



2021

# Year 11 & 12 Subject Selection

Based on QCAA Subject Guide v1.5 November 2019



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# Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

## Senior Statement

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

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

### General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

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

## Short Courses

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

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

## Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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



# Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

# General syllabuses

## 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.

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

# Assessment

## Units 1 and 2 assessments

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

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

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

## Units 3 and 4 assessments

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

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

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

## Instrument-specific marking guides

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

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

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

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

## External assessment

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

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

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

# Applied syllabuses

## 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 not privileged over the other summative internal assessment.

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.

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](http://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.

# Short Courses

## Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

## Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# *To the student.....*

## **ATTENDANCE AND ASSESSMENT:**

1. Every day counts - attend school every school day unless grounds exist where it is unreasonable to do so
  - Arrive at school and class on time and provide reasons for lateness as appropriate
  - Bring a note advising of reasons for absence within two school days before or after the absence (medical certificate preferred for illness related absences greater than 3 days)
  - Remain in the school grounds unless given permission to leave
2. All tasks must be the student's own work.
3. All required tasks in any subject are to be submitted before credit will be given for completion of the semester unit.
4. When tasks are given to students, clear and specific information will be given on:
  - Length of task;
  - Method of presentation
  - Use of computers;
  - Marking criteria;
  - Due date for submission.
5. Monitoring dates for the task may be specified within the subject. This permits the teacher to check the unfinished work to ensure that the student is on the right track.
6. Tasks must be completed and submitted by the due date, except in the following circumstances:
  - A student has been granted an extension of time.
  - A student has been absent up to the due date because of illness. A medical certificate must be produced.
  - A student is absent due to special family circumstances (e.g. bereavement). Parents must contact the school to advise of the circumstances.
  - If a student cannot attend school on the due date, he/she must arrange delivery of the task to school, or submit the task prior to the due date. Illness on the due date will require a medical certificate. For students who will be absent from school on the due date because of work placement, traineeship or apprenticeship (etc.) obligations, the task must be submitted prior to the due date.
  - Students over the age of 16 years who persistently fail to complete assessment tasks will be required to show cause as to why their enrolment should not be cancelled. Any student who has not completed assessment will be withdrawn from the regular school program by the Head of Department, until assessment is complete.

## OPTIONS AFTER YEAR 10

### Government legislation introduced in 2006 requires students to be 'earning or learning'.

- ☞ It is compulsory for young people to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17.
- ☞ The government is encouraging schools to provide "exciting" and flexible pathways from school to work, training or further education'.
- ☞ Young people need to acquire the skills and qualifications needed to compete for and create jobs in emerging fields and revitalise traditional industries.
- ☞ The QCE is not based solely on subjects studied at school. TAFE certificates, apprenticeships and traineeships etc also accrue credit points.

**YOUR CHOICE** - Following the completion of Year 10 studies, you can:

#### 1. Continue into Year 11/12

- to complete a two or three year course of study which meets your QCE and/or eligibility requirements;
- to improve your employment prospects;
- to gain entry to University or TAFE studies;
- to include apprenticeship, traineeship, work placement and/or external vocational courses in your senior program.

#### 2. If 16, leave school after Year 10

- to begin employment (minimum 25 hours per week);
- to study vocationally-oriented courses at TAFE or other Registered Training Organisations;

### RETURNING TO SCHOOL:

When planning for Year 11 course selection, work through the following program:

1. **Read** this booklet very carefully.
2. **Listen** carefully to talks given by teachers about specific subjects.
3. **Talk** with your parents and class teachers.
4. **Make** an appointment to speak with the guidance officer to find out about career options and the effects of subject choices.
5. **Read** the "*JOB GUIDE FOR QUEENSLAND*" and other career information.
6. **Visit** the Guidance Office and look through careers materials.
7. **Complete** Secondary Education and Training Plan (SETP), identifying career goals, skills, abilities, interests.
8. **Complete** the Subject Selection Form at the appropriate time.
9. **Attend** the re-enrolment interview with your parents later this year.

### SEEKING ADVICE:

You will be able to receive useful advice from any and all of the following:

- From the guidance officer and/or the vocational education coordinator;
- From your classroom teachers;
- From a member of the administration team;
- From your parents.
- [www.myfuture.edu.au](http://www.myfuture.edu.au)

### CONSIDERATIONS:

- Your best subjects in Year 10;
- The subjects which you enjoy in Year 10;
- Subjects which meet the pre-requisites set by tertiary institutions;
- Subjects which will help you reach your work and career goals;
- Reality.

## PROGRAMS AT LOGANLEA STATE HIGH SCHOOL

As well as selecting the subjects that will best suit your goals; you might also want to combine your senior education with vocational training.

Loganlea High offers school-based apprenticeships and traineeships to students who desire a national Vocational Education and Training (VET) qualification as well as their senior certificate.

Students can choose to start a school-based part-time (paid) apprenticeship or traineeship while they are, at the same time, studying for their senior certificate.

Traineeships can usually be completed by the end of Year 12, while apprenticeships are only partially completed and will need to continue after Year 12.

## SUBJECTS AVAILABLE AT LOGANLEA STATE HIGH SCHOOL

On the following page you will see a list of subjects available at Loganlea State High School. They are listed in curriculum strands and subject type – General subjects, Applied subjects, Short Courses and Certificate subjects:

1. **General Subjects** can count towards an ATAR score for possible entry to University degree courses and some advanced TAFE courses. Students need at least four “General” subjects to qualify for an ATAR score.
2. **Applied Subjects** suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.
3. **Certificate Subjects** are nationally recognised vocational qualifications at Certificate Level I, II or III. These qualifications allow the student to fast-track into many TAFE courses, apprenticeships and traineeships.

# QCAA and Vocational Education & Training subjects at Loganlea SHS in 2021

## English

### General

- English

### Applied

- Essential English

### VET

- Certificate II in Skills for Work & Vocational Pathways (FSK20113)

## Mathematics

### General

- General Mathematics
- Mathematical Methods

### Applied

- Essential Mathematics

### Short Course

- Numeracy

### VET

- Certificate II in Skills for Work & Vocational Pathways (FSK20113)

## Humanities

### General

- Business
- Economics
- Geography
- Modern History

### Applied

- Social & Community Studies

### VET

- Certificate II in Business (BSB20115)
- Certificate II in Retail Services (SIR20216)
- Certificate II in Skills for Work & Vocational Pathways (FSK20113)

## Foundational Skills

### VET

- Certificate II in Skills for Work & Vocational Pathways (FSK20113)

## Technologies

### Applied

- Building and Construction Skills
- Furnishing Skills
- Industrial Technology Skills

### VET

- Certificate II in Agriculture (AHC20116)
- Certificate II in Conservation & Land Management (AHC10116)
- Certificate II in Hospitality (SIT20316)
- Certificate II in Information, Digital Media & Technology (ICT20115)
- Certificate III in Information, Digital Media & Technology (ICT30118)
- Certificate II in Kitchen Operations (SIT20316)

## Health and Physical Education

### General

- Physical Education

### Applied

- Early Childhood Studies
- Sport & Recreation

### VET

- Certificate II in Outdoor Recreation (SIS20419)

## Science

### General

- Biology
- Chemistry
- Physics

### Applied

- Aquatic Practices
- Science in Practice

## Languages

### General

- Chinese

### Short course

- Aboriginal & Torres Strait Islander Languages

## The Arts

### General

- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Performance)
- Visual Art

### Applied

- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

### VET

- Certificate II in Dance (CUA20113)
- Certificate III in Dance (CUA30113)
- Certificate II in Visual Arts (CUA20715)



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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Perspectives and texts</b> <ul style="list-style-type: none"> <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>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Textual connections</b> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</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): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language that works</b> <ul style="list-style-type: none"> <li>• Responding to a variety of texts used in and developed for a work context</li> <li>• Creating multimodal and written texts</li> </ul>	<b>Texts and human experiences</b> <ul style="list-style-type: none"> <li>• Responding to reflective and nonfiction texts that explore human experiences</li> <li>• Creating spoken and written texts</li> </ul>	<b>Language that influences</b> <ul style="list-style-type: none"> <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>	<b>Representations and popular culture texts</b> <ul style="list-style-type: none"> <li>• Responding to popular culture texts</li> <li>• Creating representations of Australian identifies, places, events and concepts</li> </ul>

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

In Units 3 and 4 students complete four summative assessments. The school will 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): <ul style="list-style-type: none"> <li>• Extended response — spoken/signed response</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — Multimodal response</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Common internal assessment (CIA)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Extended response — Written response</li> </ul>

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Linear equations and their graphs</li> </ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"> <li>• Applications of trigonometry</li> <li>• Algebra and matrices</li> <li>• Univariate data analysis</li> </ul>	<b>Bivariate data, sequences and change, and Earth geometry</b> <ul style="list-style-type: none"> <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>	<b>Investing and networking</b> <ul style="list-style-type: none"> <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): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical

sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"><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>	<b>Calculus and further functions</b> <ul style="list-style-type: none"><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>	<b>Further calculus</b> <ul style="list-style-type: none"><li>• The logarithmic function 2</li><li>• Further differentiation and applications 2</li><li>• Integrals</li></ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"><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 external assessment (EA): 50% • Examination			

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a

practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Managing money</li><li>• Time and motion</li><li>• Data collection</li></ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Summarising and comparing data</li></ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Probability and relative frequencies</li><li>• Loans and compound interest</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): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination</li></ul>



Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person's ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

## Structure and assessment

Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Personal identity and education	Topic 2: The work environment
<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an extended response — oral mathematical presentation (Internal assessment 1A)</li> <li>• a student learning journal (Internal assessment 1B).</li> </ul>	<p>One assessment consisting of two parts:</p> <ul style="list-style-type: none"> <li>• an examination — short response (Internal assessment 2A)</li> <li>• a student learning journal (Internal assessment 2B).</li> </ul>

## Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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 and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

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

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

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

### Pathways

A course of study in Business can establish a basis

for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Business creation</b> <ul style="list-style-type: none"> <li>• Fundamentals of business</li> <li>• Creation of business ideas</li> </ul>	<b>Business growth</b> <ul style="list-style-type: none"> <li>• Establishment of a business</li> <li>• Entering markets</li> </ul>	<b>Business diversification</b> <ul style="list-style-type: none"> <li>• Competitive markets</li> <li>• Strategic development</li> </ul>	<b>Business evolution</b> <ul style="list-style-type: none"> <li>• Repositioning a business</li> <li>• Transformation of a business</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): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

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

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

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

### Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management,

data analytics, business, accounting, finance, actuarial science, law and political science.

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Markets and models</b> <ul style="list-style-type: none"> <li>• The basic economic problem</li> <li>• Economic flows</li> <li>• Market forces</li> </ul>	<b>Modified markets</b> <ul style="list-style-type: none"> <li>• Markets and efficiency</li> <li>• Case options of market measures and strategies</li> </ul>	<b>International economics</b> <ul style="list-style-type: none"> <li>• The global economy</li> <li>• International economic issues</li> </ul>	<b>Contemporary macroeconomics</b> <ul style="list-style-type: none"> <li>• Macroeconomic objectives and theory</li> <li>• Economic management</li> </ul>

### Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Responding to risk and vulnerability in hazard zones</b> <ul style="list-style-type: none"> <li>• Natural hazard zones</li> <li>• Ecological hazard zones</li> </ul>	<b>Planning sustainable places</b> <ul style="list-style-type: none"> <li>• Responding to challenges facing a place in Australia</li> <li>• Managing the challenges facing a megacity</li> </ul>	<b>Responding to land cover transformations</b> <ul style="list-style-type: none"> <li>• Land cover transformations and climate change</li> <li>• Responding to local land cover transformations</li> </ul>	<b>Managing population change</b> <ul style="list-style-type: none"> <li>• Population challenges in Australia</li> <li>• Global population change</li> </ul>

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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%

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Ideas in the modern world</b>  <i>Students will study two of the following:</i></p> <ul style="list-style-type: none"> <li>• Australian Frontier Wars, 1788–1930s</li> <li>• Age of Enlightenment, 1750s–1789</li> <li>• Industrial Revolution, 1760s–1890s</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> <li>• Alternative topic for Unit 1</li> </ul>	<p><b>Movements in the modern world</b>  <i>Students will study two of the following:</i></p> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Women’s movement since 1893</li> <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>• Alternative topic for Unit 2</li> </ul>	<p><b>National experiences in the modern world</b>  <i>Students will study two of the following:</i></p> <ul style="list-style-type: none"> <li>• Australia, 1914–1949</li> <li>• England, 1707–1837</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> </ul>	<p><b>International experiences in the modern world</b>  <i>Students will study two of the following:</i></p> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Cold War, 1945–1991</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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): <ul style="list-style-type: none"><li>• Examination — essay in response to historical sources</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — historical essay based on research</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Independent source investigation</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short responses to historical sources</li></ul>	25%

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

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

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

## Pathways

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

## 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 style="list-style-type: none"><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 style="list-style-type: none"><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 style="list-style-type: none"><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>

## 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.



## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul>

# Building & Construction Skills

## Applied senior subject

Applied

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 style="list-style-type: none"><li>• Industry practices</li><li>• Construction processes</li></ul>	<p>Carpentry plus at least two other electives:</p> <ul style="list-style-type: none"><li>• Bricklaying</li><li>• Concreting</li><li>• Landscaping</li><li>• Plastering and painting</li><li>• Tiling.</li></ul>

## 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.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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

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

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

## Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example,

a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

## Objectives

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

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	<ul style="list-style-type: none"><li>• Cabinet-making</li><li>• Furniture finishing</li><li>• Furniture-making</li><li>• Glazing and framing</li><li>• Upholstery</li></ul>

## Assessment

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

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

Project	Practical demonstration
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 project consists of a product component and at least one of the following components: <ul style="list-style-type: none"><li>• written: 500–900 words</li><li>• spoken: 2½–3½ minutes</li><li>• multimodal<ul style="list-style-type: none"><li>– non-presentation: 8 A4 pages max (or equivalent)</li><li>– presentation: 3-6 minutes</li></ul></li><li>• product: continuous class time.</li></ul>	Students demonstrate production skills and procedures in class under teacher supervision.

# 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 style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	Aeroskills	<ul style="list-style-type: none"><li>• Aeroskills mechanical</li><li>• Aeroskills structures</li></ul>
	Automotive	<ul style="list-style-type: none"><li>• Automotive mechanical</li><li>• Automotive body repair</li><li>• Automotive electrical</li></ul>
	Building and construction	<ul style="list-style-type: none"><li>• Bricklaying</li><li>• Plastering and painting</li><li>• Concreting</li><li>• Carpentry</li><li>• Tiling</li><li>• Landscaping</li></ul>

	Engineering	<ul style="list-style-type: none"> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> <li>• Fitting and machining</li> </ul>
	Furnishing	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>
	Industrial graphics	<ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Building and construction drafting</li> <li>• Furnishing drafting</li> </ul>
	Plastics	<ul style="list-style-type: none"> <li>• Thermoplastics fabrication</li> <li>• Thermosetting fabrication</li> </ul>

## Assessment

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
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.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul>	Students demonstrate production skills and procedures in class under teacher supervision.



# Physical Education

## General senior subject

General

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
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"><li>• Motor learning integrated with a selected physical activity</li><li>• Functional anatomy and biomechanics integrated with a selected physical activity</li></ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"><li>• Sport psychology integrated with a selected physical activity</li><li>• Equity — barriers and enablers</li></ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"><li>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li><li>• Ethics and integrity</li></ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"><li>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</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): • 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%

# Early Childhood Studies

## Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

## Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Fundamentals of early childhood</li><li>• Practices in early childhood</li></ul>	<ul style="list-style-type: none"><li>• Play and creativity</li><li>• Literacy and numeracy skills</li><li>• Being in a safe place</li><li>• Health and physical wellbeing</li><li>• Indoor and outdoor learning environments</li></ul>

## Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

## Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments,- two projects and two other assessments.

Project	Investigation	Extended response
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.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>

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

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

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

## Pathways

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

community health and recreation and sport performance.

## Objectives

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

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><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 style="list-style-type: none"><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>

## Assessment

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

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

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: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: 2–4 minutes.*</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2–4 minutes*</li> </ul>	<ul style="list-style-type: none"> <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 provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"><li>• Cells as the basis of life</li><li>• Multicellular organisms</li></ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"><li>• Homeostasis</li><li>• Infectious diseases</li></ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"><li>• Describing biodiversity</li><li>• Ecosystem dynamics</li></ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"><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 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Chemical fundamentals — structure, properties and reactions</b></p> <ul style="list-style-type: none"> <li>• Properties and structure of atoms</li> <li>• Properties and structure of materials</li> <li>• Chemical reactions — reactants, products and energy change</li> </ul>	<p><b>Molecular interactions and reactions</b></p> <ul style="list-style-type: none"> <li>• Intermolecular forces and gases</li> <li>• Aqueous solutions and acidity</li> <li>• Rates of chemical reactions</li> </ul>	<p><b>Equilibrium, acids and redox reactions</b></p> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<p><b>Structure, synthesis and design</b></p> <ul style="list-style-type: none"> <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% • Examination			

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"><li>• Heating processes</li><li>• Ionising radiation and nuclear reactions</li><li>• Electrical circuits</li></ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"><li>• Linear motion and force</li><li>• Waves</li></ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"><li>• Gravity and motion</li><li>• Electromagnetism</li></ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"><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): <ul style="list-style-type: none"><li>• Data test</li></ul>	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Research investigation</li></ul>	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Student experiment</li></ul>	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

# Aquatic Practices

## Applied senior subject

Applied

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

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

## Pathways

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows.

## Structure

The Aquatic Practices course is designed around:

- the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study
- schools determine whether to include elective topics in a course of study.

Areas of study	Core topics	Elective topics
Environmental	<ul style="list-style-type: none"><li>• Environmental conditions</li><li>• Ecosystems</li><li>• Conservation and sustainability</li></ul>	<ul style="list-style-type: none"><li>• Citizen science</li></ul>
Recreational	<ul style="list-style-type: none"><li>• Entering the aquatic environment</li></ul>	<ul style="list-style-type: none"><li>• Aquatic activities</li></ul>
Commercial	<ul style="list-style-type: none"><li>• Employment</li></ul>	<ul style="list-style-type: none"><li>• Aquaculture, aquaponics and aquariums</li><li>• Boat building and marine engineering</li></ul>
Cultural	<ul style="list-style-type: none"><li>• Cultural understandings</li></ul>	<ul style="list-style-type: none"><li>• Historical understandings</li></ul>

## Objectives

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

- describe concepts and ideas in aquatic contexts
- explain concepts and ideas in aquatic contexts
- demonstrate skills in aquatic contexts
- analyse information, situations and relationships in aquatic contexts
- apply knowledge, understanding and skills in aquatic contexts
- use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
- generate plans and procedures for activities in aquatic contexts
- evaluate the safety and effectiveness of activities in aquatic contexts
- make recommendations for activities in aquatic contexts.

Areas of study	Core topics	Elective topics
Safety and management practices	<ul style="list-style-type: none"> <li>• Legislation, rules and regulations for aquatic environments</li> <li>• Equipment maintenance and operations</li> <li>• First aid and safety</li> <li>• Management practices</li> </ul>	—

## Assessment

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

Project	Investigation	Extended response	Examination	Performance
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.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.
At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>	<ul style="list-style-type: none"> <li>• performance: continuous class time to develop and practice the performance.</li> </ul>



# Science in Practice

## Applied senior subject

Applied

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 style="list-style-type: none"><li>• Scientific literacy and working scientifically</li><li>• Workplace health and safety</li><li>• Communication and self-management</li></ul>	<ul style="list-style-type: none"><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>

## Assessment

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

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

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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>At least three different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 200–300 words</li> <li>• spoken: 1½–2½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 6 A4 pages max (or equivalent)</li> <li>– presentation: 2–3 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• test:               <ul style="list-style-type: none"> <li>– 20–30 minutes</li> <li>– 50–250 words per item.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

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

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

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

## Pathways

A course of study in Chinese can establish a basis for further education and employment in many

professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses, could be of value, such as business, hospitality, law, science, technology, sociology and education.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>我的世界 <b>My world</b></p> <ul style="list-style-type: none"> <li>• Family/carers and friends</li> <li>• Lifestyle and leisure</li> <li>• Education</li> </ul>	<p>探索世界 <b>Exploring our world</b></p> <ul style="list-style-type: none"> <li>• Travel</li> <li>• Technology and media</li> <li>• The contribution of Chinese culture to the world</li> </ul>	<p>社会口象 <b>Our society</b></p> <ul style="list-style-type: none"> <li>• Roles and relationships</li> <li>• Socialising and connecting with my peers</li> <li>• Individuals in society</li> </ul>	<p>我的未来 <b>My future</b></p> <ul style="list-style-type: none"> <li>• Finishing secondary school, plans and reflections</li> <li>• Responsibilities and moving on</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 — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

# Aboriginal & Torres Strait Islander Languages

## Short Course

Short  
Course

Aboriginal & Torres Strait Islander Languages Short Course is a one-unit course, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

This course is designed for all Queensland students — Indigenous and non-Indigenous. Prior knowledge of any aspect of the language targeted for study is welcomed but not expected.

The course provides for the explicit learning of a target Indigenous language. It focuses on instruction in the language of the local community identified as the custodians of the language, as mutually agreed between the school and community. In communities where the local Indigenous language has become fragmented or where little linguistic heritage remains, the course provides for teaching a regional or neighbouring language, or another Indigenous language accessible within the public domain.

Students gain an appreciation of the diversity of languages; the interdependence of language, land and cultural knowledge; and linguistic and cultural identity. They also value and develop pride in the languages and cultures of Indigenous Australians, and gain insight into language change and revival.

In comprehending language, students respond to language texts in context to determine meaning; in creating spoken and written texts, they apply their knowledge of the target language to express, interpret and negotiate meaning that is culturally appropriate to context, purpose, audience, and to linguistic and cultural conventions. They identify, explain and apply characteristics of the sound and writing systems, where relevant, and select

appropriate vocabulary, grammatical structures, spelling and punctuation to express meaning in various text types.

Students also come to understand and apply culturally appropriate protocols and ethical behaviour when engaging with community, working with Aboriginal peoples and their languages and Torres Strait Islander peoples and their languages.

## Pathways

A course of study in Aboriginal & Torres Strait Islander Languages may establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

## Objectives

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

- comprehend language to identify information, ideas, opinions and experiences
- create spoken/signed and written texts to exchange meaning
- understand the role of language, culture and identity in the exchange of meaning
- demonstrate understanding of the language system
- use culturally appropriate protocols and ethical behaviour
- plan and apply learning strategies to achieve learning outcomes

## Structure and assessment

The course offers two broad approaches: maintaining language and revitalising language. Schools develop two assessment instruments to determine the student's exit result.

Topic 1: Making connections	Topic 2: Storytelling
<ul style="list-style-type: none"><li>• Kinship</li><li>• Storytelling</li></ul>	<ul style="list-style-type: none"><li>• Stories as cultural expression</li><li>• My story</li></ul>
One assessment consisting of two parts: <ul style="list-style-type: none"><li>• a project — Exploring connections (Internal assessment 1A)</li><li>• a student learning journal (Internal assessment 1B).</li></ul>	One assessment consisting of two parts: <ul style="list-style-type: none"><li>• a project — The art of storytelling (Internal assessment 2A)</li><li>• a student learning journal (Internal assessment 2B).</li></ul>

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

## Pathways

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

## Objectives

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

- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Moving bodies</b> How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>– meaning, purpose and context</li> <li>– historical and cultural origins of focus genres</li> </ul> </li> </ul>	<p><b>Moving through environments</b> How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>– physical dance environments including site-specific dance</li> <li>– virtual dance environments</li> </ul> </li> </ul>	<p><b>Moving statements</b> How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>– social, political and cultural influences on dance</li> </ul> </li> </ul>	<p><b>Moving my way</b> How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres: <ul style="list-style-type: none"> <li>– fusion of movement styles</li> </ul> </li> <li>• Subject matter: <ul style="list-style-type: none"> <li>– developing a personal movement style</li> <li>– personal viewpoints and influences on genre</li> </ul> </li> </ul>

## Assessment

Assessments in Units 1 and 2 (Year 11) are formative but will be mapped to Units 3 and 4 (Year 12) to prepare students for their Summative assessments.

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 — short response	15%	Summative internal assessment 3 (IA3): • Extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Drama fosters creative and expressive communication.

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

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Share</b></p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<p><b>Reflect</b></p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Challenge</b></p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<p><b>Transform</b></p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> <li>• Contemporary performance</li> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>

## Pathways

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

## Objectives

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

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



## 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): <ul style="list-style-type: none"><li>• Performance</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — practice-led project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project — dramatic concept</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Film, Television & New Media

## General senior subject

General

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information

technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies How are tools and associated processes used to create meaning?</li><li>• Concept: institutions How are institutional practices influenced by social, political and economic factors?</li><li>• Concept: languages How do signs and symbols, codes and conventions create meaning?</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations How do representations function in story forms?</li><li>• Concept: audiences How does the relationship between story forms and meaning change in different contexts?</li><li>• Concept: languages How are media languages used to construct stories?</li></ul>	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies How do technologies enable or constrain participation?</li><li>• Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups?</li><li>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies How do media artists experiment with technological practices?</li><li>• Concept: representations How do media artists portray people, places, events, ideas and emotions?</li><li>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</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): <ul style="list-style-type: none"><li>• Case study investigation</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Stylistic project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Multi-platform project</li></ul>	25%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Music

## General senior subject

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

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

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

### Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education,

creative industries, public relations and science and technology.

### Objectives

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

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

### Structure

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

## 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): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

# Music Extension (Performance)

## General senior subject

General

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the

fields of arts administration, communication, education, creative industries, public relations and science and technology.

## Objectives

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

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

## Structure

Unit 3	Unit 4
<b>Explore</b> <ul style="list-style-type: none"><li>• Key idea 1: Initiate best practice</li><li>• Key idea 2: Consolidate best practice</li></ul>	<b>Emerge</b> <ul style="list-style-type: none"><li>• Key idea 3: Independent best practice</li></ul>

## Assessment

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Investigation 1</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Performance project</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation 2</li></ul>	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none"><li>• Examination — extended response</li></ul>			

# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of

arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: lenses to explore the material world</li><li>• Contexts: personal and contemporary</li><li>• Focus: People, place, objects</li><li>• Media: 2D, 3D, and time-based</li></ul>	<b>Art as code</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: art as a coded visual language</li><li>• Contexts: formal and cultural</li><li>• Focus: Codes, symbols, signs and art conventions</li><li>• Media: 2D, 3D, and time-based</li></ul>	<b>Art as knowledge</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: constructing knowledge as artist and audience</li><li>• Contexts: contemporary, personal, cultural and/or formal</li><li>• Focus: student-directed</li><li>• Media: student-directed</li></ul>	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate representations and meaning</li><li>• Contexts: contemporary and personal, cultural and/or formal</li><li>• Focus: continued exploration of Unit 3 student-directed focus</li><li>• Media: student-directed</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): • 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

Applied

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 style="list-style-type: none"><li>• Dramatic principles</li><li>• Dramatic practices</li></ul>	<ul style="list-style-type: none"><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><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>

## Assessment

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/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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance onstage (stage acting)               <ul style="list-style-type: none"> <li>– 2–4 minutes: individual</li> <li>– 1½–3 minutes: group</li> </ul> </li> <li>• performance onstage (screen acting)               <ul style="list-style-type: none"> <li>– 2–3 minutes: individual</li> <li>– 1½–2 ½ minutes: group</li> </ul> </li> <li>• performance offstage (directing, designing)               <ul style="list-style-type: none"> <li>– 4–6 minutes: individual (excluding actors delivering text)</li> </ul> </li> <li>• workshop performance (other): variable conditions</li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• acting performance (stage)               <ul style="list-style-type: none"> <li>– 3–5 minutes: individual</li> <li>– 2–4 minutes: group</li> </ul> </li> <li>• acting performance (screen)               <ul style="list-style-type: none"> <li>– 2½–3½ minutes: individual</li> <li>– 2–3 minutes: group</li> </ul> </li> <li>• directing performance               <ul style="list-style-type: none"> <li>– 5–7 minutes: individual (excluding actors delivering text)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global

industry that is constantly adapting to new technologies.

## Objectives

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

- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Media technologies</li><li>• Media communications</li><li>• Media in society</li></ul>	<ul style="list-style-type: none"><li>• Audio</li><li>• Curating</li><li>• Graphic design</li><li>• Interactive media</li><li>• Moving images</li><li>• Still image</li></ul>

## Assessment

For Media 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, 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 skills in the production of media artwork/s.	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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

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 style="list-style-type: none"> <li>• Music principles</li> <li>• Music practices</li> </ul>	<ul style="list-style-type: none"> <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> <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.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: variable conditions</li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• music performance: minimum of two minutes total performance time</li> <li>• production performance: variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• manipulating existing sounds: minimum of two minutes</li> <li>• arranging and creating: minimum of 32 bars or 60 seconds</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design,

styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

## Objectives

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

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

## Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Visual mediums, technologies, techniques</li><li>• Visual literacies and contexts</li><li>• Artwork realisation</li></ul>	<ul style="list-style-type: none"><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 identified 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.
<p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal           <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>



# VET Courses

## Humanities

- Business – Certificate II (BSB20115)
- Retail – Certificate II (SIR20216)

## Foundation Studies

- Skills for Work & Vocational Pathways – Certificate II (FSK20119)

## Technologies

- Agriculture – Certificate II (AHC20116)
- Conservation and Land Management – Certificate II (AHC21016)
- Information, Digital Media and Technology – Certificate II (ICT20115)
- Information, Digital Media and Technology – Certificate III (ICT30118)
- Hospitality – Certificate II (SIT20316)
- Kitchen Operations – Certificate II (SIT20416)

## Health and Physical Education

- Outdoor Recreation – Certificate II (SIS20419)

## The Arts

- Dance – Certificate II (CUA20113)
- Dance – Certificate III (CUA30113)
- Visual Arts – Certificate II (CUA20715)

# Business – Certificate II (BSB20115)

## Vocational Education Subject

VET

This qualification reflects the role of individuals who perform a range of mainly routine tasks using practical skills and fundamental operational knowledge in a defined context, working under direct supervision..

The business services industry is a major contributor to the Australian economy and employs a significant proportion of the workforce. Business services workers provide the crucial services that keep all other industries functioning.

### Pathways

A certificate course of study in Business can lead to traineeship and employment opportunities in a wide range of areas including administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionists, office managers, secretaries and personal assistants in a range of work environments such as:  
Administration, Communication, Finance,

Information and Communications Technology, Management and leadership, Stakeholder relations, Business development, Knowledge management, Industry capability and workforce development, Regulation, licensing and risk and Workforce development.

Pathways include: TAFE and other training organizations, various Certificates and Diplomas in business, finance & admin. Universities - various degrees in business, management, marketing, law, finance, education

### Objectives

By the conclusion of the course of study, students will have acquired basic ICT and office management knowledge and skills to follow occupational health safety and sustainability

### Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 12-24 months to complete. The Certificate II in Business (BSB20115) will be studied through the following units of competency.

#### Competencies

BSBWHS201 - Contribute to health and safety of self

and others

BSBCMM201 - Communicate in the workplace

BSBCUS201 - Deliver a service to customers

BSBIND201 - Work effectively in a business environment

BSBINM201 - Process and maintain workplace information

BSBITU112 - Develop keyboard skills

BSBITU211 - Produce digital text documents

BSBITU212 - Create and use spreadsheets

BSBSUS201 - Participate in environmentally sustainable work practices

BSBWOR202 - Organise and complete daily work activities

BSBWOR203 - Work effectively with others

BSBWOR204 - Use business technology

BSBITU302 - Create electronic presentations

### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the Business field.

# Retail – Certificate II (SIR20216)

## Vocational Education Subject

VET

The Certificate II in Retail Services prepares students for entry-level positions in the retail industry. By studying the Certificate II in Retail Services, you will gain real world (vocational) experience, which can lead to employment within a retail environment in the local area. Retail is one of the largest employer industries in the Logan region. Students will

### Pathways

A certificate course of study in Retail Services can establish a basis for further education and

### Structure

This is one year course (2 Semesters). The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

#### Core (7) Electives (5)

SIRXCEG001 - Engage the customer	SIRXWHS002 - Contribute to WHS
SIRXCOM001 - Communicate in the workplace to support team & customer outcomes	BSBWOR204 - Use business technology
SIRXIND001 - Work effectively in a service environment	SIRRINV001 - Receive and handle retail stock
SIRXIND003 - Organise personal work requirements	SIRRMER001 - Produce visual merchandise displays
SIRXPDK001 - Advise on products and services	SIRXIND002 - Organise & maintain the store environment
SIRXRSK001 - Identify & respond to security risks	SIRXSLS002 - Follow point-of-sale procedures

### Assessment

The course is comprised of five projects, each with a practical component involved. Four of the projects are school based, while the fifth is to be completed as a work experience component.

Assessment techniques used in this course include,

- Role Play Observations with checklists,
- Practical Observations with Checklists
- Portfolio of Evidence
- Written Assessments
- Knowledge Exams
- Work Placement in Industry

# Skills for Work & Vocational Pathways – Certificate II (FSK20119)

## Vocational Education Subject

VET

This qualification is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. It is suitable for individuals who require a pathway to employment or vocational training, skill development in reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3. Opportunities are provided to develop entry level digital literacy and employability skills and a vocational training and employment plan.

### Pathways

This provides a foundation for a broad range of

entry level positions. Particular areas of employment will have been experienced during this training and could be followed up on successful completion.

Follow link for qualifications pathway information within the Training Package.

<http://training.gov.au/Training/Details/FSK20119>

### Objectives

By the conclusion of the course of study, students should have developed the foundational skills required for entry level employment.

### Structure

- This Students will study Certificate II in Skills for Work & Vocational Pathways (FSK20119) through the following units:

#### Core topics and Elective Topics

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• FSKLRG11 – Use routine strategies for work related learning</li><li>• BSBWHS201 – Contribute to health and safety of self and others</li><li>• FSKNUM013 – Construct simple tables and graphs for work</li><li>• FSKNUM014 – Calculate with whole numbers and familiar fractions, decimals and percentages for work</li><li>• FSKNUM015 – Estimate, measure and calculate with routine metric measurements for work</li><li>• FSKNUM019 – Interpret routine tables, graphs and charts and use information and data for work</li></ul> | <ul style="list-style-type: none"><li>• FSKLRG009 – Use strategies to respond to routine workplace problems</li><li>• FSKRDG010 – Read and respond to routine workplace information</li><li>• FSKOCM007 – Interact effectively with others at work</li><li>• FSKWTG008 – Complete routine workplace formatted texts</li><li>• FSKWTG09 – Write routine workplace texts</li><li>• FSKLRG010 – Use routine strategies for career planning</li><li>• BSBCMM201 – Communicate in the workplace</li><li>• BSBITU201 – Produce simple word documents</li></ul> |
|---|--|

### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment may consist of observations, case studies, assignments, team projects, short answer questions, practical activities and portfolio.

# Agriculture – Certificate II (AHC20116)

## Vocational Education Subject

VET

The course enables students to participate in a vocational agricultural course with an Animal Production focus. It is an activity-based subject where students learn by doing, develop a commitment to the environment, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance.

### Pathways

A certificate course of study in Agriculture can establish a basis for further education and

### Structure

This is a two year course (4 semesters) . The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all course requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

#### Core (3) Electives (15)

AHCWHS201 - Participate in work health safety processes	AHCLSK211 - Provide feed for livestock
AHCWRK204 - Work effectively in the industry	AHCMOM202 - Operate tractors
AHCWRK209 - Participate in environmentally sustainable work practices	AHCMOM203 - Operate basic machinery and equipment
AHCBIO201 - Inspect and clean machinery for plant, animal and soil material	AHCMOM204 - Undertake operational maintenance of machinery
AHCCHM201 - Apply chemicals under supervision	AHCMOM205 - Operate vehicles
AHCINF201 - Carry out basic fencing operations	AHCPLY202 - Maintain health and welfare of poultry
AHCINF202 - Install, maintain and repair farm encing	AHCPRK201 - Care for health and welfare of pigs
AHCINF203 - Maintain properties and structures	AHCWRK201 - Observe and Report on weather
AHCLSK204 - Carry out regular livestock observation	AHCWRK205 - Participate in workplace communications
AHCLSK205 - Handle livestock using basic techniques	AHCBEK201 - Support beekeeping work
AHCLSK206 - Identify and mark livestock	AHCLSK305 - Maintain livestock water supplies
AHCLSK207 - Load and unload livestock	AHCLSK316 - Prepare livestock for competition
AHCLSK209 - Monitor water supplies	AHCWRK202 - Observe environmental work practices

### Assessment

Assessment techniques used in this course include -Teacher Questioning, Observations with checklists, Diary or Journal entries, Work Placement in Industry and Completion of Practical Activities.

Assessment strategies vary depending on the particular unit of competency and the setting of the task.

Assessment criteria and techniques are stated in each unit of competency. Competence will be achieved when the learner successfully completes the learning outcomes. Students will be issued with a Record Book, which will serve to record competencies achieved during the course. All successful units of competency will be recorded with a Certificate II possibly being completed. Part-completion of the course will result in the student being issued with a Statement listing industry competency standards in which the student has demonstrated competence. The course allows for the recognition of a student's prior learning (referred to as "RPL") should the student proceed into a TAFE program incorporating units of competency already determined as competent while at secondary school.

# Conservation & Land Management - Certificate II (AHC21016) Vocational Education Subject

The course enables students to participate in an agricultural course with an environmental focus and achieve vocational outcomes. It is an activity-based subject where students learn by doing, develop a commitment to the environment, good work ethic (both independently and in a team) and prepare for the workplace. There is a focus on planning and carrying out routine tasks with some assistance.

## Pathways

A certificate course of study in Conservation & Land Management can establish a basis for further

## Structure

This course involves practical, hands-on, industry relevant experiences both on and off campus. It consists of core (i.e. compulsory) and elective units of competency. As students are involved in physical maintenance of properties and environmental work, they need to be prepared to do physically challenging tasks during the course of this subject. Students will work with plants and machinery in the natural environment.

### Core (2) Elective (13)

AHCWHS201 - Participate in work health safety processes	AHCMOM203 - Operate basic machinery and equipment
AHCWRK209 - Participate in environmentally sustainable work practices	AHCMOM204 - Undertake operational maintenance of machinery
AHCBIO201 - Inspect and clean machinery for plant, animal and soil material	AHCMOM205 - Operate vehicles
AHCCHM201 - Apply chemicals under supervision	AHCMOM213 - Operate and maintain chainsaws
AHCFAU201 - Recognise Fauna	AHCNAR201 - Carry out natural area restoration works
AHCILM202 - Observe and report plants or animals	AHCSAW201 - Conduct erosion and sediment control activities
AHCINF201 - Carry out basic electric fencing operations	AHCWRK201 - Observe and report on weather
AHCINF202 - Install, maintain and repair farm fencing	AHCWRK202 - Observe environmental work practices
AHCINF203 - Maintain properties and structures	AHCWRK204 - Work effectively in the industry
AHCMOM202 - Operate tractors	AHCWRK205 - Participate in workplace communications
	AHCMOM304 - Operate machinery and equipment

## Assessment

Assessment techniques used in this course include - Teacher Questioning, Observations with checklists, Diary or Journal entries, Work Placement in Industry and Completion of Practical Activities.

Assessment strategies vary depending on the particular unit of competency and the setting of the task.

Assessment criteria and techniques are stated in each unit of competency. Competence will be achieved when the learner can successfully complete the learning outcomes. Students will be issued with a Record Book, which will serve to record competencies achieved during the course. All successful units of competency will be recorded with a Certificate II possibly being completed. Part-completion of the course will result in the student being issued with a Statement listing industry competency standards in which the student has demonstrated competence. The course allows for the recognition of a student's prior learning (referred to as "RPL") should the student proceed into a TAFE program incorporating units of competency already determined as competent while at secondary school.



# Information, Digital Media and Technology – Certificate II (ICT20115)

## Vocational Education Subject

VET

This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This course encourages the ability to communicate effectively and to use technology-specific language appropriately, accurately and confidently while developing the personal attributes of self-reliance, responsibility, self-management and the ability to work in a team. Students will study Certificate II in Information Technology (ICT20115) through the following units: Occupational Health Safety and Sustainability, Communication in the work environment, Webpage design, Technical knowledge and skills, Integrated software project

### Pathways

Possible job titles relevant to this qualification include: office assistant, records assistant and junior

### Structure

This course may be started at the beginning of year 10, 11 or 12 and will take 12 months to complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

#### Competencies

BSBSUS201 - Participate in environmentally sustainable work practices	CUADIG303 - Produce and prepare photo images
BSBWHS201 - Contribute to health and safety of self and others	ICPDMT3210 - Capture digital images
ICTICT201 - Use computer operating systems and hardware	ICTICT205 - Design basic organizational documents using computing packages
ICTICT202 - Work and communicate effectively in an IT environment	ICTICT206 - Install software applications
ICTICT203 - Operate application software packages	ICTICT207 - Integrate commercial computing packages
ICTICT204 - Operate a digital media technology package	ICTSAS203 - Connect hardware peripherals
ICTWEB201 - Use social media tools for collaboration and engagement	ICTSAS206 - Detect and protect from spam and destructive software

### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and projects.

# Information, Digital Media and Technology

## – Certificate III (ICT30118)

### Vocational Education Subject

This qualification provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user. Persons working at this level will support information technology activities in the workplace across a wide range of ICT areas, including technical support, network administration, web technologies, software applications and digital media technologies.

### Pathways

Possible job titles relevant to this qualification include: Help Desk Officer, Help Desk Assistant,

### Structure

This course has a flexible rolling start. Generally students start at the beginning of year 11 or after the completion of ICT20115 Certificate II in Information, Digital Media and Technology. It usually takes 2 years to complete this course. Students enrolling in year 12 will be eligible for credit for the competencies that they complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

#### Competencies

BSBSUS401 - Implement and monitor environmentally sustainable work practices	CUADIG302 - Author interactive sequences
BSBWHS304 - Participate effectively in WHS communication and consultation processes	CUADIG304 - Create visual design components
ICTICT202 - Work and communicate effectively in an IT environment	ICPDMT346 - Incorporate video into multimedia presentations
ICTICT301 - Create user documentation	ICTICT306 - Migrate to new Technology
ICTICT302 - Install and optimise operating system software	ICTPRG301 - Apply introductory programming techniques
ICTSAS308 - Run standard diagnostic tests	ICTWEB201 - Use social media tools for collaboration and engagement
BSBEBU401 - Review and maintain a website	ICTWEB302 - Build simple websites using commercial programs
CUADIG301 - Prepare video assets	ICTWEB303 - Produce digital images for the web
	ICTWEB403 - Transfer content to a website using commercial packages

### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include quizzes, case studies, practical activities, observation and student selected projects.



# Hospitality – Certificate II (SIT20316)

## Vocational Education Subject

VET

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills with a general application in personal and working life, as well as specific knowledge and skills related to employment within the hospitality industry.

This subject is a highly practical course. Students must be committed to participation in theoretical and practical lessons, excursions, Industry Placement, and the completion/ submission of all assessment. As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualifications. Students will always have advanced notice of their required attendance.

Students enrolled in Certificate II in Hospitality will have additional opportunity to participate in off-campus programs to enhance their studies. The school partners with other Registered Training Organizations to provide the competency SITHFAB002 - Provide responsible service of alcohol. This course is run online with support

## Structure

- During the year course students will complete a program of study which includes 6 Core Units & 6 Elective Units. The Certificate II in Hospitality structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT).

Core topics	Elective topics
<ul style="list-style-type: none"><li>• BSBWOR203 – Work effectively with others</li><li>• SITHIND002 – Source and use information on the hospitality industry</li><li>• SITHIND003 – Use hospitality skills effectively</li><li>• SITXCCS003 – Interact with customers</li><li>• SITXCOM002 – Show social and cultural sensitivity</li><li>• SITXWHS001 – Participate in safe work practices</li></ul>	<ul style="list-style-type: none"><li>• SITXFSA001 – Use hygienic practices for food safety</li><li>• BSBCMM201 - Communicate in the workplace</li><li>• BSBITU201 - Produce simple word processed documents</li><li>• SITXFIN001 -Process financial transactions</li><li>• TLIE1005 - Carry out basic workplace calculations</li><li>• SITHFAB002 - Provide responsible service of alcohol</li><li>• SITHFAB004 - Prepare &amp; serve non-alcoholic beverages</li></ul>

## Assessment

Hospitality is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: folio of work, observations, performance in functions, role play, research assignments written tests, online exams, oral presentations, structured work placements.

provided to students from the hospitality trainer. Students will be required to pay approximately \$19 - \$24 for this course.

## Pathways

A certificate course of study in Hospitality can establish a basis for further education and employment in a wide range of other qualifications in the hospitality and broader service industries. This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Possible jobs could include bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant, porter or room attendant.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills in food and beverage production, handling and function service and working individually and as part of a team.

# Kitchen Operations – Certificate II (SIT20416)

## Vocational Education Subject

VET

The hospitality industry has become increasingly important in Australian society as a source of expanding employment opportunities. This certificate course provides students with a wide range of interpersonal skills related to employability within the industry with a specific focus on the knowledge and skills related to the food preparation.

This subject is a highly practical course which provides students the opportunity to complete a Certificate II in Kitchen Operations. This is a nationally recognised qualification which may lead to further employment and training in many areas of the Hospitality industry. Loganlea SHS has a Trade Training Centre (TTC), that provides a fully equipped commercial kitchen and attached restaurant, bar and event centre in which students undertake their training.

Students must be committed to participation in both theory and practical elements of the course, excursions, structured work placement in a commercial setting and completion and submission of all assessment.

## Structure

During the one year course students will complete a program of study which includes 8 core units and 5 elective units. The Certificate II in Kitchen Operations structure is based on the packaging rules described in the Tourism, Hospitality and Events training package (SIT).

### Core topics and Elective Topics

<ul style="list-style-type: none"><li>• BSBWOR203 - Work effectively with others (core)</li><li>• SITHCCC001 - Use food preparation equipment (core)</li><li>• SITHCCC005 - Prepare dishes using basic methods of cookery (core)</li><li>• SITHKOP001 - Clean kitchen premises and equipment (core)</li><li>• SITHCCC011 - Use cookery skills effectively (core)</li><li>• SITXFSA001 - Use hygienic practices for food safety (core)</li><li>• SITXFSA002 - Participate in safe food handling practices (core)</li></ul>	<ul style="list-style-type: none"><li>• SITXINV002 - Maintain the quality of perishable items (core)</li><li>• TLIE1005 - Carry out basic workplace calculations (elective)</li><li>• SITHCCC002 - Prepare and present simple dishes (elective)</li><li>• SITHCCC003 - Prepare and present sandwiches (elective)</li><li>• BSBCMM201 - Communicate in the workplace (elective)</li><li>• SITHCCC006 - Prepare appetisers and salads (elective)</li></ul>
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## Assessment

Kitchen Operations is competency based assessment. Students will have many opportunities to demonstrate competence through a range of practical and theoretical tasks.

These may include: written tests, online exams, observations with checklists, portfolios, teacher questioning, practical functions/restaurants, practical exams and structured work placement.

As part of this course students will need to attend out of school hours functions as required in order to demonstrate the appropriate competencies to complete the qualification. Students will always have advanced notice of their required attendance.

## Pathways

In Kitchen Operations, individuals could progress to a wide range of other qualifications in the hospitality and broader service industries. This qualification may provide a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible jobs could include chef, cook, catering operations, food handling and manufacturing positions.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to use hygienic practices in food handling, preparation and storage, prepare and present food and to work effectively with others.

# Outdoor Recreation – Certificate II (SIS20419)

## Vocational Education Subject

VET

This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps.

This subject involves preparing students for employment and participation in the Outdoor Recreation sector by developing core (i.e. compulsory), activity specific and general industry competencies. Students undertake camps, school activities and day trips as a way to develop the required skills and knowledge associated with the activity skills which include canoeing, kayaking, fishing, bushwalking and navigation. Students will also develop the required skills to respond to emergency situations, including aquatic rescues and assist in leading recreation activities. This subject involves students participating in the outdoors and physical activities. Students need to be prepared to do physically challenging tasks during the course of this subject. Students need to be prepared to engage with the natural environment.

costs. Students showing interest in these particular electives will be provided with permission slips, current costs and activity requirements before electives are selected.

## Pathways

This qualification is suitable for an Australian Apprenticeship pathway.

## Job Roles

This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

## Objectives

By the conclusion of this course students should have developed industry standard knowledge and skills to demonstrate the required activity skills and work under supervision as an Outdoor Recreation Assistant. Structure

## Structure

This course is structured to be delivered over two years and accounts for up to 1200 hours of training and assessment time. During enrolment in the course students will complete four (4) core units and seven (7) elective units of competency. The Certificate II in Outdoor Recreation structure is based on the packaging rules described in the Sport, Fitness and Recreation (SIS) training package.

### Core topics and Elective Topics

**Students need complete 15 units of work, 5 core and then 10 of the elective choices;**

#### Core units;

HLTAID003 - Provide first aid  
SISOODR201A - Assist in conducting outdoor recreation sessions  
SISOOPS201A - Minimise environmental impact  
SISXIND001 - Work effectively in sport, fitness and recreation environments  
SISXOHS101A - Follow occupational health and safety policies

**You can then choose two of the following specialties:**

#### Bushwalking:

SISOBWG201A - Demonstrate bushwalking skills in a controlled environment  
SISONAV201A - Demonstrate navigation skills in a controlled environment

#### Canoeing:

SISOCNE201A - Demonstrate simple canoeing skills  
SISOCNE202A - Perform deep water rescues

#### Fishing:

SISOFSH201A - Catch and handle fish  
SISOFSH206A - Locate and attract fish

**You can then choose 6 of the remaining competencies:**

SISOINT201A - Conduct interpretation within an outdoor activity  
SISOOPS202A - Use and maintain a temporary or overnight site  
SISXEMR001 - Respond to emergency situations  
SITXFSA001 - Use hygienic practices for food safety  
TLIB2004 - Carry out vehicle inspection  
TLIB2008 - Carry out inspection of trailers

## Mandatory Requirements

### Camps and Day Trips

This course requires students to be involved in excursions or camps. These activities form part of the student's assessments in the qualification. It is therefore important that students attend the camps in this program, in order to be deemed competent.

### High Risk Permission

Students will participate in a range of activities, some of which are deemed to be high risk. Before students are able to participate in high risk activities, parental permission must be received. High risk activities student participate in include:

- Canoeing/Kayaking on Flat Water and Grade 1 Water
- High risk fishing locations and equipment (e.g. fishing from boats, fishing with lures and multiple hooks)
- Cooking on a camp stove.
- Swimming in Pools and other bodies of water

There is the expectation that students who participate in this subject are physically capable of participating in activities and able to swim at least 50m with minimal assistance.

### Positive Notice Blue Card

As part of the qualification, students enrolled are required to assist in conducting Outdoor Recreation Sessions. Their clients may include peers of the same age, staff and peers who are younger (including year 6 students attending a transition to school day).

Due to the nature of the participants, it is a requirement that students apply for a Blue Card (Working with Children Check). This will be facilitated through the school and enrolled students will receive a volunteer Blue Card.

Students will need to provide two forms of ID and must not be considered a Disqualified Person.

For more information on Blue Card Requirements visit: <https://www.bluecard.qld.gov.au>

## Assessment

Students are assessed through a range of different modes in this qualification, below is a list of different assessment tools in use.

- **Observation** – direct observation of student's performance of required skills in actual and simulated environments.
- **Questioning** – each project consists of a 'Knowledge Check' tasks, where students record evidence of the required knowledge pertaining to the units in the project.
- **Research Folio** – students compile a research folio pertaining to six fish species in areas they undertake fishing in, as well as compiling a minimal impact folio that includes information on the environmental, cultural and heritage characteristics of an area, as well as a brief report of the potential causes and consequences of environmental damage for two activities.
- **Research Presentation** – students' research and gather information about the sports fitness and recreation industry, compile this into a presentation, which is presented (shared) with their peers.
- **Folio of Evidence** – collections of evidence showing students have participated in opportunities to update current and emerging information relevant to Outdoor Recreation (i.e. Green Circle Membership with QORF, AIS Coaching General Principles Certificate, Record of conversation with an experienced industry personnel, satisfactory progress in course); and a collection of evidence of tasks completed (i.e. maintenance and repair logs, hazard reports, incident reports)

# Dance – Certificate II (CUA20113)

## Vocational Education Subject

VET

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry. This is a practical based subject which will see students perform at live events and work with industry professional to develop their skills as a dancer. Commitment to the dance team and work ethic is encouraged and preparation for the workplace is facilitated. There is a focus on individually and on team work as well as on planning and carrying out of routine tasks with some assistance.

### Pathways

Possible job titles relevant to this qualification include: Dance teacher assistance & performer.

### Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to the creative industry sector, specifically the dance sector. They will have also established a basis for further education within the creative industry sector.

### Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 12-24 months to complete.. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

*Please note there will cost of costuming, performances and dance shoes which will need to be covered by the student.*

#### Core topics and Elective Topics

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• BSBWOR203 Work Effectively with others</li><li>• CUADAN201 Develop basic dance techniques</li><li>• CUADAN202 Incorporate Artistic expression into basic dance performances</li><li>• CUAWHS101 Follow Safe Dance Practices</li><li>• CUAPRF201 Prepare for Performance</li></ul> | <ul style="list-style-type: none"><li>• CUADAN203 Perform basic jazz dance technique</li><li>• CUVRES202 Source and use information relevant to own arts practice</li><li>• CUADAN208 Perform basic street dance technique</li><li>• CUAFIN201 Develop and apply Creative Arts Industry Knowledge</li><li>• CUAWHS201 Develop a basic level of physical condition for dance performance</li></ul> |
|---|---|

### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include theory studies, case studies, practical activities, observation and student selected projects.



# Dance – Certificate III (CUA30113)

## Vocational Education Subject

VET

This qualification is a foundation qualification that allows learners to further develop their technical skills and knowledge to prepare for work in the live performance industry. This is a practical based subject which will see students perform at live events and work with industry professional to develop their skills as a dancer. Commitment to the dance team and work ethic is encouraged and preparation for the workplace is facilitated. There is a focus on individuality and on team work as students plan and carry out routine tasks with some assistance. Students will also engage with Children Theatre in while assisting dance teaching within the local community.

### Pathways

Possible job titles relevant to this qualification include: Choreographer, Dance teacher assistance & performer.

### Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills related to the creative industry sector, specifically the dance sector. They will have also established a basis for further education within the creative industry sector.

### Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 24 months to complete. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and VET information provided on the student drive. Students successfully achieving all qualification requirements will be provided with a qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Please note there will be a \$125.00 fee to cover cost of costuming, performances and dance shoes.

#### Core topics and Elective Topics

<ul style="list-style-type: none"><li>• CUACHR301 Develop basic dance composition skills</li><li>• CUADAN202 Incorporate Artistic expression into basic dance performances</li><li>• CUADAN301 Integrate rhythm in dance or movement techniques</li><li>• CUAIND301 Work effectively in the creative arts industry</li><li>• CUAPRF307 Develop performance techniques</li><li>• CUADT301 Assist with dance teaching</li></ul>	<ul style="list-style-type: none"><li>• CUAWHS301 Condition the body for dance performances</li><li>• CUDAN305 Increase depth of Jazz technique</li><li>• CUDAN308 Increase depth of contemporary dance technique</li><li>• CUADAN309 Increase depth of street dance</li><li>• CUAWHS406 Interact appropriately with children in performing arts environments</li><li>• CUACOS304 Develop and apply knowledge of costume</li><li>• CUAMUP301 Prepare personal appearance for performances</li></ul>
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### Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome or an individual performance criterion within a learning outcome, the student is eligible for recognition of prior learning. The assessment tools include theory studies, case studies, practical activities, observation and student selected projects.

# Visual Arts – Certificate II (CUA20715)

## Vocational Education Subject

VET

The arts are a powerful vehicle for communication, a way to express visions that are beyond the capacity of words and a medium for cultural enlightenment.

This Certificate in Visual Arts courses offer a great foundation if you're not sure which creative discipline you're interested in – or if you want to get to know about art and the world of visual communications before you go further.

You will graduate with an accredited Certificate II which is a great stepping-stone to a degree. You'll learn to apply theories using modern techniques and media in appropriate and innovative ways. At the completion of this certificate course, you will graduate with a folio of 2D and 3D works of art.

range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics, production art.

## Objectives

By the conclusion of the course of study, students should have developed industry standard knowledge and skills to source information to develop art practice, complete printmaking, painting and drawing activities, storing art works and to working safely in an art-making environment.

## Pathways

A certificate course of study in Visual can establish a basis for further education and employment in a

## Structure

This course may be started at the beginning of year, 10, 11 or 12 and will take 12-24 months to complete. The Certificate II in Visual Arts (CUA20715) will be studied through the following units of competency.

### Core topics and Elective Topics

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• BSBWHS201 - Contribute to health and safety of self and others</li><li>• CUAACD101 - Use basic drawing techniques</li><li>• CUADRA201 - Develop drawing skills</li><li>• CUAPPR201 - Make simple creative work</li><li>• CUAPRI201 - Develop printmaking skills</li></ul> | <ul style="list-style-type: none"><li>• CUADIG202 - Develop painting skills</li><li>• CUADIG202 - Develop digital imaging skills</li><li>• CUARES202 - Source and use information relevant to own arts practice</li><li>• CUAPPR203 - Store finished creative work</li></ul> |
|---|--|

## Assessment

This course is competency based. Where a student can demonstrate prior learning in a particular learning outcome, the student is eligible for recognition of prior learning. The assessment tools include student workbooks, observations and practical activities within a simulated work environment where students will gain experience in the visual arts field.

# VOCATIONAL EDUCATION AND TRAINING (VET) PRIVACY NOTICE

Under the *Data Provision Requirements 2012*, **Loganlea State High School** is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER - National Centre for Vocational Education Research) and the Queensland Curriculum and Assessment Authority (QCAA).

Your personal information may be used or disclosed by Loganlea State High School for statistical, administrative, regulatory and research purposes. Loganlea State High School may disclose your personal information for these purposes to:

- Commonwealth and State or Territory government departments and authorised agencies; and
- NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

- populating authenticated VET (Vocational Education and Training) transcripts;
- facilitating statistics and research relating to education, including surveys and data linkage;
- pre-populating RTO student enrolment forms;
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at [www.ncver.edu.au](http://www.ncver.edu.au) (<http://www.ncver.edu.au/>)).

The information contained in this booklet complies with information held by the school at time of printing.

On receipt of updated information from Authority bodies, the school reserves the right to alter courses to comply with changed requirements.

Subjects that deliver vocational education competencies comply with QCAA guidelines.

Subjects offered will only be timetabled if there are sufficient student numbers for the class to go ahead.

Loganlea State High School is a Registered Training Organization (RTO), national provider number 30072. In the event a training package expires, students will transition to the new package at the earliest possible juncture.