Senior Subject Guide 2021
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Introduction
Dear Parents and Students

Welcome to the next stage of your journey through the senior secondary years of schooling. Years 11 and 12 provide you with extensive choices designed to meet the diverse needs of students.

Our main focus remains on the Queensland Certificate of Education (QCE). A qualification attained by all Year 12 students who meet the prescribed standards.

In Years 11 and 12 there are many opportunities to personalise a learning pathway towards your preferred future. Preparation for tertiary and further education, vocational education and a range of other internal and external learning pathways are available to you.

Your choices of study should be guided by careful consideration of your aptitude, ability and your areas of interest. It is important that you reflect on your previous successes and experiences at school as you make your choice of subjects. In choosing subjects to study you should think carefully about your future career and life goals. It is important also to consider what you enjoy learning.

You will develop your Senior Education and Training (SET) Plan. Your SET Plan will be the road map to help guide your journey through these final years of schooling. There is an extensive support network at Ferny Grove to help you in this journey. Throughout Years 11 and 12 the SET Plan will be regularly reviewed in the light of your achievement each semester and changing career and life goals.

This booklet provides you with important information as you prepare for Years 11 and 12. I encourage you to take the time to carefully consider the information provided. If you do not understand something or would like further information talk with either our Guidance Officers or Head of Senior Secondary.

Ferny Grove State High School has a senior schooling team dedicated in providing accurate information and expert advice to students regardless of their pathway.

The senior years of secondary school are exciting; they build on the learning experiences and the achievements of the early years of high school. I look forward to your success in Years 11 and 12 as you equip yourself with the skills, knowledge and attitude to successfully embrace the challenges of living in our rapidly changing global society.

Yours sincerely

Mr John Schuh
Executive Principal
June 2020
Senior Education Profile

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

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

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

Senior External Examination

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

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

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

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

**English requirement**

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

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

**General syllabuses**

*General syllabuses are developmental four-unit courses of study.*

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE. Students should complete Units 1 and 2 before starting Units 3 and 4.

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

**Extension syllabuses course overview**

Extension subjects are extensions of the related General subjects and include external assessment. Extension subjects are studied either concurrently with, or after, Units 3 and 4 of the General course of study. Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

**Assessment**

**Units 1 and 2 assessments**

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

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

Schools report satisfactory completion of Units 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.
Units 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

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

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

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

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

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

Applied syllabuses

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4. **Applied syllabuses do not use external assessment.**
**Instrument-specific standards matrixes**

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

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

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

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

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

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

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

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

**Senior External Examinations**

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects. Results are based solely on students’ demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

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

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

**Assessment**

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

Results are based solely on students’ demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E.
## SUBJECTS OFFERED AT FERNY GROVE STATE HIGH SCHOOL

### Mathematics
- **General**
  - General Mathematics
  - Mathematical Methods
  - Specialist Mathematics
- **Applied**
  - Essential Mathematics

### Technologies
- **General**
  - Design
  - Digital Solutions
  - Food & Nutrition
- **Applied**
  - Building & Construction Skills
  - Engineering Skills
  - Furnishing Skills
  - Industrial Graphics Skills
  - Information & Communication Technology
  - Hospitality Practices

### Science
- **General**
  - Agricultural Science
  - Biology
  - Chemistry
  - Physics
  - Psychology
- **Applied**
  - Agricultural Practices
  - Science in Practice

### English
- **General**
  - English
  - Literature
- **Applied**
  - Essential English

### Humanities
- **General**
  - Accounting
  - Ancient History
  - Business
  - Economics
  - Geography
  - Legal Studies
  - Modern History
- **Applied**
  - Social & Community Studies
  - Tourism
- **Vocational Education**
  - Business – Certificate III

### Health & Physical Education
- **General**
  - Health
  - Physical Education
- **Applied**
  - Sport & Recreation
- **Vocational Education**
  - Fitness – Certificate III

### Languages
- German
- German Extension
- Indonesian

### The Arts
- **General**
  - Drama
  - Music
  - Music Extension (Composition)
  - Music Extension (Performance)
  - Visual Art
- **Applied**
  - Visuals Arts in Practice
PRE-REQUISITES FOR GENERAL SUBJECTS

To ensure students are successful with Senior General Subjects the following prerequisites must be met. Students must demonstrate the identified standard/s on their Year 10 Semester Reports.

<table>
<thead>
<tr>
<th>GENERAL SUBJECT</th>
<th>PRE-REQUISITES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>General Mathematics</td>
<td>Year 10 Mathematics - Core (Mainstream) - C+ or higher</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Year 10 Mathematics Extension - C+ or higher</td>
</tr>
<tr>
<td>Specialist Mathematics (must be studied in conjunction with Mathematical Methods)</td>
<td>Year 10 Mathematics Extension - B or higher</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Year 10 English - C or higher</td>
</tr>
<tr>
<td>Literature</td>
<td>Year 10 English - C or higher</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>Year 10 Business OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Ancient History</td>
<td>Year 10 Humanities OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Business</td>
<td>Year 10 Business OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Economics</td>
<td>Year 10 Humanities OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Geography</td>
<td>Year 10 Humanities OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Year 10 Humanities OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Modern History</td>
<td>Year 10 Humanities OR Year 10 English - C or higher</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES</strong></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td>Year 10 Design OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Digital Solutions</td>
<td>Year 10 Information Technology OR Year 10 Mathematics (Core) - C or higher</td>
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<tr>
<td>Food &amp; Nutrition</td>
<td>Year 10 Food &amp; Nutrition OR Year 10 English - C or higher</td>
</tr>
<tr>
<td><strong>HEALTH &amp; PHYSICAL EDUCATION</strong></td>
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<tr>
<td>Health</td>
<td>Year 10 HPE - B or higher OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Year 10 HPE or B or higher OR Year 10 English - C or higher</td>
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<tr>
<td><strong>SCIENCE</strong></td>
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<tr>
<td>Agricultural Science</td>
<td>Year 10 Science (Core) - C or higher and</td>
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<tr>
<td></td>
<td>Year 10 English OR Year 10 Humanities - C or higher</td>
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<tr>
<td></td>
<td>Recommended Year 10 Maths (Core) - C or higher</td>
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<tr>
<td>Biology</td>
<td>Year 10 Science (Core) - C or higher and</td>
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<tr>
<td></td>
<td>Year 10 English OR Year 10 Humanities - C or higher</td>
</tr>
<tr>
<td></td>
<td>Recommended Year 10 Maths (Core) - C or higher</td>
</tr>
<tr>
<td>Chemistry (recommended to be studied in conjunction with Mathematical Methods)</td>
<td>Year 10 Science (Core) - B or higher and</td>
</tr>
<tr>
<td></td>
<td>Year 10 English OR Year 10 Humanities - C or higher</td>
</tr>
<tr>
<td></td>
<td>Year 10 Mathematics (Core) - B or higher, Extension - C or higher</td>
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<tr>
<td>Physics (recommended to be studied in conjunction with Mathematical Methods)</td>
<td>Year 10 Science (Core) - B or higher and</td>
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<td></td>
<td>Year 10 English OR Year 10 Humanities - C or higher</td>
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<tr>
<td></td>
<td>Year 10 Mathematics Extension - C or higher</td>
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<tr>
<td>Psychology</td>
<td>Year 10 Science (Core) - C or higher and</td>
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<tr>
<td></td>
<td>Year 10 English OR Year 10 Humanities - C or higher</td>
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<tr>
<td></td>
<td>Year 10 Mathematics (Core) - C or higher</td>
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<tr>
<td><strong>LANGUAGES</strong></td>
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<tr>
<td>Indonesian</td>
<td>Year 10 Indonesian – C or higher</td>
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<tr>
<td>German</td>
<td>Year 10 German – C or higher</td>
</tr>
<tr>
<td>German Extension (Units 3 &amp; 4 only)</td>
<td>Year 11 German or German Acceleration - B or higher</td>
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<tr>
<td><strong>THE ARTS</strong></td>
<td></td>
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<tr>
<td>Drama</td>
<td>Year 10 Drama OR Year 10 English - C or higher</td>
</tr>
<tr>
<td>Music</td>
<td>Year 10 Music OR Year 10 English - C or higher and an interview process to determine music experience.</td>
</tr>
<tr>
<td>Music Extension (Units 3 &amp; 4 only)</td>
<td>Year 11 Music – B or higher and an interview/audition process to determine music experience and ability.</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Year 10 Art OR Year 10 English – C or higher</td>
</tr>
</tbody>
</table>
Mathematics

General Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Money, measurement and relations</strong></td>
<td><strong>Applied trigonometry, algebra, matrices and univariate data</strong></td>
<td><strong>Bivariate data, sequences and change, and Earth geometry</strong></td>
<td><strong>Investing and networking</strong></td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative external assessment (EA): 50%</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

**Associated Costs**
Continued use of Scientific Calculator.
Mathematical Methods
General senior subject

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

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

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

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

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

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

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

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

Assessment

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

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

Summative assessments

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

Associated Costs

TI-84 Plus CE Graphing Calculator, costing approximately $185.
Specialist Mathematics
General senior subject

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

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions</td>
<td>Mathematical induction, and further vectors,</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>• Combinatorics</td>
<td>and matrices</td>
<td>matrices and complex numbers</td>
<td>• Integration and applications of</td>
</tr>
<tr>
<td>• Vectors in the plane</td>
<td>• Complex numbers 1</td>
<td>• Proof by mathematical induction</td>
<td>integration</td>
</tr>
<tr>
<td>• Introduction to proof</td>
<td>• Trigonometry and functions</td>
<td>• Vectors and matrices</td>
<td>• Rates of change and differential equations</td>
</tr>
<tr>
<td></td>
<td>• Matrices</td>
<td>• Complex numbers 2</td>
<td>• Statistical inference</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Associated Costs

TI-84 Plus CE Graphing Calculator, costing approximately $185. This is the same calculator required for Mathematical Methods.
Essential Mathematics
Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
<td>• Fundamental topic: Calculations</td>
</tr>
<tr>
<td>• Number</td>
<td>• Managing money</td>
<td>• Measurement</td>
<td>• Bivariate graphs</td>
</tr>
<tr>
<td>• Representing data</td>
<td>• Time and motion</td>
<td>• Scales, plans and models</td>
<td>• Probability and relative frequencies</td>
</tr>
<tr>
<td>• Graphs</td>
<td>• Data collection</td>
<td>• Summarising and comparing data</td>
<td>• Loans and compound interest</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
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<tr>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

Associated Costs

Continued use of Scientific Calculator.
English

General senior subject

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — written response for a public audience</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — persuasive spoken response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Associated Costs**

Shakespearean performance at school in Unit 4. Approximate cost $10
Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to literary studies</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Literature and identity</strong></td>
<td><strong>Independent explorations</strong></td>
</tr>
<tr>
<td>• Ways literary texts are received and responded to</td>
<td>• Ways literary texts connect with each other — genre, concepts and contexts</td>
<td>• Relationship between language, culture and identity in literary texts</td>
<td>• Dynamic nature of literary interpretation</td>
</tr>
<tr>
<td>• How textual choices affect readers</td>
<td>• Ways literary texts connect with each other — style and structure</td>
<td>• Power of language to represent ideas, events and people</td>
<td>• Close examination of style, structure and subject matter</td>
</tr>
<tr>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
</tr>
</tbody>
</table>

Assessment

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**Summative assessments**

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<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Essential English
Applied senior subject

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identifies, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

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

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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>
Humanities

Accounting
General senior subject

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

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real world accounting</strong></td>
<td><strong>Management effectiveness</strong></td>
<td><strong>Monitoring a business</strong></td>
<td><strong>Accounting — the big picture</strong></td>
</tr>
<tr>
<td>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</td>
<td>• Accounting for a trading GST business</td>
<td>• Managing resources for a trading GST business — non-current assets</td>
<td>• Cash management</td>
</tr>
<tr>
<td>• End-of-month reporting for a service business</td>
<td>• End-of-year reporting for a trading GST business</td>
<td>• Fully classified financial statement reporting for a trading GST business</td>
<td>• Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Performance analysis of a listed public company</td>
</tr>
</tbody>
</table>

Assessment

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

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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Project — cash management</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Associated Costs

In Year 11 students will participate in the Ecoman Program, which lasts 3 days, for the approximate cost of $50.

Participation with the Year 12 Accounting Competition has an approximate cost of $10.00
Ancient History
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Unit 1
- Investigating the ancient world
  - Digging up the past
  - Ancient societies — Slavery
  - Ancient societies — Art and architecture
  - Ancient societies — Weapons and warfare
  - Ancient societies — Technology and engineering
  - Ancient societies — The family
  - Ancient societies — Beliefs, rituals and funerary practices.

Unit 2
- Personalities in their time
  - Hatshepsut
  - Akhenaten
  - Xerxes
  - Perikles
  - Alexander the Great
  - Hannibal Barca
  - Cleopatra
  - Agrippina the Younger
  - Nero
  - Boudica
  - Cao Cao
  - Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)
  - Richard the Lionheart
  - Alternative choice of personality

Unit 3
- Reconstructing the ancient world
  - Thebes — East and West, 18th Dynasty Egypt
  - The Bronze Age Aegean
  - Assyria from Tiglath Pileser III to the fall of the Empire
  - Fifth Century Athens (BCE)
  - Philip II and Alexander III of Macedon
  - Early Imperial Rome
  - Pompeii and Herculaneum
  - Later Han Dynasty and the Three Kingdoms
  - The ‘Fall’ of the Western Roman Empire
  - The Medieval Crusades

Unit 4
- People, power and authority
  - Schools choose one study of power from:
    - Ancient Egypt — New Kingdom Imperialism
    - Ancient Greece — the Persian Wars
    - Ancient Greece — the Peloponnesian War
    - Ancient Rome — the Punic Wars
    - Ancient Rome — Civil War and the breakdown of the Republic
  - QCAA will nominate one topic that will be the basis for an external examination from:
    - Thutmose III
    - Rameses II
    - Themistokles
    - Alkibiades
    - Scipio Africanus
    - Caesar
    - Augustus

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Examination — essay in response to</td>
<td>- Investigation — historical essay based on</td>
</tr>
<tr>
<td>historical sources</td>
<td>research</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>- Independent source investigation</td>
<td>- Examination — short responses to historical sources</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Business
General senior subject

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business creation</strong></td>
<td><strong>Business growth</strong></td>
<td><strong>Business diversification</strong></td>
<td><strong>Business evolution</strong></td>
</tr>
<tr>
<td>• Fundamentals of business</td>
<td>• Establishment of a business</td>
<td>• Competitive markets</td>
<td>• Repositioning a business</td>
</tr>
<tr>
<td>• Creation of business ideas</td>
<td>• Entering markets</td>
<td>• Strategic development</td>
<td>• Transformation of a business</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Extended response — feasibility report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — business report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Associated Costs

Excursion – approximate cost $50
Economics
General senior subject

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

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

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

Pathways

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

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markets and models</td>
<td>Modified markets</td>
<td>International economics</td>
<td>Contemporary macroeconomics</td>
</tr>
<tr>
<td>• The basic economic</td>
<td>• Markets and efficiency</td>
<td>• The global economy</td>
<td>• Macroeconomic objectives and theory</td>
</tr>
<tr>
<td>problem</td>
<td>• Case options of market</td>
<td>• International economic</td>
<td>• Economic management</td>
</tr>
<tr>
<td></td>
<td>measures and strategies</td>
<td>issues</td>
<td></td>
</tr>
<tr>
<td>Economic flows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Market forces</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — extended response to stimulus</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — research report</td>
<td>• Examination — combination response</td>
</tr>
</tbody>
</table>

25%                                           | 25%                                           |

25%                                           | 25%                                           |
Geography

General senior subject

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

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

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Summative assessments

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Legal Studies
General senior subject

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

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</td>
</tr>
<tr>
<td>• Legal foundations</td>
<td>• Civil law foundations</td>
<td>• Governance in Australia</td>
<td>• Human rights</td>
</tr>
<tr>
<td>• Criminal investigation process</td>
<td>• Contractual obligations</td>
<td>• Law reform within a dynamic society</td>
<td>• The effectiveness of international law</td>
</tr>
<tr>
<td>• Criminal trial process</td>
<td>• Negligence and the duty of care</td>
<td></td>
<td>• Human rights in Australian contexts</td>
</tr>
<tr>
<td>• Punishment and sentencing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Modern History
General senior subject

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas in the modern world</td>
<td>Movements in the modern world</td>
<td>National experiences in the modern world</td>
<td>International experiences in the modern world</td>
</tr>
<tr>
<td>- Australian Frontier Wars, 1788–1930s</td>
<td>- Australian Indigenous rights movement since 1967</td>
<td>- Australia, 1914–1949</td>
<td>- Australian engagement with Asia since 1945</td>
</tr>
<tr>
<td>- Industrial Revolution, 1760s–1890s</td>
<td>- Workers’ movement since the 1860s</td>
<td>- France, 1799–1815</td>
<td>- Trade and commerce between nations since 1833</td>
</tr>
<tr>
<td>- American Revolution, 1763–1783</td>
<td></td>
<td>- New Zealand, 1841–1934</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Germany, 1914–1945</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 1
- French Revolution, 1789–1799
- Age of Imperialism, 1848–1914
- Meiji Restoration, 1868–1912

## Unit 2
- Women’s movement since 1893
- May Fourth Movement in China, 1919
- Independence movement in Algeria, 1945–1962

## Unit 3
- Soviet Union, 1920s–1945
- Japan, 1931–1967
- China, 1931–1976
- Indonesia, 1942–1975
- India, 1947–1974
- Israel, 1948–1993

## Unit 4
- Mass migrations since 1848
- Information Age since 1936
- Genocides and ethnic cleansings since 1941
- Nuclear Age since 1945
- Cold War, 1945–1991

### Alternative topics for Units
- Unit 1: Independence movement in Vietnam, 1945–1975
- Unit 2: South Korea, 1948–1972
- Unit 3: Alternative topic for Unit 3
- Unit 4: Alternative topic for Unit 4

### Assessment

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#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
- Examination — essay in response to historical sources  | **Summative internal assessment 3 (IA3):**  
- Investigation — historical essay based on research  |
| 25%  | 25%  |
| **Summative internal assessment 2 (IA2):**  
- Independent source investigation  | **Summative external assessment (EA):**  
- Examination — short responses to historical sources  |
| 25%  | 25%  |
Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

Objectives

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied and be integrated throughout the course.

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Personal skills — Growing and developing as an individual</td>
<td>• The Arts and the community</td>
</tr>
<tr>
<td>• Interpersonal skills — Living with and relating to other people</td>
<td>• Australia's place in the world</td>
</tr>
<tr>
<td>• Citizenship skills — Receiving from and contributing to community</td>
<td>• Gender and identity</td>
</tr>
<tr>
<td></td>
<td>• Health: Food and nutrition</td>
</tr>
<tr>
<td></td>
<td>• Health: Recreation and leisure</td>
</tr>
<tr>
<td></td>
<td>• Into relationships</td>
</tr>
<tr>
<td></td>
<td>• Legally, it could be you</td>
</tr>
<tr>
<td></td>
<td>• Money management</td>
</tr>
<tr>
<td></td>
<td>• Science and technology</td>
</tr>
<tr>
<td></td>
<td>• Today's society</td>
</tr>
<tr>
<td></td>
<td>• The world of work</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item on the test
Tourism

Applied senior subject

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services. Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts. Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.
Structure

The Tourism course is designed around interrelated core topics and electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tourism as an industry</td>
<td>• Technology and tourism</td>
</tr>
<tr>
<td>• The travel experience</td>
<td>• Forms of tourism</td>
</tr>
<tr>
<td>• Sustainable tourism</td>
<td>• Tourist destinations and attractions</td>
</tr>
<tr>
<td>• Technology and tourism</td>
<td>• Tourism marketing</td>
</tr>
<tr>
<td>• Forms of tourism</td>
<td>• Types of tourism</td>
</tr>
<tr>
<td>• Tourist destinations and</td>
<td>• Tourism client groups</td>
</tr>
<tr>
<td>attractions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• multimodal</td>
<td>• multimodal</td>
<td>• multimodal</td>
<td></td>
</tr>
<tr>
<td>– non-presentation: 8 A4 pages max (or equivalent)</td>
<td>– non-presentation: 10 A4 pages max (or equivalent)</td>
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<td></td>
</tr>
<tr>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Business – Certificate III
Vocational Education Subject

Registered Training Organisation – Binnacle Training (RTO Code 31319) Ferny Grove SHS work in partnership with Binnacle to deliver this qualification.

Certificate III in Business BSB30115 is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

The school offers this program in partnership with Binnacle Training, a registered training organisation.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

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

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Business Services and Travel/Tourism Industries</td>
<td>Contribute to Team Effectiveness</td>
<td>Workplace Health and Safety</td>
<td>Design and Produce Spreadsheets</td>
</tr>
<tr>
<td>eLearning; Personal Work Priorities</td>
<td></td>
<td></td>
<td>Financial Literacy – Be MoneySmart</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>TERM 6</th>
<th>TERM 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the Australian Financial System</td>
<td>Create Electronic Presentations</td>
<td>Plan and develop business documents</td>
</tr>
<tr>
<td></td>
<td>Provide a Service to a Customer Group; Report on Service Delivery</td>
<td>Plan, draft and finalise promotional material</td>
</tr>
</tbody>
</table>

Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK? Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service.

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

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects
Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. 

**NOTE**: From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CORE/ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWH302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td>CORE</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
<td>ELECTIVE (L1)</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>ELECTIVE (L2)</td>
</tr>
<tr>
<td>BSBITU314</td>
<td>Design and produce spreadsheets</td>
<td>ELECTIVE (L3)</td>
</tr>
<tr>
<td>BSBITU312</td>
<td>Create electronic presentations</td>
<td>ELECTIVE (L4)</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
<td>ELECTIVE (L5)</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>ELECTIVE (L6)</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>ELECTIVE (L7)</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>ELECTIVE (L8)</td>
</tr>
<tr>
<td>BSBLED301</td>
<td>Undertake eLearning</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td>FNSFLT205</td>
<td>Develop knowledge of the Australian financial system and markets</td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>

**IMPORTANT Program Disclosure Statement (PDS)**

This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).


**Associated Cost**

- **$210.00** = Binnacle Training Fees
- $50 = Excursions to other outside venues to participate in and to conduct business activities.

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*
Design
General senior subject

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>• Project</td>
</tr>
<tr>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Project</td>
<td>• Examination — design challenge</td>
</tr>
<tr>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Creating with code  
  - Understanding digital problems  
  - User experiences and interfaces  
  - Algorithms and programming techniques  
  - Programmed solutions | Application and data solutions  
  - Data-driven problems and solution requirements  
  - Data and programming techniques  
  - Prototype data solutions | Digital innovation  
  - Interactions between users, data and digital systems  
  - Real-world problems and solution requirements  
  - Innovative digital solutions | Digital impacts  
  - Digital methods for exchanging data  
  - Complex digital data exchange problems and solution requirements  
  - Prototype digital data exchanges |

Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  - Investigation — technical proposal | 20%  
  Summative internal assessment 3 (IA3):  
  - Project — folio | 25% |
| Summative internal assessment 2 (IA2):  
  - Project — digital solution | 30%  
  Summative external assessment (EA):  
  - Examination | 25% |
Food & Nutrition
General senior subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food science of vitamins, minerals and protein</td>
<td>Food drivers and emerging trends</td>
<td>Food science of carbohydrate and fat</td>
<td>Food solution development for nutrition consumer markets</td>
</tr>
<tr>
<td>• Introduction to the food system</td>
<td>• Consumer food drivers</td>
<td>• The food system</td>
<td>• Formulation and reformulation for nutrition consumer markets</td>
</tr>
<tr>
<td>• Vitamins and minerals</td>
<td>• Sensory profiling</td>
<td>• Carbohydrate</td>
<td>• Food development process</td>
</tr>
<tr>
<td>• Protein</td>
<td>• Labelling and food safety</td>
<td>• Fat</td>
<td></td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Developing food solutions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

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<tr>
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<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Associated Costs
Cost of ingredients for cooking and experimentations – varies weekly
Excursion costs approximately $40 per year.
Building & Construction Skills

Applied senior subject

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

Students develop transferable skills by engaging in construction tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

- describe industry practices in construction tasks
- demonstrate fundamental construction skills
- interpret drawings and technical information
- analyse construction tasks to organise materials and resources
- select and apply construction skills and procedures in construction tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt construction processes
- create structures from specifications
- evaluate industry practices, construction processes and structures, and make recommendations.
Structure

The Building & Construction Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>Carpentry plus at least two other electives:</td>
</tr>
<tr>
<td>• Construction processes</td>
<td>• Bricklaying</td>
</tr>
<tr>
<td></td>
<td>• Concreting</td>
</tr>
<tr>
<td></td>
<td>• Landscaping</td>
</tr>
<tr>
<td></td>
<td>• Plastering and painting</td>
</tr>
<tr>
<td></td>
<td>• Tiling.</td>
</tr>
<tr>
<td></td>
<td>• Carpentry plus at least two other electives:</td>
</tr>
<tr>
<td></td>
<td>• Bricklaying</td>
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<tr>
<td></td>
<td>• Concreting</td>
</tr>
<tr>
<td></td>
<td>• Landscaping</td>
</tr>
<tr>
<td></td>
<td>• Plastering and painting</td>
</tr>
<tr>
<td></td>
<td>• Tiling.</td>
</tr>
</tbody>
</table>

Assessment

For Building and Construction Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

A project consists of a product component and at least one of the following components:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- product: continuous class time.

Students demonstrate production skills and procedures in class under teacher supervision.

- 60–90 minutes
- 50–250 words per item
Engineering Skills

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and practical production processes with hand/power tools and machinery, communicate using oral, written and graphical modes, organise, calculate and plan production processes and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.
Structure

The Engineering Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>• Fitting and machining</td>
</tr>
<tr>
<td>• Production processes</td>
<td>• Sheet metal working</td>
</tr>
<tr>
<td></td>
<td>• Welding and fabrication</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
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<tr>
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</tr>
<tr>
<td>A project consists of a product component and at least one of the following components:</td>
<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td></td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td></td>
<td>• 60–90 minutes</td>
</tr>
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</tr>
<tr>
<td>– presentation: 3–6 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Furnishing Skills
Applied senior subject

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

Objectives

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

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.
Structure

The Furnishing Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>• Cabinet-making</td>
</tr>
<tr>
<td>• Production processes</td>
<td>• Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>• Furniture-making</td>
</tr>
<tr>
<td></td>
<td>• Glazing and framing</td>
</tr>
<tr>
<td></td>
<td>• Upholstery</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
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<td>Students demonstrate production skills and procedures in class under teacher supervision.</td>
<td></td>
</tr>
<tr>
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<tr>
<td>- presentation: 3-6 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Industrial Graphical Skills

Applied senior subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.
Structure

The Industrial Graphics Skills course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Building and construction drafting</td>
</tr>
<tr>
<td>Drafting processes</td>
<td>Engineering drafting</td>
</tr>
<tr>
<td>Drafting processes</td>
<td>Furnishing drafting</td>
</tr>
</tbody>
</table>

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a technical drawing (which includes a model) component and at least one of the following components: | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
• 50–250 words per item |
| • written: 500–900 words                                                |                                                                                         |                                                                            |
| • spoken: 2½–3½ minutes                                                 |                                                                                         |                                                                            |
| • multimodal                                                           |                                                                                         |                                                                            |
|   – non-presentation: 8 A4 pages max (or equivalent)                    |                                                                                         |                                                                            |
|   – presentation: 3-6 minutes                                           |                                                                                         |                                                                            |
| • product: continuous class time.                                       |                                                                                         |                                                                            |
Information & Communication Technology

Applied senior subject

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations.
Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Animation</td>
</tr>
<tr>
<td>Software</td>
<td>Application development</td>
</tr>
<tr>
<td>ICT in society</td>
<td>Audio and video production</td>
</tr>
<tr>
<td></td>
<td>Data management</td>
</tr>
<tr>
<td></td>
<td>Digital imaging and modelling</td>
</tr>
<tr>
<td></td>
<td>Document production</td>
</tr>
<tr>
<td></td>
<td>Network fundamentals</td>
</tr>
<tr>
<td></td>
<td>Online communication</td>
</tr>
<tr>
<td></td>
<td>Website production</td>
</tr>
<tr>
<td></td>
<td>Network fundamentals</td>
</tr>
<tr>
<td></td>
<td>Online communication</td>
</tr>
<tr>
<td></td>
<td>Website production</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects
- at least one extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
</tr>
<tr>
<td>A project consists of a product component and at least one of the following components:</td>
<td>Presented in one of the following modes:</td>
</tr>
<tr>
<td>written: 500–900 words</td>
<td>written: 600–1000 words</td>
</tr>
<tr>
<td>spoken: 2½–3½ minutes</td>
<td>spoken: 3–4 minutes</td>
</tr>
<tr>
<td>multimodal: 3–6 minutes</td>
<td>multimodal: 4–7 minutes</td>
</tr>
<tr>
<td>product: continuous class time.</td>
<td></td>
</tr>
</tbody>
</table>
Hospitality Practices
Applied senior subject

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.
Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the hospitality industry</td>
<td>Kitchen operations</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Beverage operations and service</td>
</tr>
<tr>
<td>Hospitality in practice</td>
<td>Food and beverage service</td>
</tr>
</tbody>
</table>

Assessment

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

- at least two projects
- at least one investigation or an extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product and performance component and one other component from the following: | Presented in one of the following modes: | Presented in one of the following modes: | • 60–90 minutes  
• 50–250 words per item |
| written: 500–900 words                        | • written: 600–1000 words                                                     | • written: 600–1000 words                                                      | • spoken: 3–4 minutes  
• multimodal: 4–7 minutes.                        | • spoken: 3–4 minutes  
• multimodal: 4–7 minutes.                        |
Health & Physical Education

Health

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td></td>
<td>• Alcohol (elective)</td>
<td>• Homelessness (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Body image (elective)</td>
<td>• Road safety (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anxiety (elective)</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — action research</td>
<td>• Investigation — analytical exposition</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Physical Education

General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motor learning, functional anatomy, biomechanics and physical activity</strong></td>
<td><strong>Sport psychology, equity and physical activity</strong></td>
<td><strong>Tactical awareness, ethics and integrity and physical activity</strong></td>
<td><strong>Energy, fitness and training and physical activity</strong></td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Project — folio | 25%  
Summative internal assessment 3 (IA3):  
• Project — folio | 30%  
Summative internal assessment 2 (IA2):  
• Investigation — report | 20%  
Summative external assessment (EA):  
• Examination — combination response | 25% |
Sport & Recreation
Applied senior subject

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

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

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.
Structure

The Sport & Recreation course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

| At least two different components from the following:                  | Presented in one of the following modes:                                    | Presented in one of the following modes:                                        | • 2–4 minutes*                                                                                 | • 60–90 minutes                                                               |
|                                                                       | • written: 600–1000 words                                                   | • written: 600–1000 words                                                       |                                                                                                 | • 50–250 words per item                                                      |
|                                                                       | • spoken: 3–4 minutes                                                       | • spoken: 3–4 minutes                                                           |                                                                                                 |                                                                               |
|                                                                       | • multimodal: 4–7 minutes                                                  | • multimodal: 4–7 minutes                                                       |                                                                                                 |                                                                               |
|                                                                       | performance: 2–4 minutes*                                                  |                                                                                  |                                                                                                 |                                                                               |
Fitness Certificate III
Vocational Education subject

Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

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

This program also includes the following:
- First Aid qualification and CPR certificate; plus coaching accreditation.

A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example: Exercise Physiologist; Teacher – Physical Education; Sport Scientist

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

ENTRY REQUIREMENTS

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions. Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

Structure

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Sport, Fitness and Recreation Industry</td>
<td>Community Fitness Programs</td>
<td>Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology</td>
<td>Client Screening and Health Assessments</td>
</tr>
<tr>
<td>Work Health and Safety in Sport &amp; Fitness</td>
<td>Policies and Procedures</td>
<td>Plan and Deliver Exercise Programs</td>
<td>Plan and Deliver Exercise Programs</td>
</tr>
<tr>
<td>Developing Coaching Practices</td>
<td>First Aid and CPR certificate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>TERM 6</th>
<th>TERM 7</th>
<th>TERM 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and Physiology – Digestive System &amp; Energy Systems</td>
<td>Specific Populations; Training Older Clients; Client Conditions</td>
<td>Training Other Specific Population Clients; Community Fitness Programs</td>
<td>CPR refresher (optional) Finalisation of qualification: SIS30315 Certificate III in Fitness</td>
</tr>
<tr>
<td>Nutrition – Providing Healthy Eating Information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).
A range of teaching/learning strategies will be used to deliver the competencies. These include:

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

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

**NOTE:** This program involves an ‘outside subject’ weekly component as follows:

- **MANDATORY:** A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.

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

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
<th>Core / Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>E</td>
</tr>
<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND002</td>
<td>Maintain sport, fitness and recreation industry knowledge</td>
<td>E</td>
</tr>
<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
<td>E (General)</td>
</tr>
<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
<td>Core</td>
</tr>
<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
<td>Core</td>
</tr>
</tbody>
</table>

**Associated Cost**

- **$290.00** = Binnacle Training course fee
- **$40.00** = First Aid Certificate costs
- **($ insert here)** Year 1X = Excursions to other outside venues to participate in and to conduct fitness activities.
- Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.
Science

Agricultural Science
General senior subject

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agricultural systems</strong></td>
<td><strong>Resources</strong></td>
<td><strong>Agricultural production</strong></td>
<td><strong>Agricultural management</strong></td>
</tr>
<tr>
<td>• Agricultural enterprises A</td>
<td>• Management of renewable resources</td>
<td>• Animal production B</td>
<td>• Enterprise management</td>
</tr>
<tr>
<td>• Animal production A</td>
<td>• Physical resource management</td>
<td>• Plant production B</td>
<td>• Evaluation of an</td>
</tr>
<tr>
<td>• Plant production A</td>
<td>• Agricultural management, research and innovation</td>
<td>• Agricultural enterprises B</td>
<td>agricultural enterprise’s sustainability</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td>20%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%
• Examination

Associated Cost

Excursion – approximately $15
Camp – Western Downs – approximately $100
Biology
General senior subject

Biology provides opportunities for students to engage with living systems. Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

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

Objectives
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cells and multicellular organisms</strong></td>
<td><strong>Maintaining the internal environment</strong></td>
<td><strong>Biodiversity and the interconnectedness of life</strong></td>
<td><strong>Heredity and continuity of life</strong></td>
</tr>
<tr>
<td>• Cells as the basis of life</td>
<td>• Homeostasis</td>
<td>• Describing biodiversity</td>
<td>• DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>• Multicellular organisms</td>
<td>• Infectious diseases</td>
<td>• Ecosystem dynamics</td>
<td>• Continuity of life on Earth</td>
</tr>
</tbody>
</table>

Assessment

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

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

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<tr>
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<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
</tbody>
</table>

**Associated Costs**

Biology Camp- approximately $200.
Chemistry
General senior subject

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

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

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

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

Pathways

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

Objectives

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.
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<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Chemical fundamentals — structure, properties and reactions**  
• Properties and structure of atoms  
• Properties and structure of materials  
• Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**  
• Intermolecular forces and gases  
• Aqueous solutions and acidity  
• Rates of chemical reactions | **Equilibrium, acids and redox reactions**  
• Chemical equilibrium systems  
• Oxidation and reduction | **Structure, synthesis and design**  
• Properties and structure of organic materials  
• Chemical synthesis and design |

Assessment

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</table>
| **Summative internal assessment 1 (IA1):**  
• Data test | 10%  
**Summative internal assessment 2 (IA2):**  
• Student experiment | 20%  
**Summative internal assessment 3 (IA3):**  
• Research investigation | 20%  
**Summative external assessment (EA):**  
• Examination | 50% |
Physics
General senior subject

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

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

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

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

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

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

Assessment

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

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</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>


Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

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

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

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

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

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicates understandings, findings, arguments and conclusions.
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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual development</strong></td>
<td><strong>Individual behaviour</strong></td>
<td><strong>Individual thinking</strong></td>
<td><strong>The influence of others</strong></td>
</tr>
<tr>
<td>• Psychological science A</td>
<td>• Psychological science B</td>
<td>• Localisation of function in the brain</td>
<td>• Social psychology</td>
</tr>
<tr>
<td>• The role of the brain</td>
<td>• Intelligence</td>
<td>• Visual perception</td>
<td>• Interpersonal processes</td>
</tr>
<tr>
<td>• Cognitive development</td>
<td>• Diagnosis</td>
<td>• Memory</td>
<td>• Attitudes</td>
</tr>
<tr>
<td>• Human consciousness and sleep</td>
<td>• Psychological disorders and treatments</td>
<td>• Learning</td>
<td>• Cross-cultural psychology</td>
</tr>
<tr>
<td></td>
<td>• Emotion and motivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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</tr>
<tr>
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<td>20%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong> 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>
Agricultural Practices

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study.

Students build knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.
Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rules, regulations and recommendations</td>
<td>• Operating machinery</td>
</tr>
<tr>
<td>• Equipment maintenance and operation</td>
<td>Animal studies</td>
</tr>
<tr>
<td>• Management practices</td>
<td>Plant studies</td>
</tr>
<tr>
<td>• An area of study:</td>
<td>• Infrastructure</td>
</tr>
<tr>
<td>− Animal industries</td>
<td>• Production</td>
</tr>
<tr>
<td>− Plant industries</td>
<td>• Agribusiness</td>
</tr>
<tr>
<td>− Animal industries and Plant industries</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

For Agricultural Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Collection of work</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>written: 500–900 words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>spoken: 2½–3½ minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>multimodal: 3–6 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>performance: continuous class time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least three components from the following:</td>
<td></td>
<td>Presented in one of the following modes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• written: 200–300 words</td>
<td>• written: 600–1000 words</td>
<td>• spoken: 3–4 minutes</td>
<td>• 60–90 minutes</td>
<td></td>
</tr>
<tr>
<td>• spoken: 1½–2½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td>• 50–250 words per item</td>
<td></td>
</tr>
<tr>
<td>• multimodal: 2–3 minutes</td>
<td>• multimodal: 4–7 minutes.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Science in Practice
Applied senior subject

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.
Structure

The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scientific literacy and working scientifically</td>
<td>• Science for the workplace</td>
</tr>
<tr>
<td>• Workplace health and safety</td>
<td>• Resources, energy and sustainability</td>
</tr>
<tr>
<td>• Communication and self-management</td>
<td>• Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>• Environments</td>
</tr>
<tr>
<td></td>
<td>• Discovery and change</td>
</tr>
</tbody>
</table>

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

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<tr>
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<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ – 2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ – 2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item

60–90 minutes
50–250 words per item
Languages - Senior External Examination

**Indonesian**

General senior subject

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

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

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

**Pathways**

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

**Objectives**

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

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

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

In Units 3 and 4 students/candidates complete two summative external assessments at the end of the course. The results from these two assessments are added together to provide a subject score out of 100. Students/candidates will also receive an overall subject result (A–E).

Each language examination consists of a written and an oral component, completed on different days. **Students must sit both components.**

All oral examinations will be recorded.

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative external assessment 1 (EA1): Examination — extended response</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment 2 (EA2): Examination — combination response</td>
<td>75%</td>
</tr>
</tbody>
</table>
Languages

German
General senior subject

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meine Welt</strong>&lt;br&gt;<strong>My world</strong>&lt;br&gt;• Family/carers and friends&lt;br&gt;• Lifestyle and leisure&lt;br&gt;• Education</td>
<td><strong>Unsere Welt erkunden</strong>&lt;br&gt;<strong>Exploring our world</strong>&lt;br&gt;• Travel&lt;br&gt;• Technology and media&lt;br&gt;• The contribution of German culture to the world</td>
<td><strong>Unsere Gesellschaft</strong>&lt;br&gt;<strong>Our society</strong>&lt;br&gt;• Roles and relationships&lt;br&gt;• Socialising and connecting with my peers&lt;br&gt;• Groups in society</td>
<td><strong>Meine Zukunft</strong>&lt;br&gt;<strong>My future</strong>&lt;br&gt;• Finishing secondary school, plans and reflections&lt;br&gt;• Responsibilities and moving on</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Examination — short response</td>
<td>15% Summative internal assessment 3 (IA3):&lt;br&gt;• Extended response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Examination — combination response</td>
<td>30% Summative external assessment (EA):&lt;br&gt;• Examination — combination response</td>
</tr>
</tbody>
</table>
German Extension

General senior subject

German Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

Students use their background knowledge and skills in German in order to investigate how meaning is communicated in German texts. In doing so, they use and enhance the language acquired and developed in the General German syllabus to engage more deeply with a range of text types by creating meaning in German.

Students engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

German Extension is a course of study consisting of two units. It is an extension of the General syllabus in German and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in German, or its equivalent.

Pathways

A course of study in German Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in German for context, purpose, audience and cultural conventions
• structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided investigation</strong>&lt;br&gt;The school chooses two areas of study from the list below:</td>
<td><strong>Independent investigation</strong>&lt;br&gt;The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.</td>
</tr>
<tr>
<td>• literature</td>
<td></td>
</tr>
<tr>
<td>• the arts</td>
<td></td>
</tr>
<tr>
<td>• social sciences</td>
<td></td>
</tr>
<tr>
<td>• media studies</td>
<td></td>
</tr>
<tr>
<td>• innovation, science and technology</td>
<td></td>
</tr>
<tr>
<td>• business and commerce</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;Examination — combination response</td>
<td>Summative internal assessment 3 (IA3):&lt;br&gt;Project — investigative folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;Examination — extended response</td>
<td>Summative external assessment (EA):&lt;br&gt;Examination — extended response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
The Arts

Drama

General senior subject

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?&lt;br&gt;• cultural inheritances of storytelling&lt;br&gt;• oral history and emerging practices&lt;br&gt;• a range of linear and non-linear forms</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;• Realism, including Magical Realism, Australian Gothic&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?&lt;br&gt;• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;• Contemporary performance&lt;br&gt;• associated conventions of styles and texts&lt;br&gt;• inherited texts as stimulus</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Performance</td>
<td>20%&lt;br&gt;Summative internal assessment 3 (IA3):&lt;br&gt;• Project — practice-led project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Project — dramatic concept</td>
<td>20%&lt;br&gt;Summative external assessment (EA): 25%&lt;br&gt;• Examination — extended response</td>
</tr>
</tbody>
</table>

Associated Costs

All senior Drama students must attend live performances and participate in Artist Workshops. The costs associated with excursions will be clarified via permission forms. Attendance at these is essential to complete assessment. A senior Drama camp may be available for students in Year 12, with costs of approximately $145 and should be considered when making subject choices. Students are required to purchase Theatre Blacks, the Drama Department uniform for presenting.
Music
General senior subject

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td><strong>Identities</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td>
<td><strong>Innovations</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td><strong>Narratives</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>

Assessment

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Performance 20%</td>
<td>Summative internal assessment 3 (IA3):&lt;br&gt;• Integrated project 35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Composition 20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%&lt;br&gt;• Examination</td>
<td></td>
</tr>
</tbody>
</table>

**Associated Costs**

All senior Music students attend live performances and participate in Artist Workshops. The costs associated with excursions will be clarified via permission forms.
Music Extension (Composition) General senior subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>• Key idea 1: Initiate best practice</td>
<td>• Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>• Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Composition 1</td>
<td>• Composition project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Composition 2</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>25%</td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Investigation 1</td>
<td>Summative internal assessment 3 (IA3): Performance project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation 2</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%
- Examination — extended response
Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art as lens</strong>&lt;br&gt;Through inquiry learning, the following are explored:&lt;br&gt;• Concept: lenses to explore the material world&lt;br&gt;• Contexts: personal and contemporary&lt;br&gt;• Focus: People, place, objects&lt;br&gt;• Media: 2D, 3D, and time-based</td>
<td><strong>Art as code</strong>&lt;br&gt;Through inquiry learning, the following are explored:&lt;br&gt;• Concept: art as a coded visual language&lt;br&gt;• Contexts: formal and cultural&lt;br&gt;• Focus: Codes, symbols, signs and art conventions&lt;br&gt;• Media: 2D, 3D, and time-based</td>
<td><strong>Art as knowledge</strong>&lt;br&gt;Through inquiry learning, the following are explored:&lt;br&gt;• Concept: constructing knowledge as artist and audience&lt;br&gt;• Contexts: contemporary, personal, cultural and/or formal&lt;br&gt;• Focus: student-directed&lt;br&gt;• Media: student-directed</td>
<td><strong>Art as alternate</strong>&lt;br&gt;Through inquiry learning, the following are explored:&lt;br&gt;• Concept: evolving alternate representations and meaning&lt;br&gt;• Contexts: contemporary and personal, cultural and/or formal&lt;br&gt;• Focus: continued exploration of Unit 3 student-directed focus&lt;br&gt;• Media: student-directed</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Investigation — inquiry phase 1</td>
<td>15% Summative internal assessment 3 (IA3):&lt;br&gt;• Project — inquiry phase 3</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Project — inquiry phase 2</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%&lt;br&gt;• Examination</td>
<td>35%</td>
</tr>
</tbody>
</table>

Associated Expenses

All senior Art students must attend gallery excursions and participate in Artist Workshops. There will be costs associated with excursions, clarified via permission forms. Attendance at these is essential to complete assessment. Basic Art materials are provided, however special resources are purchased by the student.
Visual Arts in Practice

Applied senior subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others’ works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others’ art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.
Structure

The Visual Arts in Practice course is designed around core and elective topics.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual mediums, technologies, techniques</td>
<td>• 2D</td>
</tr>
<tr>
<td>• Visual literacies and contexts</td>
<td>• 3D</td>
</tr>
<tr>
<td>• Artwork realisation</td>
<td>• Digital and 4D</td>
</tr>
<tr>
<td>• 2D</td>
<td>• Design</td>
</tr>
<tr>
<td>• 3D</td>
<td>• Craft</td>
</tr>
<tr>
<td>• Digital and 4D</td>
<td></td>
</tr>
<tr>
<td>• Design</td>
<td></td>
</tr>
<tr>
<td>• Craft</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>A project consists of: a product component: variable conditions</td>
<td>• variable conditions</td>
<td>Presented in one of the following modes: written: 600–1000 words spoken: 3–4 minutes multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes.</td>
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</tr>
<tr>
<td>at least one different component from the following: written: 500–900 words spoken: 2½–3½ minutes multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 minutes.</td>
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</tbody>
</table>

Associated Costs

All students must participate in Artist Workshops and exhibitions. Basic Art materials are provided, however special resources are purchased by the student. There will be costs associated with excursions, clarified via permission forms. Attendance at these is essential to complete assessment.
Message to Year 10 Students

Selecting subjects to study in the final phase of compulsory education is the beginning of making important decisions about the future. It is most important that students complete Year 12. Research shows that those who complete Year 12 on average:

- are more likely to participate in post-compulsory education or training;
- have higher levels of employment opportunities;
- have higher average salaries;
- have greater career satisfaction.

Courses of study in Years 11 and 12 will prepare students for what they might wish to pursue post Year 12. In many cases, students will begin their post-schooling pathway while still at school. With this in mind, students are urged to make careful decisions based on the subject information presented within this booklet.

To support students in making informed choices, throughout Access lessons a wide range of career information resources have been explored. It is essential that when students are planning their future pathway they reflect on the stages explored within these resources:

- Look inwards – determine your own interests, strengths and abilities
- Look outward – gather information for careers that align with your interests, strengths and abilities
- Prioritise the jobs – shortlist the careers that are of most interest to you
- Plan a training pathway – what learnings can you undertake to maximise your ability to pursue the shortlisted careers
- Act on your plan and modify as required – regularly review your progress towards your pathway and seek assistance as required from the wide range of support staff at school.

In addition, it is important to note that success within Years 11 and 12 will require students to devote more time to their learning through regular study and revision outside of school. In general, success in Years 11 and 12 will depend upon:

- student motivation to complete the necessary study time;
- planning to ensure completion of all assignment work on time; and
- interest and ability in the subjects chosen.

Most importantly it is essential students choose a senior course which is relevant to their pathway, interests and aspirations. To assist students in making an informed decision it is essential the information within this booklet is carefully explored. The Senior Education and Training (SET) Plan process will culminate in a SET Plan interview, allowing the opportunity to discuss final subject selections and ensure these best supports students in pursuing their desired pathway.

Mrs Toni Loff
Head of Department -
Senior Secondary