

# Senior Subject Guide Year 11 2023 LifeLongLearning Critical Thinkers Opportunities

SunnybankStateHighSchool Vibrant Creativity



# RESPECT • RESPONSIBILITY • READINESS

# **Principal's Message**

Sunnybank State High School is a dynamic, future-focused learning community, committed to empowering students to succeed. Our school vision, 'Many ways to excellence' means that:

We value ALL kinds of excellence. All students, whatever background and abilities, are enabled to aspire to their maximum potential. We support, encourage and value effort. We work to foster productive relationships.

We all strive to build high standards and we are not satisfied with mediocrity. Our vales, underpinning our vision, have been developed through ongoing consultations with students, staff, parents and our wider local community.

Underpinning our vision for excellence, this is what we, as a school community value, model and focus on:

- Achievement
- Commitment, diversity and tolerance of difference
- Behavioural accountability
- Creativity
- Life-long learning
- Respect for ourselves, our school and our community

The Senior School at Sunnybank State High School is designed to assist students discover and prepare for post-school pathways. These 'many ways to excellence' include success in a range academic and/or vocational fields as well as school based traineeships and apprenticeships.

During year 10 students being their journey towards senior schooling by engaging in the SET Planning process. At Sunnybank SHS we support our students with this process through targeted SET Plan lessons and Senior Subject Presentations.

The Senior Education and Training Plans' (SETP) aim is to help students make good decisions about their learning pathways and ensure they base their subject choices on their abilities, interests and clearly articulated goals.

Under Queensland Government law, young people are required to be 'earning or learning '. To help meet this requirement in a meaningful way, the SET Plan helps students map out their learning goals and specifies what students will study in 11 and 12. It also considers students' tertiary or work goals. The SET Plan is agreed upon by the student, their parents/carers and the school and a copy of the student's SET Plan is retained by the school as an official record. It is a formal, private document which is referred back to whenever students request to make subject changes and is also used as part of the school's academic review process.

This Senior Subject Selection Handbook has been produced to help students, together with their parents/caregivers, choose the most suitable course of study for Years 11 & 12. Following the initial subject selection, students, with their parents/caregivers, will be required to attend a SET plan interview to finalise their choose pathways (and subject choices) in partnership with the school.

Sunnybank State High School looks forward to working in partnership with parents/caregivers to empower students, encouraging them together to be active participants who are responsible for their own learning through their senior years.

In partnership Leah Fountaine Principal



# SENIOR POST COMPULSORY ENROLMENT AGREEMENT

Our vision at Sunnybank SHS is 'A community where we Grow, Aspire and Achieve'. It is an expectation that students fully participate in their educational program and comply with the Sunnybank State High School Student Code of Conduct.

I will uphold the schools Values of:

- RESPECT, by behaving in a considerate and well-mannered way;
- RESPONSIBILITY, by being accountable for myself, my belongings and my environment;
- READINESS, by being willing and prepared to participate in my schooling.

I give my full assurance that I will:

- Follow all Sunnybank SHS Policies and Procedures
- Meet all assessment timelines
- Wear my school uniform correctly and with pride
- Attend every lesson, on time, every day

In accordance with the Education *(General Provisions)* Act 2006, and the SSHS Student Code of Conduct, I fully understand that the Principal may terminate my enrolment if my behaviour amounts to a refusal to participate in the program of instruction at the school.

Student Name:	Student Signature:	
Parent Name:	Parent Signature:	Date:
Staff Name:	_Staff Signature:	_ Date:



# Contents

Introduction	1
Senior subjects	3
Underpinning factors	
Vocational education and training (VET)	4
Australian Tertiary Admission Rank (ATAR) eligibility	4
General syllabuses	5
Structure	5
Assessment	5
Applied syllabuses	7
Structure	7
Assessment	7
Senior External Examinations	8
Assessment	8
Sunnybank SHS Senior Subjects	9
Mathematics	10
English	
Humanities	24
Technologies	
VET	46
Health ansd Physical Education	53
Science	57
The Arts	65
Languages	74



# Introduction

The Senior Subject Selection Handbook has been produced to help students, together with their parents/caregivers, choose the most suitable course of study for Years 11 and 12. This process is one which involves input and discussion before a decision can be reached.

Students will be asked to nominate the subjects they would like to study for their senior years – Year 11 and 12. Following the initial subject selection, students, with their parents, will be involved in a SETP interview to discuss each Childs future plans and the appropriateness of the choices to match their aspirations.

Students are offered a choice between subjects which will lead them to tertiary study (ATAR pathway); and subjects which can provide nationally recognised certification and which prepare them to enter the workforce or enrolment in TAFE.

# **QCE (Queensland Certificate of Education)**

**ALL** Senior Students should achieve their QCE on completion of Year 12. The QCE is a stepping stone to the workforce, TAFE/Tertiary and life after school.

The guidelines for achievement of the QCE have changed significantly. Please ensure you peruse the document provided to you "The New Queensland Certificate of Education".

It is extremely important students choose their subjects wisely to ensure success in each semester of senior school – students should plan to pass every semester of every subject over the two years.

# **Choosing Senior Subjects**

It is important to choose senior subjects carefully. Subject decisions can affect not only the type of career which can be followed after leaving school, but a student's happiness and success whilst at school.

There are a number of steps to go by when choosing subjects for Years 11 and 12.

Students should choose subjects:

- which they enjoy
- in which they are likely to achieve their best results
- which will help them reach their chosen tertiary and career goals, especially any prerequisites for particular courses
- which give them valuable skills, knowledge and attributes.

This will involve thought, discussion and research.

To investigate a subject, students should:

- speak to their teachers in their related Year 10 subjects (where applicable)
- speak to their parents
- read the provided information about the subject
- listen carefully when teachers talk about the subject in class or during Subject Selection Presentations.

In particular, students should pay attention to the content of the senior subjects and to the assessment which they will be required to do. Students should consider whether they have:

- shown an ability to complete this kind of work in the past
- the study habits already developed to be successful in these subjects. If the student does not have the study habits after 10 years of schooling, it is highly unlikely to change now
- chosen subjects that suit them (not their friends).

# **Types of Subjects**

Students are offered different subjects for different career purposes:

General subjects are intended for students who hope to go on to further study/University.

**Applied subjects** and **VET subjects** are designed for students intending to go to TAFE or join the workforce.

#### Some notes on the ATAR Pathway

In order to be considered eligible for an ATAR, a student must have studied at least four General subjects. Students wishing to achieve highly competitive ATARs are advised to enrol in at least five General subjects.

To maximise chances of university entrance, students are strongly advised to follow these steps:

- Select all prerequisite subjects for preferred courses;
- Consider subjects in which they have both an interest and a demonstrated ability;
- Check to ensure that their subject combination is ATAR-eligible;
- Check to ensure that their subject combination is QCE-eligible.



# 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**

In addition to literacy and numeracy, General syllabuses 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**

# Structure

The syllabus structure consists of a course overview and assessment.

#### General syllabuses course overview

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.

# 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.

Character Dynamic Creativity Readiness HighStandards Collaboration SunnybankStateHighSchool Connectedness VibrantCommunity ManyWaystoExcellence Responsibility CriticalThinkers

# **Applied syllabuses**

# Structure

The syllabus structure consists of a course overview and assessment.

#### Applied syllabuses course overview

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**

### Senior External Examinations course overview

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.

For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

# 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. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

# **Sunnybank SHS Senior Subjects**

### Mathematics

#### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

#### Applied

• Essential Mathematics

# English

#### General

- English
- English as an Additional Language

#### Applied

• Essential English

# Humanities

#### General

- Accounting
- Geography
- Ancient History
- Modern History
- Legal Studies
- Applied
- Social & Community Studies

# Technologies

#### General

#### • Design

#### Applied

- Building & Construction Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology

# VET

- Business
- Early Childhood
- Engineering Pathways\*
- Fashion
- Health Support Services
- Hospitality
- Tourism

#### Health and Physical Education General

Physical Education

#### Applied

Sport & Recreation

# Science

#### General

- Biology
- Chemistry
- Physics

#### Applied

Science in Practice

# The Arts

- General
- Visual Art
- Applied
- Drama in Practice
- Music in Practice

# Languages

#### Senior External Examination only (Available through special application in Year 12 only)

- Arabic
- Chinese full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Vietnamese

• MEM20413-Certificate II in Engineering Pathways is offered at school through external RTO 31193 (Blue Dog Training)

\* This course is offered at school through an external RTO

# **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**

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

# Structure

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

### 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative e	xternal a • Exan	nination	

# **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**

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



# Structure

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

### 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative e	xternal a • Exan	ussessment (EA): 50% nination	

# **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**

- 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.

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

#### 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative ex	ternal as • Exam	ssessment (EA): 50% ination	

# **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.

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

### **Structure**



# 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

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):
• Problem-solving and modelling task	• Problem-solving and modelling task
Summative internal assessment 2 (IA2):	Summative internal assessment (IA4):
• Common internal assessment (CIA)	• Examination

# 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 openmindedness, 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**

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

# Structure

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

### 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

Unit 3		Unit 4	
<ul> <li>Summative internal assessment 1 (IA1):</li> <li>Extended response — written response for a public audience</li> </ul>	25%	<ul> <li>Summative internal assessment 3 (IA3):</li> <li>Extended response — imaginative written response</li> </ul>	25%
<ul> <li>Summative internal assessment 2 (IA2):</li> <li>Extended response — persuasive spoken response</li> </ul>	25%	<ul> <li>Summative external assessment (EA):</li> <li>Examination — analytical written response</li> </ul>	25%

# English as an Additional Language

General senior subject

General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

#### **Pathways**

A course of study in English as an Additional Language promotes not only language and literacy skills, but also 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**

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

# Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul> <li>Language, text and culture</li> <li>Examining and shaping representations of culture in texts</li> <li>Responding to a</li> </ul>	<ul> <li>Perspectives in texts</li> <li>Examining and shaping perspectives in texts</li> <li>Responding to literary texts, including a focus on</li> </ul>	<ul> <li>Issues, ideas and attitudes</li> <li>Exploring representations of issues, ideas and attitudes in texts</li> <li>Responding to</li> </ul>	<ul> <li>Close study of literary texts</li> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts</li> </ul>
variety of media and literary texts • Creating analytical and persuasive texts	<ul><li>Australian texts</li><li>Creating imaginative and analytical texts</li></ul>	literary and persuasive texts • Creating analytical and persuasive texts	creatively and critically • Creating imaginative and analytical texts

### 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

Unit 3		Unit 4	
<ul><li>Summative internal assessment 1 (IA1):</li><li>Examination – analytical written response</li></ul>	25%	<ul> <li>Summative internal assessment 3 (IA3):</li> <li>Extended response – imaginative spoken/multimodal response</li> </ul>	25%
<ul> <li>Summative internal assessment 2 (IA2):</li> <li>Extended response – persuasive written response</li> </ul>	25%	<ul><li>Summative external assessment (EA):</li><li>Examination – analytical extended response</li></ul>	25%

# **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 workrelated 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 nonliterary 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**

- 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 modeappropriate 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

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

### 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

Unit 3	Unit 4
Summative internal assessment 1 (IA1):	Summative internal assessment 3 (IA3):
• Extended response — spoken/signed response	• Extended response — Multimodal response
Summative internal assessment 2 (IA2):	Summative internal assessment (IA4):
• Common internal assessment (CIA)	• Extended response — Written response

# 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, decisionmaking 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

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

# 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	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.

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

### Structure

# 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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — data report	25%
Summative internal assessment 2 (IA2): • Investigation — field report	25%	Summative external assessment (EA): • Examination — combination response	25%

# **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.

**Structure** 

### 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**

- 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.

Unit 1	Unit 2	Unit 3	Unit 4
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 —	Unit 2 Personalities in their time • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger	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)	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
<ul> <li>Ancient societies — The family</li> <li>Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<ul> <li>Nero</li> <li>Boudica</li> <li>Cao Cao</li> <li>Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> </ul>	<ul> <li>Philip II and Alexander III of Macedon</li> <li>Early Imperial Rome</li> <li>Pompeii and Herculaneum</li> </ul>	<ul> <li>Ancient Rome — Civil War and the breakdown of the Republic</li> <li>QCAA will nominate one topic that will be the basis</li> </ul>



Unit 1	Unit 2	Unit 3	Unit 4
	<ul> <li>Richard the Lionheart</li> <li>Alternative choice of personality</li> </ul>	<ul> <li>Later Han Dynasty and the Three Kingdoms</li> <li>The 'Fall' of the Western Roman Empire</li> <li>The Medieval Crusades</li> </ul>	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

Unit 3		Unit 4		
<ul> <li>Summative internal assessment 1 (IA1):</li> <li>Examination — essay in response to historical sources</li> </ul>	25%	<ul> <li>Summative internal assessment 3 (IA3):</li> <li>Investigation — historical essay based on research</li> </ul>	25%	
Summative internal assessment 2 (IA2): • Independent source investigation	25%	<ul> <li>Summative external assessment (EA):</li> <li>Examination — short responses to historical sources</li> </ul>	25%	

# **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.

Unit 1	Unit 2	Unit 3	Unit 4
Unit 1 Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism,	<ul> <li>Unit 2</li> <li>Movements in the modern world</li> <li>Australian Indigenous rights movement since 1967</li> <li>Independence movement in India, 1857–1947</li> <li>Workers' movement since the 1860s</li> <li>Women's movement since 1893</li> <li>May Fourth Movement in China, 1919</li> <li>Independence</li> </ul>	Unit 3 National experiences in the modern world • Australia, 1914– 1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841– 1934 • Germany,1914– 1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976	<ul> <li>Unit 4</li> <li>International experiences in the modern world</li> <li>Australian engagement with Asia since 1945</li> <li>Search for collective peace and security since 1815</li> <li>Trade and commerce between nations since 1833</li> <li>Mass migrations since 1848</li> <li>Information Age since 1936</li> <li>Genocides and ethnic cleansings since 1941</li> </ul>
1848–1914	movement in Algeria, 1945–1962	• Indonesia, 1942– 1975	<ul> <li>Nuclear Age since 1945</li> <li>Cold War, 1945–1991</li> </ul>

# Structure

Unit 1	Unit 2	Unit 3	Unit 4
<ul> <li>Meiji Restoration, 1868–1912</li> </ul>		<ul><li>India, 1947–1974</li><li>Israel, 1948–1993</li></ul>	
<ul> <li>Boxer Rebellion, 1900–1901</li> <li>Russian Revolution, 1905–1920s</li> <li>Xinhai Revolution, 1911–1912</li> <li>Iranian Revolution, 1977–1979</li> <li>Arab Spring since 2010</li> <li>Alternative topic for Unit 1</li> </ul>	<ul> <li>Independence movement in Vietnam, 1945–1975</li> <li>Anti-apartheid movement in South Africa, 1948–1991</li> <li>African- American civil rights movement, 1954–1968</li> <li>Environmental movement since the 1960s</li> <li>LGBTIQ civil rights movement since 1969</li> <li>Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>Alternative topic for Unit 2</li> </ul>	• South Korea, 1948– 1972	<ul> <li>Struggle for peace in the Middle East since 1948</li> <li>Cultural globalisation since 1956</li> <li>Space exploration since 1957</li> <li>Rights and recognition of First Peoples since 1982</li> <li>Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

### 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

Unit 3		Unit 4	
<ul> <li>Summative internal assessment 1 (IA1):</li> <li>Examination — essay in response to historical sources</li> </ul>	25%	<ul> <li>Summative internal assessment 3 (IA3):</li> <li>Investigation — historical essay based on research</li> </ul>	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	<ul> <li>Summative external assessment (EA):</li> <li>Examination — short responses to historical sources</li> </ul>	25%
# 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.

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

### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

# **Social & Community Studies**

Applied senior subject

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, selfesteem, 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.

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

#### 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.

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 21/2–31/2 minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	<ul> <li>Presented in one of the following modes:</li> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul> <li>Presented in one of the following modes:</li> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul> <li>60–90 minutes</li> <li>50–250 words per item on the test</li> </ul>

# **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 modeappropriate features, language and conventions for particular purposes and contexts.

Unit 1	Unit 2	Unit 3	Unit 4
<ul><li>Design in practice</li><li>Experiencing design</li><li>Design process</li><li>Design styles</li></ul>	<ul> <li>Commercial design</li> <li>Explore — client needs and wants</li> <li>Develop — collaborative design</li> </ul>	<ul><li>Human-centred design</li><li>Designing with empathy</li></ul>	<ul> <li>Sustainable design</li> <li>Explore — sustainable design opportunities</li> <li>Develop — redesign</li> </ul>

#### Structure

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

# **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.

Core topics	Elective topics
<ul><li>Industry practices</li><li>Construction processes</li></ul>	Carpentry plus at least two other electives: • Bricklaying • Concreting • Landscaping • Plastering and painting • Tiling.

#### 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).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
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: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

# Industrial Graphics 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, selfmotivated 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

Applied

- 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.

Core topics	Elective topics
<ul><li>Industry practices</li><li>Drafting processes</li></ul>	<ul><li>Building and construction drafting</li><li>Engineering drafting</li><li>Furnishing drafting</li></ul>

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).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which incldues a model) 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: continous class time.	Students demonstrate production skills and procedures in class under teacher supervision.	<ul> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

# Industrial Technology Skills

**Applied senior subject** 

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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 Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

#### **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 Industrial Technology Skills course is designed around:

- · core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Industry area	Elective topics
<ul><li>Industry practices</li><li>Production processes</li></ul>	Aeroskills	<ul><li>Aeroskills mechanical</li><li>Aeroskills structures</li></ul>
	Automotive	<ul><li>Automotive mechanical</li><li>Automotive body repair</li><li>Automotive electrical</li></ul>

Building and construction	<ul> <li>Bricklaying</li> <li>Plastering and painting</li> <li>Concreting</li> <li>Carpentry</li> <li>Tiling</li> <li>Landscaping</li> </ul>
Engineering	<ul><li>Sheet metal working</li><li>Welding and fabrication</li><li>Fitting and machining</li></ul>
Furnishing	<ul> <li>Cabinet-making</li> <li>Furniture finishing</li> <li>Furniture-making</li> <li>Glazing and framing</li> <li>Upholstery</li> </ul>
Industrial graphics	<ul> <li>Engineering drafting</li> <li>Building and construction drafting</li> <li>Furnishing drafting</li> </ul>
Plastics	<ul><li>Thermoplastics fabrication</li><li>Thermosetting fabrication</li></ul>

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

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

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
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.	<ul> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

# 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 conslusion 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.

Core topics	Elective contexts	
<ul><li>Hardware</li><li>Software</li><li>ICT in society</li></ul>	<ul> <li>Animation</li> <li>Application development</li> <li>Audio and video production</li> <li>Data management</li> <li>Digital imaging and modelling</li> <li>Document production</li> </ul>	<ul><li>Network fundamentals</li><li>Online communication</li><li>Website production</li></ul>

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.

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

# **Certificate II in Workplace Skills**

VET subject – BSB20120

This nationally recognised qualification paves the way for entry-level employment opportunities or further educational pursuits. As you embark on this journey, you'll gain proficiency in fundamental areas such as time management, business operational practices, technology usage, and effective workplace communication.

Students will receive four credit points towards their QCE upon completion of the certificate.



# **Pathways**

Students may wish to undertake further certificate or diploma courses in Business at TAFE.

Business competencies are highly regarded in many fields of employment. This course provides foundation knowledge and skills which are useful in most sectors of industry, including, government, administration, business services, accounting services, real estate, etc.

#### Competencies

- BSBCMM211 Apply Communication Skills
- BSBOPS201 Work Effectively in Business Environments
- BSBOPS203 Deliver Service to Customers
- BSBPEF201 Support Personal Wellbeing in the Workplace
- BSBPEF202 Plan and Apply Time Management
- BSBSUS211 Participate in Sustainable
   Work Practices
- BSBTEC201 Use Business Software Applications
- BSBTEC202 Use Digital Technology to Communicate in a Work Environment
- BSBTWK201 Work Effectively with Others
- BSBWHS211 Contribute to the Health and Safety of Self and Others

#### Assessment

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. At the completion of a unit or the course a judgment about the students' competence is made based on the evidence gathered.

Students are considered as "working towards competency" until all assessments are completed to the required standard. To be issued with the full qualification certificate the student must be deemed as competent in all the units within the qualification, if this does not occur a statement of attainment will be issued for the units that have been completed.

NB: A to E is not used. Students are graded WTC (Working Towards Competency) of C (Competent).

RTO Number 30438

Correct at time of publication (14-12-23) but subject to change

# Early Childhood Certificate II in Active Volunteering Certificate II in Community Services

VET subject – CHC24015 and CHC22015

This course provides students with insight into the various areas of Community Services however the major focus is on Early Childhood Education. Students will gain a basic level of knowledge & understanding of child development and will have the opportunity to explore associated issues.

Knowledge & understanding will be developed through a range of theoretical & practical means – both in the classroom and in field placements.

Students will receive four credit points towards their QCE upon completion of the Certificate II in Active Volunteering and a further QCE credit if the Certificate II in Community Services is completed.



#### Competencies

CHC24015 - Certificate II in Active Volunteering

- BSBCMM201 Communicate in the workplace
- CHCDIV001 Work with diverse people
- CHCVOL001 Be an effective volunteer
- CHCYTH001 Engage respectfully with young people
- FSKDIG003 Use digital technology for routine workplace tasks
- FSKNUM014 Calculate with whole numbers and familiar fractions, decimals and percentages for work
- HLTWHS001 Participate in workplace health and safety

CHC22015 - Certificate II in Community Services

- BSBWOR202 Organise and complete daily work activities
- CHCCOM001 Provide first point of contact
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- CHCECE002 Ensure the health and safety of children
- CHCVOL001 Be an effective volunteer
- FSKLRG009 Use strategies to respond to routine workplace problems
- FSKRDG010 Read and respond to routine workplace information
- HLTWHS001 Participate in workplace health and safety

#### **Pathways**

These qualifications may be used as a pathway for workforce entry as community services workers who provide a first point of contact and assist individuals in meeting their immediate needs.

These qualifications may lead to further studies in fields including Child Care, Youth Work, Community Care, Education and Nursing. These occupations have strong job prospects with around 30,000 job openings anticipated over the next five years.

#### Assessment

All units are assessed through a variety of instruments, generally Extended Writing & Practical Assessment where applicable, with each unit being tested a number of times. Successful completion of one task does not necessarily give a student competency in the unit. On exit, a judgement is made as to whether a student has achieved competency over their entire time in the course. Students are considered as "working towards competency" during each task. To achieve certificates, students must be judged competent in all units.

NB: A to E is not used. Students are graded WTC (Working Towards Competency) of C (Competent).

# **Certificate II in Engineering Pathways**

VET subject – MEM20422



The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for

apprenticeships, traineeships or general employment in an engineering-related workplace.

More information about this qualification is available at: <u>https://training.gov.au/Training/Details/MEM20422</u>

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

#### Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

#### **Training and Assessment Delivery**

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors. Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment



RTO Number 31193

#### Competencies

MEM13015 Work safely and effectively in manufacturing and engineering MEMPE005 Develop a career plan for the engineering and manufacturing industries MEMPE006 Undertake a basic engineering project MSAENV272 Participate in environmentally sustainable work practices MEM11011\* Undertake manual handling MEM16006\* Organise and communicate information MEM16008\* Interact with computing technology MEM18001\* Use hand tools MEM18002\* Use power tools/hand held operations MEMPE001 Use engineering workshop machines MEMPE002 Use electric welding machines MEMPE007 Pull apart and re-assemble engineering

MEMPE007 Pull apart and re-assemble engineering mechanisms Notes:

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

\*Prerequisite units of competency - An asterisk (\*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

#### **Eligibility - Cost**

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = \$1200.

Please refer to the Blue Dog Training Website for information on their refund policy.

https://bluedogtraining.com.au/storage/app/media/pdf\_docum ents/policies/Student\_Fee\_Refund\_Policy.pdf

Correct at time of publication (14-12--23) but subject to change

# Fashion Certificate II in Apparel, Fashion and Textiles Certificate II in Visual Arts

VET subject - MST20722 and CUA20720

This course develops basic skills for students who may be considering employment in the fashion industry, or for those students who would like to become competent home sewers and/or designers. In this course you will learn how to produce a simple garment, create patterns and draw fashion sketches.

Students will receive four credit points towards their QCE upon completion of each the certificates (total of eight QCE credits).



#### **Pathways**

This subject is a practical based subject that provides students with the basic knowledge, suitable for entry into the retail or manufacturing aspects of the Fashion Industry or further education.

According to the Australian Governments' Job Outlook, the number of people working in fashion related industries has grown strongly over the last five years with growth expected to remain steady with around 4000 job openings expected in the next five years.

#### Assessment

# CUA20720 - Certificate II in Visual Arts CUA20721 - Contribute to the health and safety of self and others CUAACD201 - Develop drawing skills to

Competencies

and Textiles

processes

adhesion techniques

textiles

-

.

MST20722 - Certificate II in Apparel, Fashion

sustainable work practices

MSMWHS200 - Work safely

BSBCMM211 - Apply communication skills

MSTAT2005 - Sew materials by machine

MSTAT2010 - Use basic textile production

MSTGN2018 - Work in the TCF industry

MSTML1001 - Make a simple headpiece

MSTGN2023 - Identify and handle fabrics and

MSTML2001 - Identify materials used in millinery MSTML2003 - Produce and attach millinery trims MSTML2005 - Place and cut millinery patterns MSTML2009 - Apply millinery sewing and

MSMENV272 - Participate in environmentally

- CUAACD201 Develop drawing skills to communicate ideas
- CUADES201 Follow a design process
- CUADES202 Evaluate the nature of design in a specific industry context
- CUADRA201 Develop drawing skills
- CUAPPR211 Make simple creative work
- CUARES202 Source and use information relevant to own arts practice
- MSTCL2011 Draw and interpret a basic sketch
- MSTCL2022 Provide hand sewing and finishing support

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. At the completion of a unit or the course a judgment about the students' competence is made based on the evidence gathered.

Students are considered as "working towards competency" until all assessments are completed to the required standard. To be issued with the full qualification certificate the student must be deemed as competent in all the units within the qualification, if this does not occur a statement of attainment will be issued for the units that have been completed. NB: A to E is not used. Students are graded WTC (Working Towards Competency) of C (Competent).

Correct at time of publication (14-12-23) but subject to change

# **Certificate II in Health Support Services**

VET subject – HLT23221

This qualification reflects the role of workers who provide support for the effective functioning of health services. At this level workers complete tasks under supervision involving known routines and procedures or complete routine but variable tasks in collaboration with others in a team environment.

Students will receive 4 credit points towards their QCE upon completion of the certificate.



### **Pathways**

The Certificate II in Health Support Services can also provide you with a range of different study pathways to other courses in health including:

- Pathology collection
- Sterilisation services
- Health Services Assistance
- Individual Support
- Dental laboratory assisting
- Population Health

#### Assessment

#### Competencies

- BSBINS201 Process and maintain workplace information
- BSBOPS101 Use business resources
- BSBOPS203 Deliver a service to customers
- BSBPEF202 Plan and apply time management
- CHCCCS010 Maintain a high standard of service
- CHCCOM005 Communicate and work in health or community services
- CHCDIV001 Work with diverse people
- HLTFSE001 Follow basic food safety practices
- HLTFSE001 Follow basic food safety practices
- HLTFSE003 Perform kitchenware washing
- HLTINF006 Apply basic principles and practices of infection prevention and control
- HLTWHS001 Participate in workplace health and safety
- SITXFSA005 Use hygienic practices for food safety

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. At the completion of a unit or the course a judgment about the students' competence is made based on the evidence gathered.

Students are considered as "working towards competency" until all assessments are completed to the required standard. To be issued with the full qualification certificate the student must be deemed as competent in all the units within the qualification, if this does not occur a statement of attainment will be issued for the units that have been completed.

NB: A to E is not used. Students are graded WTC (Working Towards Competency) of C (Competent).

RTO Number 30438

Correct at time of publication (14-12-23) but subject to change

# **Certificate II in Hospitality**

# VET subject – SIT20322

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. They are involved in mainly routine and repetitive tasks and work under direct supervision.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Students will receive four credit points towards their QCE upon completion of the certificate.



#### **Pathways**

On completion of this course students may have the opportunity to pursue a career in the Hospitality Industry e.g. café and restaurant service, flight attendants, service industries. Students may also be eligible to pursue higher education in the Hospitality field.

#### Assessment

#### Competencies

- BSBTWK201 Work effectively with others
- SITHCCC025 Prepare and present sandwiches
- SITHFAB021 Responsible service of alcohol
- SITHFAB024 Prepare and serve nonalcoholic beverages
- SITHFAB025 Prepare and serve espresso coffee
- SITHIND006 Source and use information on the hospitality industry
- SITHIND007 Use hospitality skills
   effectively
- SITXCCS011 Interact with customers
- SITXCOM007 Show social and cultural sensitivity
- SITXFSA005 Use hygienic practices for food safety
- SITXFSA006 Participate in safe food handling practices
- SITXWHS005 Participate in safe work practices

The above units of competency could be assessed in the workplace or in a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate hospitality workplace conditions, resources, activities, responsibilities and procedures. This will also embrace the critical aspects for assessment and the evidence required to demonstrate competency in these units.

All units are assessed through a variety of instruments including checklists, folios of work (practical and written tasks), observations and questioning (written and verbal). Students will have multiple opportunities to demonstrate their competency through the course and for particular tasks will need to demonstrate them on multiple occasions. At the completion of a unit or the course a judgment about the students' competence is made based on the evidence gathered.

Students are considered as "working towards competency" until all assessments are completed to the required standard. To be issued with the full qualification certificate the student must be deemed as competent in all the units within the qualification, if this does not occur a statement of attainment will be issued for the units that have been completed. NB: A to E grading is not used. Students are graded WTC (Working Towards Competency) or C (Competent).

# **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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and	Sport psychology, equity and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity
<ul> <li>physical activity</li> <li>Motor learning integrated with a selected physical activity</li> <li>Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<ul> <li>Sport psychology integrated with a selected physical activity</li> <li>Equity — barriers and enablers</li> </ul>	<ul> <li>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>Ethics and integrity</li> </ul>	• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

#### 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

Unit 3		Unit 4	
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:

Applied

- 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.

Core topics	Elective topics
<ul> <li>Sport and recreation in the community</li> <li>Sport, recreation and healthy living</li> <li>Health and safety in sport and recreation activities</li> <li>Personal and interpersonal skills in sport and recreation activities</li> </ul>	<ul> <li>Active play and minor games</li> <li>Challenge and adventure activities</li> <li>Games and sports</li> <li>Lifelong physical activities</li> <li>Rhythmic and expressive movement activities</li> <li>Sport and recreation physical activities</li> </ul>

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.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	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.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500– 900 words • spoken: 2½– 3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.*	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.	• 2–4 minutes*	<ul> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

\* Evidence must include annotated records that clearly identify the application of standards to performance.

# **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, evidencebased 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.

#### Structure

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

### 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

Unit 3		Unit 4			
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%		
Summative internal assessment 2 (IA2): • Student experiment	20%				
Summative external assessment (EA): 50% • Examination					

# 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.

General

### Structure

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

#### 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

Unit 3		Unit 4		
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%	
Summative internal assessment 2 (IA2): • Student experiment	20%			
Summative external assessment (EA): 50% <ul> <li>Examination</li> </ul>				

# 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 natter 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
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

# Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics	Linear motion and waves	Gravity and electromagnetism	Revolutions in modern physics
<ul> <li>Heating processes</li> <li>Ionising radiation and nuclear reactions</li> <li>Electrical circuits</li> </ul>	<ul><li> Linear motion and force</li><li> Waves</li></ul>	<ul><li>Gravity and motion</li><li>Electromagnetism</li></ul>	<ul><li>Special relativity</li><li>Quantum theory</li><li>The Standard Model</li></ul>

### 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

Unit 3		Unit 4		
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%	
Summative internal assessment 2 (IA2): • Student experiment	20%			
Summative external assessment (EA): 50% • Examination				

# 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.

Core topics	Electives
<ul> <li>Scientific literacy and working scientifically</li> <li>Workplace health and safety</li> <li>Communication and self-management</li> </ul>	<ul> <li>Science for the workplace</li> <li>Resources, energy and sustainability</li> <li>Health and lifestyles</li> <li>Environments</li> <li>Discovery and change</li> </ul>

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.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
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.	<ul> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

# 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, 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	
-----------	--

Unit 1	Unit 2	Unit 3	Unit 4
<ul> <li>Art as lens</li> <li>Through inquiry learning, the following are explored:</li> <li>Concept: lenses to explore the material world</li> <li>Contexts: personal and contemporary</li> </ul>	<ul> <li>Art as code</li> <li>Through inquiry</li> <li>learning, the following</li> <li>are explored:</li> <li>Concept: art as a</li> <li>coded visual</li> <li>language</li> <li>Contexts: formal and</li> <li>cultural</li> </ul>	<ul> <li>Art as knowledge</li> <li>Through inquiry</li> <li>learning, the following</li> <li>are explored:</li> <li>Concept: constructing</li> <li>knowledge as artist</li> <li>and audience</li> <li>Contexts:</li> <li>contemporary.</li> </ul>	<ul> <li>Art as alternate</li> <li>Through inquiry</li> <li>learning, the following</li> <li>are explored:</li> <li>Concept: evolving</li> <li>alternate</li> <li>representations and</li> <li>meaning</li> </ul>

<ul> <li>Focus: People, place, objects</li> <li>Media: 2D, 3D, and time-based</li> <li>Media: student-directed</li> </ul>

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

Unit 3		Unit 4		
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	35%	
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%			
Summative external assessment (EA): 25% • Examination				

# Drama in Practice

Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

#### **Pathways**

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

#### **Objectives**

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

 identify and explain dramatic principles and practices

- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

#### Structure

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

Core	Electives	
<ul> <li>Dramatic principles</li> <li>Dramatic practices</li> </ul>	<ul> <li>Acting (stage and screen)</li> <li>Career pathways (including arts entrepreneurship)</li> <li>Community theatre</li> <li>Contemporary theatre</li> <li>Directing</li> <li>Playbuilding</li> </ul>	<ul> <li>Scriptwriting</li> <li>Technical design and production</li> <li>The theatre industry</li> <li>Theatre through the ages</li> <li>World theatre</li> </ul>

For Drama 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 project, arising from community connections
- at least one performance (acting), separate to an assessable component of a project.

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examinatio n and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
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 onstage (stage acting) - 2–4 minutes: individual - 1½–3 minutes: group • performance onstage (screen acting) - 2–3 minutes: individual - 1½–2 ½ minutes: group • performance offstage (directing, designing) - 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions	<ul> <li>acting performance (stage) <ul> <li>3-5 minutes: individual</li> <li>2-4 minutes: group</li> </ul> </li> <li>acting performance (screen) <ul> <li>2½-3½ minutes: individual</li> <li>2-3 minutes: group</li> </ul> </li> <li>directing performance <ul> <li>5-7 minutes: individual (excluding actors delivering text)</li> </ul> </li> </ul>	• variable conditions	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.	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.
<ul> <li>product: variable conditions.</li> </ul>				
---	--	--		

Return to Senior Syllabus

# **Music in Practice**

Applied senior subject

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

#### Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

### **Objectives**

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

### Structure

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

Core	Electives	
<ul> <li>Music principles</li> <li>Music practices</li> </ul>	<ul> <li>Community music</li> <li>Contemporary music</li> <li>Live production and performance</li> <li>Music for film, TV and video games</li> <li>Music in advertising</li> </ul>	<ul> <li>The music industry</li> <li>Music technology and production</li> <li>Performance craft</li> <li>Practical music skills</li> <li>Songwriting</li> <li>World music</li> </ul>

### Assessment

For Music 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 performance, separate to an assessable component of a project
- at least one product (composition), separate to an assessable component of a project.

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
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: variable conditions • product: variable conditions.	<ul> <li>music performance: minimum of two minutes total performance time</li> <li>production performance: variable conditions</li> </ul>	<ul> <li>manipulating existing sounds: minimum of two minutes</li> <li>arranging and creating: minimum of 32 bars or 60 seconds</li> </ul>	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.	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.

Return to Senior Syllabus

# **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 artmaking. 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.

Core	Electives
<ul> <li>Visual mediums, technologies, techniques</li> <li>Visual literacies and contexts</li> <li>Artwork realisation</li> </ul>	<ul> <li>2D</li> <li>3D</li> <li>Digital and 4D</li> <li>Design</li> <li>Craft</li> </ul>

#### 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.

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

#### Return to Senior Syllabus

# Senior External Examination Languages

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Arabic
- Chinese full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Vietnamese

#### Assessment

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.