tertiary courses require a Sound Level of Achievement in English. A sound level of English is required in all fields of employment.
Description

Biology is the study of life in its many manifestations. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. Biology is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

The study of Biology provides students with opportunities:

- to gain insight into the scientific manner of investigating problems pertaining to the living world;
- to experience the processes of science that lead to the discovery of new knowledge
- to develop a deeper understanding and aesthetic appreciation of the living world

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

- a knowledge and understanding of the living world
- the capacity to identify, gather, manipulate and process information in the context of scientific endeavours including field investigations
- the capacity to communicate effectively in various formats on biological issues.
- an appreciation of the complexity and beauty of biological phenomena.
- a recognition that Australian ecosystems have unique characteristics
- an appreciation that each type of organism, including Homo sapiens, occupies a unique position in the biosphere
- a sense of responsibility for the stewardship of the local and global environment
- an ability to apply biological understanding, skills and reasoning to present-day and emerging issues.

The general objectives of senior Biology are; Understanding Biology, Investigating Biology and Evaluating Biological issues.

The course consists of the following units - Cell Biology, Evolution and Biodiversity, Plant and Animal Physiology, Ecology, The Human Body, Animal Behaviour/Communication, Human reproduction and Growth, and Genetics and Biotechnology.

All topics include practical and theoretical work. Some field studies are required.

Assessment

Includes Extended Experimental Investigations, written tasks, extended responses and field trips.

Field work and associated research projects and essays

Future Careers/Courses
Tertiary science-based courses usually require one or more Science subjects as pre-requisites. Biology is one of the options to satisfy these requirements.

**BUSINESS ORGANISATION & MANAGEMENT (BOM)**

*Description*

Today, in order for business to operate successfully and profitably in the competitive marketplace, its practitioners will need to be conversant with the environment in which the organisation operates. The subject ‘Business Organisation and Management’ (BOM) allows students the opportunity to develop an appreciation of issues challenging today’s business organisations and managers, within both the domestic and international environment. Business practices include the use of innovation, entrepreneurial creativity, strategic planning, management, marketing, and information and communication technologies. In an increasingly dynamic and global society, it is important for students to be able to make informed and rational decisions about business organisation and management. Business is pervasive, and study of this subject sets a foundation for success irrespective of future pathways. Thus, BOM promotes awareness of ethical, and economically and environmentally sustainable business practices.

The context of BOM provides a realistic setting in which the student’s understanding of organisation and management can be developed as it applies not only to business organisations but also to the student’s personal life.

BOM is exemplary in providing students with authentic learning experiences through the use of contemporary academic literature and practice, in order to build a foundation of knowledge that equips the student with the skills to become aware of the principles and concepts inherent in business organisations and management. Most importantly, BOM develops life-long skills that allow the student to reflect upon their interactions with business and develop a range of intellectual, technological and operational competencies.

*Assessment*

Assessment in BOM is based on three Criteria:

- Knowledge and Understanding
- Reflection Processes
- Action Skills

Assessment items will be varied and may include project/practical work, oral work and observation techniques, objective/short answer questions, reports, essays, extended written responses, response to stimulus material and the development of a business plan.

*Future Careers/Courses*

The knowledge and skills obtained from the study of this subject will be of life-long benefit, particularly for the student who has ambitions of operating their own business. In the short term, there is a now a proliferation of Business/Management combination degrees at the Universities as well as Diploma and Associate Diploma Courses at the TAFE Colleges. This course of study will provide a solid foundation for students anticipating further study in Business, Economics or Finance, as well as those hoping to move into the workforce after Year 12.
**Description**

The Chemistry programme is based on the principle of teaching in context. This means that instead of learning chemical concepts in isolation, students will be studying a particular context or real-life situation and the Chemistry that goes with it. For example, the contexts presented over the two years are:

1. **Our Chemical Universe**  
   The introductory unit will focus on the history of chemistry as science, the origin of matter and the language of chemistry.

2. **The Air Up There**  
   The unit will explore the issue of global warming and the impact of pollution of the air we breathe.

3. **Water for Life**  
   The unit will investigate the problems of water quality and water usage.

4. **Our Mineral Resources**  
   The unit will focus on how metals have been used over the centuries and the physical and chemical properties behind those uses.

5. **Fuels Forever**  
   The unit will explore the use and particular requirements that necessitate careful consideration of a fuel's properties.

6. **The Materials Revolution**  
   The unit will investigate modern products such as plastic and cosmetics and the role they play in our understanding of chemistry today.

7. **Consumer Chemistry**  
   The unit will focus on quality control, manufacturing, storage and proper use as the key to safe consumer products.

8. **The Oceans**  
   The unit will explore scuba science, gas laws, gas solubility, and corrosion prevention as necessary to understand the influence of the ocean on our lives.

Each real-world context will provide ‘hands on’ activities to investigate the **structure**, **properties** and **reactions** related to that unit. Students completing the course should be able to understand and act responsibly on chemical issues. They should also be able to communicate more effectively and be empowered to investigate problems as well as apply chemical concepts in order to make sound decisions in the future.

**Skills Development**

- A curiosity about Science and the ability to solve problems analytically.
- The ability to visualise and deal with abstract concepts.
Pre-requisites

A ‘B’ in Year 10 Science is highly recommended. A solid knowledge of Mathematics is recommended.

Assessment

Supervised Assessments – exams, Extended Experimental Investigations (practical reports) and Extended Response Tasks (assignments) that are graded according to individual criteria – Knowledge and Conceptual Understandings, Scientific Investigations, and Concluding and Evaluating. Most term units have one major assessment piece.

Future Careers/Courses

Chemistry is a necessary requirement for tertiary studies in Pharmacy, Veterinary Science and some Engineering, Science and Applied Science courses. It is a recommended prerequisite for Nursing, Physiotherapy, Human Movement and other Science-based courses.

Description

Studies in Senior Drama explore and test out values and ethics, expand cultural knowledge and understanding of contexts past and present, Australian and global.

Students learn to communicate more effectively both orally and in writing and extend their range of higher intellectual skills and key competencies.

Year 11 Studies include the study of the elements of Drama through Improvisation, Australian Drama, Tragedy and Realism.

Year 12 Studies include Expression, Epic Theatre and Auditions.

Skills Development

- Ability to work in teams; an ability to form drama creatively and respond analytically.
- An enjoyment of performance both of self and others.

Assessment

There is a balance of assessment between the inter-related general objectives listed below.

- Forming - making and shaping drama
- Presenting - performance of drama
- Responding - analysing, interpreting and reflecting on drama.

Future Careers/Courses

Advanced communication skills and increased self-confidence are essential in the work force and in general living. May lead to arts degrees, Art/Law degree, communications, performing arts degrees and careers in teaching, stage, film or television.
Description

The Senior Graphics course is aimed at developing student’s abilities in using the various graphical forms, systems of projection used to design and communicate solutions to specific tasks within the following contextual units:

Production Graphics - Business Graphics - Built Environment

These contextual units are structured around a foundation study unit that develops the understanding of the systems of projection required to present well-researched and analysed design assignments each term.

Students are further challenged by endeavouring to master the understanding and skills to use the latest technology for the following:

- computer generated three dimensional models of solutions to practical design problems
- communicating their concepts in a technically correct graphical form using computer aided drafting (CAD). AutoCAD, Paint Shop Pro, PowerPoint and many other programs will be used.

Skills Development

- Artistic and creative skills.
- An inquiring mind and an interest in how and why products are manufactured in our society.
- Competent computer skills and the desire to learn new computer programs quickly.

Assessment

Students will complete a professional portfolio of work consisting of three major assignments: The Built Environment, Production Graphics and Business Graphics.

These are assessed for their Presentation, Knowledge and Understanding and Reasoning of the design process and systems of projection.

Student assessment tasks also include one formal test at the completion of the foundation study unit. Assessment is on a continuous basis throughout each year.

Future Careers/Courses

Further studies in the fields of Engineering, Architecture, Surveying, Graphic Design and various other professions requiring graphic communication and computer generated images.
Information Technology Systems (ITS)

**Description**
Information technology (IT) has been identified as a priority area by state and federal governments. It is an area characterised by frequent and rapid change and presents particular challenges for Australian society, not the least of which is the need for responsiveness to emerging technologies and trends. IT involves the use of technologies by which people manipulate and share information in its various forms — text, graphics, sound and video — and the range of technological devices used to perform these functions.

The subject, Information Technology Systems (ITS), is a practical discipline which seeks to prepare students to meet these rapid changes and be responsive to emerging technologies and trends. It provides students with the knowledge, skills, processes and understandings of the systems supporting IT. These systems range from those supporting the development of information, such as documents or websites, to those supporting technology, such as computers or networks. The course develops a fluency in IT that is more comprehensive than IT literacy alone.

ITS provides opportunities for the development of a wide range of key competencies in substantial depth. The project-based nature of the course encourages detailed development and demonstration of key competencies in contexts that arise naturally from the general objectives and learning experiences of the subject. In their studies, students will collect, analyse and organise information in various forms, and plan and organise research and investigations. Individually and in groups, they will solve problems associated with the learning experiences within topics. They will be involved in the communication of ideas, information and results in a number of formats, and use mathematics and technology in problem solving.

The subject also offers students the chance to achieve a Certificate II outcome from the relevant training package for information technology, providing students with specific skills for employment and further vocational studies in the IT field. Overall, this course should prove especially relevant to all students in the way it prepares them to acquire the means to cope with, and harness to their advantage, the rapid rate of change and significant opportunities associated with IT, now and into their future.

**Skills Development**
Information Technology Systems aims to:
- develop in students an awareness and understanding of the concepts, practices and effects of IT;
- equip students with problem-solving skills that allow them to design, develop and evaluate solutions;
- develop students’ communication skills in order that they may comprehend and respond effectively to client needs, using a variety of techniques and media;
- develop in students a client-focused approach;
- encourage students to think critically and purposefully about the uses of IT;
- promote responsible, discriminating and competent use of IT in a safe environment; and
- foster personal development and social skills conducive to a concern for others, cooperation in the workplace, and self-reliance.
Assessment

Assessment in ITS is based on three Criteria:

- Familiar Application
- Problem Solving
- Communication

Assessment items will be varied and may include both minor and major project/practical work, oral work and observation techniques, objective/short response exams, reports, essays, extended written responses, response to stimulus material and the development of an integrated project.

ICA20105 Certificate II in Information Technology (embedded within this course)

In completing the course of study, students will be given the opportunity to achieve a nationally recognised Certificate II qualification in Information Technology (ICA20105). Students who do not complete the certificate but achieve one or more units of competency will receive a Statement of Attainment.

The ICA20105 Certificate II in Information Technology is based on units of competency selected from the ICA05 training package. This qualification provides the foundation of knowledge and skills required to work in the IT industry. It also provides foundation employment and general computing skills, which enable participation in an IT environment.

To achieve the qualification, students must achieve competence in the prerequisite unit of competency, the ten “required competencies”, and a minimum of three units of competency chosen from the list of “other competencies”.

Future Careers/Courses

The knowledge and skills obtained from the study of this subject will be of life-long benefit, particularly for the student who has ambitions of keeping up-to-date with changes in technology. In the short term, there is a now a proliferation of Information Technology degrees at the Universities as well as Diploma and Associate Diploma Courses at the TAFE Colleges. This course of study will provide a solid foundation for students anticipating further study where technology is a component of the course, as well as equipping those with the necessary IT skills to move into the workforce after Year 12.
**JAPANESE**

**Description**

Senior Japanese aims to continue the development of students' speaking, reading, writing and listening skills in the Japanese language. The two year course will cover a range of topics such as travel and tourism, health and welfare, family and the workplace. Students will learn to communicate at a more meaningful level and will come to have a deeper understanding and appreciation of the Japanese culture.

**Skills Development**

- Ability to read and write in Hiragana and Katakana advised. Should be interested in developing communication skills and have an interest in other cultures.

**Assessment**

Exams in the four macro skills of speaking, listening, reading and writing.

**Future Careers/Courses**


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**LEGAL STUDIES**

**Description**

Many significant legal and social issues face individuals and groups in Australian society. To deal with these issues, students need to be informed of their legal positions, rights and responsibilities. They need to be able to investigate and understand the Australian legal system and how it affects their basic rights, obligations and responsibilities. Informed citizens are better able to constructively question and contribute to improvement of laws and legal processes.

By completing a course in Legal Studies, students in the senior phase of learning should develop an enhanced ability to recognise diverse legal situations and issues that arise in their everyday lives. These situations and issues often have legal implications that affect the rights and obligations of themselves and other community members. By examining historical and social factors that have led society to create a legal system, students will gain knowledge to understand legal frameworks which regulate and shape our society. Legal Studies enables students to formulate personal views of the world and understand how the law affects their world. Through critical analysis, examination and problem solving, they are empowered to make decisions which may benefit themselves and the community.

Throughout the course, students will collect, organise, analyse and synthesise relevant information and evaluate its quality and validity. Students will generate data through inquiry and observation, to comment on the social relevance of law in local and global communities. Individually and in groups, they will attempt to solve problems and propose resolutions to legal issues encountered in society. Students will comment on the effectiveness, adequacy and appropriateness of legal outcomes, and will be involved in the communication of ideas, information, opinions, arguments and conclusions, in a variety of formats and for a variety of audiences.

Legal Studies is principally intended to help students develop knowledge, skills and attitudes to enhance their ability to participate as informed, proactive and critical members of society. Students
are encouraged to understand the impact of the law, legal system and legal processes in their daily lives. The immediate relevance of the course to students’ lives should promote and motivate students to make constructive assessments and informed commentaries on the law, its system and processes, from practical and constructively critical social perspectives.

**Skills Development**

By the end of the course, students should:

- understand the structure and operation of the legal system, enabling them to participate as informed and responsible citizens and community members;
- be aware of their basic legal rights and responsibilities;
- be aware that legal rights and responsibilities are related to attempts to balance competing interests, values and beliefs;
- develop a functional knowledge of the interrelationship of individuals, society and laws;
- recognise social situations with personal legal implications;
- develop strategies to examine social and legal issues;
- understand the continually changing nature of laws and legal processes, and how this impacts on decisions about social and legal issues;
- be able to explore and critique controversial social and legal issues;
- propose justifiable responses to problematic social and legal issues; and
- appreciate interdependence of local, national and global legal issues.

**Assessment**

Assessment in Legal Studies is based on three Criteria:

- Knowledge and Understanding
- Investigation
- Evaluation
- Communication and Research Skills

Assessment items will be varied and may include objective/short response exams, inquiry-based research tasks, extended written responses, response to stimulus material/court cases, mock trials and the participation in an independent study during Year 12.

**Future Careers/Courses**

The knowledge and skills obtained from the study of this subject will be of life-long benefit, particularly for the student who has ambitions of entering the legal profession. In the short term, there is a now a proliferation of Law/Business/Science combination degrees at the Universities as well as Diploma and Associate Diploma Courses at the TAFE Colleges. This course of study will provide a solid foundation for students anticipating further study in law, business, political studies, economics, finance, science, as well as those hoping to move into the workforce after Year 12.
Description

Mathematics is an integral part of a general education. It can enhance understanding of our world and the quality of our participation in a rapidly changing society. Mathematics pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. Through enhanced understanding of Mathematics, individuals can become better informed economically, socially and politically in an increasingly mathematically oriented society.

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

By the end of this course, students should develop:

- an appreciation of the value of mathematics to the lifelong learner
- sound number sense and an ability to view and interpret the world from a quantitative perspective
- the ability to recognise when situations in their everyday life can be dealt with through mathematical analysis and procedures, and be able to attempt such analysis or procedures with confidence and success
- an awareness of the elements of chance which exist in some aspects of life and an ability to make decisions informed by this awareness
- an ability to manage their financial affairs to empower them to make informed consumer decisions
- an ability to visualise and represent spatial relationships in two and three dimensions
- an ability to comprehend mathematical information which is presented in a variety of forms to become informed and critical citizens.

Mathematics A consists of core and elective topics. Core topics covered are:

**Financial mathematics strand:** earnings, taxation, budgeting, spending, investments, loans

**Applied geometry strand:** trigonometry, measurement, land measurement, scale drawings & plans, construction techniques and costs

**Statistics and probability strand:** collecting & presenting data, summary statistics, probability and chance

The elective topics covered are:

**Maps and compasses:** Land measurement – compass bearings, site plans, position fixing, interpreting maps

**Operations research:** Networks and queuing – analysing networks, calculating shortest path, critical steps in a project, queuing systems

**Assessment**

Includes Extended Modelling and Problem Solving Tasks (critical path to planning an event, probability simulations), Reports (designing an orienteering course, preparing a quote), and Supervised Tests.
Future Careers/Courses

The Senior Syllabus in Mathematics A is a recommended precursor to further study and training in the technical trades such as toolmaking, sheet-metal working, fitting and turning, carpentry and plumbing, auto mechanics, tourism and hospitality, and administrative and managerial employment in a wide range of industries. It is also suitable as a precursor to tertiary studies in subjects with moderate demand in Mathematics.

MATHMATICS B

Description

Mathematics is an integral part of a general education. It underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society. In Mathematics B, mathematical skills are developed which form the basis for further study in mathematics.

Mathematics B is designed to raise students’ competence in and confidence with the Mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled work force. Students are given the opportunity to appreciate and experience the dynamic nature of Mathematics. They are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

The course

Subject matter has been organised into the following seven topics:

- Introduction to functions—linear, trigonometric, periodic, power, exponential and logarithmic
- Rates of change—instantaneous and average rates of change
- Periodic functions and applications—recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions
- Exponential and logarithmic functions and applications—exponential functions, logarithmic functions, the relationships between them, compound interest, annuities
- Optimisation using derivatives—differentiation as a tool in a range of situations which involve the optimisation of continuous functions
- Introduction to integration—applications of integration
- Applied statistical analysis—types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous probability distributions, inference.

Pre-requisites

To achieve success in this subject, students should have obtained at least a ‘B’ in Year 10 Mathematics.

Assessment

Two examinations and one investigation/report during each semester of study.

Future Careers/Courses

Mathematical skills are needed not only in the traditional careers of Engineering, the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management. Mathematics B is a requirement for entry into tertiary courses in Engineering, Sciences, Information Technology, Surveying and numerous others.
**Description**

Students can elect to do this subject in addition to Mathematics B. In Mathematics C, students are given the opportunity to develop their full mathematical potential and extend the knowledge acquired in Mathematics B. They will be encouraged to recognise the dynamic nature of Mathematics through problem solving and applications in life-related situations. Opportunities are provided for students to appreciate and experience the power of Mathematics, and to see the role it plays as a tool in modelling and understanding many aspects of the world’s environment.

The syllabus contains both Core and Option topics. A course of study in Mathematics C contains six topics and a minimum of two Option topics. Core topics are:

**Introduction to groups**

- Real and complex number systems
- Matrices and applications
- Vectors and applications
- Calculus
- Structures and patterns.

Choose two of the following options: Linear programming, Conics, Dynamics, Introduction to number theory, Introductory modelling with probability, Advanced periodic and exponential functions or options of its own design.

**Pre-requisites**

To achieve success in this subject, students should have obtained at least a ‘B’ in Year 10 Mathematics. Mathematics B must be studied concurrently.

**Assessment**

Two examinations and two investigations/reports during each semester of study.

**Future Careers/Courses**

The additional rigour and structure of the Mathematics required in Mathematics C will equip students with valuable skills which will serve them in more general contexts and provide an excellent preparation for further study of mathematics and other tertiary courses, for example Engineering, Information Technology, Economics, Finance. Mathematics C is a highly desirable preparatory course for students who intend pursuing a career involving the study of Mathematics at a tertiary level.
Description:

The themes of this two year course are Studies of Power, Conflict, National History, the History of everyday life and the Individual in History. Our modern way of life is complex and in order to make sense of it young adults need an understanding of where we have come from and the forces that have shaped our contemporary world. The study of the dramatic and profound changes of the last 200 years will help young adolescents make sense of the present and perhaps help them more wisely shape the future. In looking at the interplay of change, conflict and co-operation, both within and between societies, students can begin to understand the role that individuals and events have played in shaping the present.

Specifically, students will engage in critical reading, evaluation of information, group discussion and justifying a point of view.

The Four Semester Course:

**Year 11**  
Semester 1  
Theme: Studies of Power- French and Russian Revolutions, The emergence of Marxian Socialism

Semester 2  
Theme: Studies of Conflict- World War One, Causes, Impact and Peace Settlement, Cold War Conflicts

**Year 12**  
Semester 3  
Theme: National History- Establishing a Nation, Australia from Federation to outbreak of WW1, Establishment of Australian Foreign Policy, Australia’s role in the Vietnam War

Semester 4  
Theme: History of Everyday Life and the Individual in History- Impact of War on everyday life, Studies of individuals who were essential historical agents helping to induce and affect change.

Assessment

Short answer and documents tests, oral presentations, research assignments and end of semester test.

Future Careers/Courses

Journalism, Teaching, Arts-Law, Historical studies and Applied History
Description

Physical Education encourages students to develop critical judgments regarding their involvement in physical activity in a variety of roles such as participant, spectator, official or observer. The subject also encourages students to consider many of the wider complex social issues which surround physical activity in Australia and the world. Physical Education focuses on the complexity of, and interrelationships between, the psychological, biomechanical, physiological and sociological factors which influence individual and team performances and the wider social attitudes to physical activity. Learning in, about and through physical activity will enable students to acquire knowledge, skills, understandings, capacities and attitudes, both directly and indirectly, as they participate in and study physical activity.

Student’s emphasis will be through four physical activities. These include Tennis, Golf, Volleyball and Sports Aerobics. At least fifty per cent of timetabled lessons involve students engaging in physical activity. Even weighting is given for practical and theoretical units.

Skills Development:

- Ability to work both individually and in teams.
- The ability to persevere in both practical tasks and detailed theory topics.
- A genuine interest in health, exercise science and practical performance of skills.

Assessment

Theory – exam essays, research reports, journals and research assignments.
Physical - knowledge of sports, skills tests, closed and open drills, game play analysis and improvement of skills.

Future Careers/Courses

Careers and tertiary courses involving sports and recreation administration include Coaching, Training, a wide range of Health careers, Teaching and Professional Sports careers. Other related areas include Sports Psychology, Sports Journalist, Biomechanist and Exercise Physiologist.

Description

Physics is the study of the natural laws of the universe. The emphasis is on understanding phenomena such as motion, light and electricity and atomic Physics and using mathematical relationships to derive further information from measured values.

Students will investigate the Physics associated with a number of real-life contexts, such as sport, car safety amusement parks, space travel and medical technology. There is a significant component of practical work across all contents with a focus on the following key physics concepts: Forces and Motion, Energy and Momentum, Thermal Physics, Optics, Electricity and Electromagnetism, Atomic and Nuclear Physics.

Skills Development

- Patience and persistence
- A thirst for understanding, not simply knowledge, about the world around you
- Self motivation and application to study and practice
A willingness to question, and a well-practised familiarity with Algebra

**Pre-requisites**

A ‘B’ Science is required. Also a ‘B’ in Year 10 Preparatory Mathematics B. Senior Mathematics B must be studied concurrently.

**Assessment**

Assessment is carried out both through formal examinations, and practical/assignment work. The latter component comprises individual and collaborative work, completed as either short reports or extended research projects.

**Leads to**

Physics is a necessary requirement for entry to tertiary courses in Optometry, Radiology and Veterinary Science. Many Science, Applied Science, Engineering and other Science-based courses advise that a background in Physics is assumed or desirable.

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**VISUAL ART**

**Description**

The Senior Visual Art course aims to assist students to develop visual literacy, to acquire skills appropriate to the production and understanding of art, and to develop discrimination and appreciation of the visual world. A levy will be payable to cover basic materials used.

Year 11 concentrates on the production of three folios of practical units of work as well as related art theory. The students are exposed to the media areas of printmaking, drawing, painting, sculpture and photography. These units are essentially teacher directed, but with a developing emphasis on student independence and self-direction towards the end of Year 11.

Year 12 studies are student directed, thereby allowing for two different bodies of work to be pursued over the two semesters.

**Skills Development**

- Strong self-motivation is an essential ingredient in successfully completing student-directed studies in Year 12.

**Pre-requisites**

A ‘B’ in Year 10 Visual Art is recommended.

**Assessment**

- Year 11 - Submission of three body’s of practical work
- folios and connected appraisal assignments.
- Year 12 - Submission of two bodies of work this includes making and appraisal tasks.
Students who learn to work independently at home, on a regular basis, have a high success rate. Homework is a means of consolidating and extending class work; it provides a time for reflection, review, problem solving and creative thinking.

**Minimum Time Expectations**

- Year 8 = 45 minutes to 1 hour
- Year 9 = 1 to 1¼ hours
- Year 10 = 1 to 1½ hours
- Year 11 = 1 ½ hours to 2 hours
- Year 12 = 2 – 4 hours

All homework should be recorded in the student’s school diary. As parents/caregivers you can support the school and your child to develop the necessary study habits by:

- Ensuring homework is checked and completed each evening
- Set aside an agreed time for homework each night
- Set aside an agreed homework space
Regular reporting to parents provides information and advice about the achievements and learning needs of the student.

This is not a one way process and we actively encourage feedback and the sharing of information with parents.

**Contact with parents includes:**
- Informal conversations
- Diary notes
- Phone calls
- Parent/teacher interviews
- Written reports

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<tr>
<th><strong>Report &amp; Interview Structure</strong></th>
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Caloundra City Private School is a caring institution with a mission to educate students academically and socially. Children are strongly encouraged to develop appropriate standards of self discipline, to show a high level of dignity and graciousness to both their peers and staff.

Students are made aware of the School’s high expectations with regard to work and behaviour and we take great pleasure in congratulating students who are doing their best. However, when these expectations are not met, the school has behaviour management strategies in place to assist students to achieve these standards. Diary notes, class to class checks, reflection and planning sessions, mentoring by staff, meetings with parents and staff, Contracts of Behaviour, Individual Management Plans, detentions, suspensions, interviews with senior management or the Principal are all steps in the Behaviour Management process and will be discussed with students and parents as appropriate.

We encourage students to be proud of themselves and their school, and we are committed to supporting the development of responsible behaviour in all members of the school community, in the classroom, playground and outside the School.
Life Skills Program

At Caloundra City Private School, education is seen as a partnership between home and school. As all successful partnerships are based on effective communication between partners, it is essential that home and school keep in close contact.

At Caloundra City Private School we place significant importance on creating an environment that is pastorally caring. Every student will be actively engaged in a timetabled daily Pastoral care lesson. This is a time where the classroom Teacher forms a unique bond with their students.

Students are encouraged to discuss issues with their Pastoral Care Teacher within the framework of a developed program. The program includes topics such as Bullying, Self Esteem, Planning and Study Techniques, Tolerance, World Affairs. All of these topics are seen to be important in ensuring the success of our students.

In the Senior School years, teaching and learning gradually become more specialised within a wider range of subjects. Purpose built facilities cater for different activities and choice of subjects and activities expands as the students progress through their Senior Years. Your child will find that each day of the week brings different experiences and that they belong to a range of groups, each meeting for a specific purpose with a different Teacher.

Parents can communicate with Teachers via the child’s learning journal, by email, by telephone, by letter or by arranging a meeting. With both home and school working together, there is a much greater chance of a student developing their potential as an individual and as a member of the Caloundra City Private School community.