



**St Patrick's College**

**GYMPIE**

*Let your light shine*



# Senior Handbook 2023

**St Patrick's College Gympie**

**June 2022**



# Contents

<b>Principal's Notes</b>	<b>4</b>
<b>The College Community</b>	<b>5</b>
College Mission Statement	5
Our Vision for Learning	5
Community Partnerships at St Patrick's College	7
<b>Handbook Purpose</b>	<b>8</b>
Tertiary Entrance	9
Making Tertiary Choices	9
Vocational Qualifications	9
Choosing Senior Subjects	10
Subject Changes	10
Information Provided to Parents	10
Year 10 Senior Education and Training Plan	11
Subject Choices	12
ATAR Eligible Pathway	
Blended Pathway	
<b>General Information</b>	<b>13</b>
Driver Education	
Social Justice	
Workplace Learning	
<b>Senior Education Profile</b>	<b>14</b>
Senior Education and Training Plan	14
Statement of results	14
Queensland Certificate of Education (QCE)	14
Queensland Certificate of Individual Achievement (QCIA)	15

## **Senior subjects** **16**

Underpinning factors 17

Vocational Education and Training (VET) 17

Australian Tertiary Admission Rank (ATAR) eligibility 18

## **General syllabuses** **20**

Structure 20

Assessment 20

## **Applied syllabuses** **22**

Structure 22

Assessment 22

## **Senior Courses** **24**

General Mathematics 25

Mathematical Methods 27

Specialist Mathematics 29

Essential Mathematics 31

English 33

Literature (English) 35

Essential English 37

Business 39

Geography 41

Legal Studies 43

Ancient History 45

Modern History 47

Study of Religion 49

Religion & Ethics 51

Design 53

Hospitality Practices 55

Industrial Graphics Skills 57

Physical Education	59
Biology	61
Chemistry	63
Physics	65
Psychology	67
Drama	69
Film Television & New Media	71
Visual Art	73
Visual Arts in Practice	75
Cert III Business	77
Cert I in Construction	78
Cert IV in Crime & Justice Studies	79
Cert II in Engineering Pathways	80
Cert III Sport & Recreation/ Cert II Sport & Recreation	81
Cert III Tourism/ Cert II Hospitality	83
East Coast TAFE	84
Distance Education Subjects	84

# Welcome to the Senior Years of Study

Dear Students

As Senior students, you are on an exciting and challenging component of your life long educational journey. Discussions made now impact on future success and informed decision-making means arriving at the goal is much easier.

Our Vision for Learning is 'Fostering Talent, Providing Challenge, Pursuing Wisdom'. At St Patrick's College, we value education and provide for diverse pathways that lead to tertiary education, apprenticeships and traineeships, or work options. Educational research proves that education impacts on post-school economic, social and spiritual health. Qualifications are important – starting with the QCE (usually achieved at the end of Year 12) and progressing to post school education and training such as tertiary studies, apprenticeships or traineeships or ongoing training in the workforce. However, we value education beyond the material benefits that education leads to. Our educational vision is to enhance the spiritual, academic, social, physical and cultural aspects of each of our students. Our vision for education is that it prepares one for life. When talents are utilised, challenges are sought and overcome and wisdom is gained. An education shared benefits the individual and the community.

In choosing St Patrick's College, students make a commitment to the Catholic ethos of our College - a commitment to learn about and practise Gospel values in our community. We have high expectations that our Senior students will contribute to the community by modelling right relationships with others. The *Memorandum of Understanding* you will sign clearly states your responsibilities as a Senior student. The next two years will be full of challenges and excitement as you prepare for your individual learning pathway. The effort required will be substantial. Your determination in achieving your goals and how you invest in yourself will be the measure of your achievement.

Please read this information booklet carefully and discuss your choices with your parents and advisors. This will allow you to plan carefully and utilise your gifts to their full advantage.

I am confident that, with support and effort, all students at St Patrick's College will "Let their light shine" and that the next two years will be an ideal opportunity for you to develop your gifts and talents as you mature into a young adult.

Mr Mark Newton

Principal

# The College Community

## St Patrick's College Mission Statement

St Patrick's College aspires to be based on Gospel values of love, forgiveness, care, respect, sensitivity and justice. We strive to:

- witness to belief in God and the Christian way of life in our dealings with each other and the wider community,
- foster and applaud the talents and potential of each member of our school community,
- promote intellectual, spiritual, emotional, social and physical development to the full,
- foster a deepening personal commitment to God. The College badge and motto were designed to encompass the aims and ideals of Catholic Education in St Patrick's Parish, Gympie:



***Let Your Light Shine***



## Our Educational Vision

### **Fostering talent, Providing challenge, Pursuing wisdom**

We aim to develop the talents, skills and attributes of our students. However, it is important that they are challenged to further develop these themselves. All senior courses do challenge the students academically and it is important that the students are willing to accept and respond to this challenge. The overall good of education is for the students to become wise. This is a life-long process and the College aims to assist them in this journey.

## Community Partnership at St Patrick's College

Student outcomes are best achieved through partnership between the Student, Parent and College. Each contributor to the partnership needs to be aware of how they can work together in an educational community, founded in a holistic Catholic world-view. The aim is to put in effort to grow capable, morally attuned life-long learners.

Students entering the Senior phase of learning at St Patrick's College are asked to:

- Respect, support and promote the College mission and values.
- Be an effective role model for younger students by way of good example in behaviour, attitude, presentation and study.
- Enhance the reputation of the College by maintaining a high standard of politeness, behaviour, dress and language at all times, both in and out of the College.
- Participate fully in the Religious Education and Pastoral Program of the College, including participation in RE Days, Religion Classes, Retreats, Camps, Social Justice programs, Driver Education programs, House celebrations, Sports Days and College liturgies and celebrations.
- Abide by the College rules and policies.
- Attend school and all timetabled classes, participating in all learning activities to the best of their ability – keeping in mind 'individual work for collaborative learning'.
- Respect and support the rights of teachers to teach and other students to learn

Parents recognise the responsibilities of assisting their children in meeting all of these expectations.

The College is the sum of the traditions, students, parents and staff, with the staff using the resources available to provide opportunities for students to grow academically, physically, socially and spiritually.

# Handbook Purpose

This booklet is designed to assist you, with the support of your parents, in choosing senior subjects. It is important that the choice is made carefully, as decisions may affect your success and attitudes towards school and your career choice beyond school. For most people, there is not one right job, but several jobs they could do and enjoy. Different jobs will suit you at different times. Your career is your whole working life, which can be made up of different jobs, volunteering and vocations, involving many changes in direction.

It is important that you make informed choices. It is wise to base your career decisions on a good understanding of yourself, as well as a thorough knowledge of the jobs and courses open to you. It takes time to think about yourself, to decide what sort of lifestyle you want, to talk to people and to explore occupations. This is also an evolving process, and you could easily find your ideas changing over time. It is important to talk about these feelings with peers, teachers and parents as they occur.

When you are investigating career possibilities, realise that some of your thoughts and decisions could be influenced by:

- family advice, pressure or expectations
- peer group pressure
- “role models”, i.e., seeing people you admire or respect doing a particular job
- society or community expectations
- the media-it is important that you realise that the decision is up to you.

Remember, it is your individual interests, talents, experience, training, education, skills, values, beliefs and knowledge that need to be considered when it comes to making a choice. Don't give up if someone thinks your dream is foolish, hard to achieve, or out of your reach. It is wise to seek advice and help from people who are able to offer it, but remember that the final decision is yours. It is important that you take charge of your future. Only you can make career choices that work for you. You are the person best suited to choose work that suits your own unique skills, knowledge, personality and interests. Your first choice for Year 11 study will be between the University Entrance (often associated with ATAR) pathway and the Vocational pathway. If you have been doing well in your subjects, are aiming at attending university, and enjoy studying academic subjects, you should make choices that make you ATAR eligible. However, if you have found many of your subjects difficult, or wish to gain employment or attend TAFE after school, or prefer more practical “hands-on” subjects, then the Vocational pathway would be more suitable.



## Tertiary Entrance

This section applies to students contemplating university studies after school. Several factors determine whether or not students are accepted into particular courses at University. Each tertiary course has a quota or limit on the number of students who can be accepted each year. The higher the result, the better the chances of being admitted into the tertiary course of choice. Below are the requirements for entry into a course at university:

1. Pre-requisite subjects must have been studied. Each course will stipulate certain General subjects and minimum Achievement Levels which students need. English, Mathematics and Science subjects are the main subjects listed as pre-requisites for many tertiary courses. However, many courses and careers do not have Mathematics and Science subjects as pre-requisites.
2. Students must have a sufficiently high ATAR. Whilst there is a guide published annually, the ATAR cut offs are based on prior yearly trends and may not completely reflect the application intentions of the students in your year level.
3. Some courses require direct application and demonstration of practical capacity.
4. Some universities will accept Cert III and above as alternatives to an ATAR, though this is dependent on each individual University, and is subject to change.

## Making Tertiary Choices

All tertiary institutions produce handbooks, prospectuses and brochures which provide course details. They can be obtained from the institution or the Career Section in the College library or from the university websites. Most tertiary institutions hold annual information days to provide course information and advice.

When choosing a tertiary course, you should consider the entrance requirements, the subjects involved, how they are taught and assessed, the opportunities to combine subjects from a number of different disciplines. Other important things that may affect your decision include the length of a course, costs involved, and the availability of part time study. It is also necessary to choose an institution carefully. Factors you should consider include the size of its student population, its location (in terms of time and money spent in travel), support services, and the availability of accommodation on or near the campus.

## Vocational Qualifications

Vocational education and training (VET) helps Year 11 and Year 12 students in their transition from school to work. It contributes to young people's chances of obtaining employment upon leaving school. It is important to realise that Vocational Education subjects still require students to study and to work hard. In some subjects, the course demands may exceed the normal work requirements of senior students undertaking traditional academic subjects. Vocational qualifications are nationally recognised and allow for articulation or advanced standing to any institute in Australia offering national modules as part of their course.

VET in schools potentially opens up a range of post-school further education, training and employment possibilities. Many students are able to link their study with a school-based apprenticeship or traineeship. Students in Vocational Education subjects may seek recognition of their prior learning. They would obtain an application form for Recognition of Prior Learning (RPL) from the subject teacher, and submit this with appropriate evidence. Details about subjects and specific modules are provided in this handbook.

## Choosing Senior Subjects

The initial information about senior schooling is provided during Life Skills classes, Industry Day, meetings with subject teachers, and then the Year 10 Student and Parent night. Students and parents later meet with members of the College staff to discuss pathways and subject choices. Before this meeting, it is important to consider goals and levels of commitment to learning. It is expected that students will have completed most of their SET plan online before this meeting.

Subject choice should be based on subjects enjoyed, in which the student has demonstrated some ability or aptitude, which will help reach chosen course and career goals, which will help develop skills, knowledge and attitudes useful throughout life, and which will keep options open if not sure about further directions. When planning to study a university course, the prerequisite and recommended subjects need to be considered.

Relate subjects to current career information It is helpful to have a few career choices in mind before choosing subjects. The discussion during the interview will help. If uncertain about this at present, try to choose a Year 11 course that will keep several career options open.

## Subject Changes

Subject changes are possible if a student finds a subject too difficult or feels that a particular subject is not proving beneficial. Changing subjects involves discussion with a Learning Team Middle Leader, consulting the teachers of the subjects involved, checking the impact on ATAR and QCE eligibility, and receiving the permission of parents.

Subject changes normally occur within one week of receiving semester reports or at the end of a unit. Changes during a unit are not advised as they prevent students from completing the course work required to gain the QCE point for that unit. ATAR requirements mean that students need to complete General Subjects in full Units of study in Year 11, and as a paired set in Unit 3 & 4.

Generally speaking, it is expected that all Year 11 students will complete Unit 1 before making any subject changes.

Students choosing a subject offered through the School of Distance Education are expected to study that subject for at least a year, and will need to negotiate this with the Middle Leader Pathways and the Deputy Principal. There is considerable work involved in having students access this option and the choice should not be made lightly.

## Information Provided to Parents

During the two years of senior schooling, there are a number of opportunities for parents to discuss their child's progress and to receive information.

- School reports are issued mid-Semester 1, at the end of Semester 1 and at the end of Semester 2.
- Parent-teacher meetings are held after Term 1 and Semester 1 reports. However, appointments to discuss concerns can be made with the relevant teachers at any time during the year.
- Information Evenings are held in both Years 11 and 12.

## Year 10 Senior Education and Training Plan

The SET Plan is the document that is developed by every Year 10 student with the help of school staff and parents. It is a plan that helps students work toward their goals in their senior years at school and then onto tertiary study and the world of work. The school keeps an electronic copy.

The SET Plan is designed to:

- promote learning that is aligned with the students' aspirations and abilities that leads to the awarding of a Certificate of Education, ATAR, Vocational Qualification or a viable work option
- serve as a reference point or map for the students as they pass through their senior years
- support participation in further education and training
- promote ongoing discussions between students, parents and school staff
- continue to prepare students to take the responsibility for their own learning
- provide the school with a starting point to monitor students' progress through their senior phase of learning

The SET Plan will involve four stages:

- thinking about your future
- exploring the options
- documenting the plan
- implementing the plan

Students have undertaken reflection and personal exploration of capacity and interest in Life Skills classes. A number of parent and student meetings are arranged for students to meet with College Leaders and Teachers of Year 11 and 12 Subjects. Students then undertake a SET Plan online process with their parents, and then meet with designated teachers to confirm how the intended course of study aligns with the best interest of the student, family and College.

By the time students are ready to commit to their SET plan, they need a detailed understanding of:

- their personal goals and aspirations
- education and training requirements to achieve their goals
- areas of strength and areas requiring further attention
- contingencies that allow for changed circumstances
- the full range of career options and pre-requisites

Students receive their student code and a password so that they can log into the SET plan online. This is discussed at the interview. After subject lines have been finalised, the student's subject choices are uploaded into their SET plan.

## Subject Choices

All students must choose an English, Maths and Religious Education subject as their Core subjects.

If students do not choose Study of Religion, they must take Religion & Ethics. Students at Brisbane Catholic Education Colleges are to study a timetabled class of religion and these two subjects meet those requirements. In addition, SOR is a highly ranked General Subject that contributes to an ATAR. Religion and Ethics is an enhanced Applied Subject that may now contribute to an ATAR under certain circumstances.

### ATAR Eligible Pathway

These are several possible ways to achieve an ATAR. Any of the following combinations will mean a student is eligible for an ATAR:

- 6 General Subjects
- 4 General Subjects + 1 Applied Subject or Certificate III

Students taking the ATAR pathway are generally advised to choose six General subjects, although they may choose up to two other subjects that have ATAR accreditation (please see the sections that follow). This provides the greatest potential for achieving well in scaled ATAR input scores.

Other courses may contribute to an ATAR – with the minimum requirement being 4 General Subjects and 1 Applied Subject or Cert III or above.

### Blended Pathway

Students wishing to study any other combination of General, Applied and Certificate Courses are considered to be taking a blended pathway.

Students taking a blended pathway must also study Religious Education, an English subject, and a Maths subject. They then may choose 3 other subjects, including subjects from the ATAR pathway.

Because of timetable restrictions, it is not possible to offer every subject combination. A number of subjects are taught as composite classes with Year 11 and Year 12 students. This enables a greater subject choice on each elective line, but also means that some subjects are 'locked' together on a line.

If only a small number of students wish to study a subject, it is unlikely to be offered. Students may be able to access that subject through the School of Distance Education.

Conversely, if too many students wish to study a subject, preferential admission will be determined on the basis of merit. For example, students taking the non-ATAR Pathway are given preferential access to certificate and school-based subjects. Students indicate subject preference at the time of their interview through the Subject Selection Online process.

## General Information

### Driver Education

All Year 11 students will undertake two days of Driver Education.

### Social Justice

Year 11 students are required to participate in the Social Justice program in accordance with the Catholic ethos of the College. The concept of service dates back to the Early Church. At St Patrick's College, we seek to promote this aspect of Christianity by providing a program that allows students the opportunity to have experiences which have the potential to promote understanding of others and themselves. Reaching out to others is clearly encompassed in our College Mission Statement and is encouraged and supported at all year levels. Whilst we encourage social justice action as a matter of course at the College, we encourage the Year 11s to undertake more leadership in the type of work they do.

***It is a College expectation that all Year 11 students meet the Social Justice component of 6 hours.***

### Workplace Learning

Vocational Education students are encouraged to participate in "workplace learning" one day per week. That is, they attend school four days per week and go to work for one full day. What students learn in the workplace is linked to the Vocational Curriculum they are studying at school. This allows them to obtain practical competencies, as well as experience a range of employment situations. Students are more likely to understand the underlying theory when the meaning is explored in specific situations giving students the opportunity to put theory into practice.

Vocational placements have many educational advantages for students including enabling them to:

- experience various work cultures;
- gain confidence;
- gain information and experience to enable informal career choice and planning;
- gain knowledge of employer's expectations;
- make contacts with employers; and
- demonstrate to the host employer their potential as employees.

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

The Queensland Certificate of Education (QCE) is a statement of attainment provided to young people who have achieved set standards in a significant amount of learning and met literacy and numeracy requirements. QCE requirements: To be eligible for the QCE, you must gain 20 (semester) credits which meet set standards and requirements

These requirements are:

- Completion of [Core Units](#)
- [Literacy and Numeracy](#)
- Duplication Avoidance

Full fact sheets are available from the QCAA links (above)

These changes in essence mean that:

- Students need to pass each Semester of their courses to gain credit for each phase or unit of learning. This is updated online regularly. General and Applied subjects contribute 1 QCE point per Unit of study, with Units 3&4 being counted as a pair.
- Students must also meet basic literacy and numeracy standards.
- Students can only claim the highest level of similar VET courses (eg. if a student completes a Certificate I Hospitality, then later completes a Certificate III, only the Certificate III will count towards the QCE), and only a limited number of QCE points can be attributed from lower level Certificate courses.

# 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 an ATAR.

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.

St Patrick's College offers students the opportunity to pursue a substantial range of subjects and courses in the following categories:

- General Subjects
- Applied Subjects
- Brisbane School of Distance Education subjects
- Certificate I, II, III, IV courses in class time
- Certificate and TAFE courses from external providers
- Traineeships and School-based Apprenticeships as negotiated.

## General syllabuses

General subjects are suited to students who are interested in pathways that lead primarily to tertiary studies and to pathways for vocational education and training and work.

## Applied syllabuses

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

## Senior External Examination

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



# Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses

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

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

## Applied syllabuses

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

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

# Vocational education and training (VET)

Students can access VET programs through the school if it:

- is a subject offered via the school as a Registered Training Organisation (RTO) OR an external Registered Training Organisation
- 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.

## Assessment Policy

The College Assessment Policy adheres to the requirements that the Queensland Curriculum and Assessment Authority mandates for the New QCE (Years 11 and 12). The College policy uses the principles and processes from the QCAA to inform similar expectations for our Year 7-10 students.

The full Policy Statement for how students and parents view, prepare for and engage in learning and assessment is on the College Parent and Student Portal, however the fundamental principles are outlined below.

- Assessment should be viewed as a process of producing evidence that demonstrates and informs further learning.
- The essential principles behind assessment at the College is for students to plan, manage time, then demonstrate integrity and a growth mindset. Assessment then provides feedback to students and parents and teachers that informs further learning.
- Students and parents should foster an environment where learning is positively engaged in and assessment is participated in with effort and in a timely manner. This would include;
  - Engaging in learning prior to assessment,
  - Seeking a to engage in holistic growth that promotes the development of the whole person,
  - Being aware of timelines for assignments, drafts and exams,
  - Working towards demonstrating an authentic best effort on time,
  - Understanding Assessment is mandatory part of the learning process, and has specific consequences for certification and the QCE (Year 12 attainment),
  - Understanding that attendance matters to learning and assessment,
  - Seeking assistance and support when circumstances arise in the manner outlined on the portal which enables the most appropriate and permissible support
- Specific aspects for parents to note in this full document are:
  - How to apply for extensions, and when this is permissible
  - The conditions required for a Medical Certificate (Yr7-10) as distinct from a **Medical Report (Yr11-12)**.

- **Applying for extended absence** – the College is primarily a face-to-face education provider and the assessment is built around this model. **This has consequences for Unit Completion in Year 11 and 12.**

Please consult the full document on the Parent or Student Portal. Additional resources can be found on the QCAA website.

# 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 (typically Year 12).

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:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions

- marked by the school according to a common marking scheme developed by the QCAA.

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

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

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

# Potential Senior courses - St Patrick's College for 2023

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## English

### General

- English
- Literature (English)

### Applied

- Essential English

## Humanities

### General

- Ancient History
- Business
- Geography
- Legal Studies
- Modern History
- Study of Religion

### Applied

- Religion & Ethics

### Certificate

- Certificate IV Justice Studies
- Certificate III Business \* via school RTO

## Technologies

### General

- Design

### Applied

- Industrial Graphics Skills
- Hospitality Practices
- Industrial Technology Skills

### Certificate

- Certificate I Construction \*via BlueDog RTO

- Certificate II Engineering Pathways\*via BlueDog RTO
- Certificate II Hospitality/Certificate III Tourism \* via SmartSkill RTO

## Health and Physical Education

### General

- Physical Education

### Applied

- Early Childhood Studies

### Certificate

- Certificate III Sport & Recreation/  
Certificate II Sport & Recreation \*via Binnacle RTO

## Science

### General

- Biology
- Chemistry
- Physics
- Psychology

### Applied

- Agricultural Practices

## Languages

### General

- Various – in conjunction with Brisbane School of Distance Education

## The Arts

### General

- Drama
- Film, Television & New Media
- Visual Art

### Applied

- Visual Arts in Practice
- Drama in Practice
- Media Studies in Practice





# General Mathematics

## General senior subject

General

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): • 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			

# 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			

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Combinatorics, vectors and proof</b> <ul style="list-style-type: none"> <li>• Combinatorics</li> <li>• Vectors in the plane</li> <li>• Introduction to proof</li> </ul>	<b>Complex numbers, trigonometry, functions and matrices</b> <ul style="list-style-type: none"> <li>• Complex numbers 1</li> <li>• Trigonometry and functions</li> <li>• Matrices</li> </ul>	<b>Mathematical induction, and further vectors, matrices and complex numbers</b> <ul style="list-style-type: none"> <li>• Proof by mathematical induction</li> <li>• Vectors and matrices</li> <li>• Complex numbers 2</li> </ul>	<b>Further statistical and calculus inference</b> <ul style="list-style-type: none"> <li>• Integration and applications of integration</li> <li>• Rates of change and differential equations</li> <li>• Statistical inference</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

Literature is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that

prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>Ways literary texts are received and responded to</li> <li>How textual choices affect readers</li> <li>Creating analytical and imaginative texts</li> </ul>	<b>Intertextuality</b> <ul style="list-style-type: none"> <li>Ways literary texts connect with each other — genre, concepts and contexts</li> <li>Ways literary texts connect with each other — style and structure</li> <li>Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>Relationship between language, culture and identity in literary texts</li> <li>Power of language to represent ideas, events and people</li> <li>Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>Dynamic nature of literary interpretation</li> <li>Close examination of style, structure and subject matter</li> <li>Creating analytical and imaginative 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): • Extended response — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — analytical written response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

# Literature (English)

## General senior subject

General

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

Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

## 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></ul>	<b>Texts and culture</b> <ul style="list-style-type: none"><li>• Examining and shaping representations of culture in 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</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></ul>

<ul style="list-style-type: none"> <li>• Responding to a variety of non-literary and literary texts</li> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>• Creating imaginative and analytical texts</li> </ul>	same issue in texts and shaping own perspectives <ul style="list-style-type: none"> <li>• Creating responses for public audiences and persuasive texts</li> </ul>	<ul style="list-style-type: none"> <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): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	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 identities, places, events and concepts</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <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>

# Business

## General senior subject

General

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): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	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

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>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — data report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — field report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</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>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

# Ancient History

## General senior subject

General

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages.

Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past.

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Investigating the Ancient World</b> <ul style="list-style-type: none"><li>• Digging up the past</li><li>• Ancient societies: slavery</li><li>• Ancient societies: art and architecture</li></ul>	<b>Personalities in their Times</b> <ul style="list-style-type: none"><li>• Hatshepsut</li><li>• Akhenaten</li><li>• Xerxes</li><li>• Perikles</li><li>• Alexander the Great</li></ul>	<b>Reconstructing the Ancient World</b> <ul style="list-style-type: none"><li>• Thebes — East and West, 18th Dynasty Egypt</li><li>• The Bronze Age Aegean</li></ul>	<b>People, Power and Authority</b> <ul style="list-style-type: none"><li>• Egypt: New Kingdom Imperialism</li><li>• Greece: the Persian Wars</li><li>• Greece: the Peloponnesian War</li></ul>

<ul style="list-style-type: none"> <li>• Ancient societies: weapons and warfare</li> <li>• Ancient societies: technology and engineering</li> <li>• Ancient societies: the family</li> <li>• Ancient societies: beliefs, rituals and funerary practices</li> </ul>	<ul style="list-style-type: none"> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Rome: the Punic Wars</li> <li>• Rome: Civil War and the breakdown of the Republic</li> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Julius Caesar</li> <li>• Augustus</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):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>• Extended response — historical essay based on research.</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>• Investigation — independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>• Examination — short responses to historical sources.</li> </ul>	

# Modern History

## General senior subject

General

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
<b>Ideas in the modern world</b> <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>• American Revolution, 1763–1783</li> <li>• French Revolution, 1789–1799</li> <li>• Age of Imperialism, 1848–1914</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Australian Indigenous rights movement since 1967</li> <li>• Independence movement in India, 1857–1947</li> <li>• Workers' movement since the 1860s</li> <li>• Women's movement since 1893</li> <li>• May Fourth Movement in China, 1919</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australia, 1914–1949</li> <li>• England, 1707–1837</li> <li>• France, 1799–1815</li> <li>• New Zealand, 1841–1934</li> <li>• Germany, 1914–1945</li> <li>• United States of America, 1917–1945</li> <li>• Soviet Union, 1920s–1945</li> <li>• Japan, 1931–1967</li> <li>• China, 1931–1976</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Australian engagement with Asia since 1945</li> <li>• Search for collective peace and security since 1815</li> <li>• Trade and commerce between nations since 1833</li> <li>• Mass migrations since 1848</li> <li>• Information Age since 1936</li> <li>• Genocides and ethnic cleansings since 1941</li> <li>• Nuclear Age since 1945</li> </ul>



Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Meiji Restoration, 1868–1912</li> </ul>	<ul style="list-style-type: none"> <li>Independence movement in Algeria, 1945–1962</li> </ul>	<ul style="list-style-type: none"> <li>Indonesia, 1942–1975</li> <li>India, 1947–1974</li> <li>Israel, 1948–1993</li> </ul>	<ul style="list-style-type: none"> <li>Cold War, 1945–1991</li> </ul>
<ul style="list-style-type: none"> <li>Boxer Rebellion, 1900–1901</li> <li>Russian Revolution, 1905–1920s</li> <li>Xinhai Revolution, 1911–1912</li> <li>Iranian Revolution, 1977–1979</li> <li>Arab Spring since 2010</li> <li>Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>Independence movement in Vietnam, 1945–1975</li> <li>Anti-apartheid movement in South Africa, 1948–1991</li> <li>African-American civil rights movement, 1954–1968</li> <li>Environmental movement since the 1960s</li> <li>LGBTIQ civil rights movement since 1969</li> <li>Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>Struggle for peace in the Middle East since 1948</li> <li>Cultural globalisation since 1956</li> <li>Space exploration since 1957</li> <li>Rights and recognition of First Peoples since 1982</li> <li>Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	25%	Summative internal assessment 3 (IA3):	25%
<ul style="list-style-type: none"> <li>Examination — essay in response to historical sources</li> </ul>		<ul style="list-style-type: none"> <li>Investigation — historical essay based on research</li> </ul>	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> <li>Independent source investigation</li> </ul>		<ul style="list-style-type: none"> <li>Examination — short responses to historical sources</li> </ul>	

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

## Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

## Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"> <li>• Sacred texts</li> <li>• Abrahamic traditions</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Lifecycle rituals</li> <li>• Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Social ethics</li> <li>• Ethical relationships</li> </ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"> <li>• Religion and the nation-state</li> <li>• Religion and human rights</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>• Examination — extended response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry response</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — short response</li></ul>	25%

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"> <li>Who am I? the personal perspective</li> <li>Who are we? the relational perspective</li> <li>Is there more than this? the spiritual perspective</li> </ul>	<ul style="list-style-type: none"> <li>The Australian scene</li> <li>Ethics and morality</li> <li>Good and evil</li> <li>Heroes and role models</li> <li>Indigenous Australian spiritualities</li> </ul>	<ul style="list-style-type: none"> <li>Peace and conflict</li> <li>Religion and contemporary culture</li> <li>Religions of the world</li> <li>Religious citizenship</li> <li>Sacred stories</li> </ul>

## Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

	<ul style="list-style-type: none"> <li>• Meaning and purpose</li> <li>• Social justice</li> <li>• Spirituality</li> </ul>
--	---

## Assessment

For Religion and Ethics, 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>

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Design in practice</b> <ul style="list-style-type: none"> <li>• Experiencing design</li> <li>• Design process</li> <li>• Design styles</li> </ul>	<b>Commercial design</b> <ul style="list-style-type: none"> <li>• Explore — client needs and wants</li> <li>• Develop — collaborative design</li> </ul>	<b>Human-centred design</b> <ul style="list-style-type: none"> <li>• Designing with empathy</li> </ul>	<b>Sustainable design</b> <ul style="list-style-type: none"> <li>• Explore — sustainable design opportunities</li> <li>• Develop — redesign</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>• Examination — design challenge</li></ul>	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Project</li></ul>	35%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — design challenge</li></ul>	25%

# Hospitality Practices

## Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

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

## Pathways

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Navigating the hospitality industry</li><li>• Working effectively with others</li><li>• Hospitality in practice</li></ul>	<ul style="list-style-type: none"><li>• Kitchen operations</li><li>• Beverage operations and service</li><li>• Food and beverage service</li></ul>

## Objectives

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

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



## Assessment

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

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

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.
<p>A project consists of a product and performance component and one other component from the following:</p> <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>• product and performance: 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: 4–7 minutes.</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: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Industrial Graphics Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

structural drafter, civil drafter and survey drafter.

## Objectives

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

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Drafting processes</li></ul>	<ul style="list-style-type: none"><li>• Building and construction drafting</li><li>• Engineering drafting</li><li>• Furnishing drafting</li></ul>

## Assessment

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

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

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 technical drawing (which includes a model) 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>

# Industrial Technology Skills

## Applied senior subject

Applied

The Industrial Technology Skills subject focuses on the underpinning industry practices and production processes required to manufacture products in a variety of industries, including aeroskills, automotive, building and construction, engineering, furnishing and plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time. The majority of learning is done through 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.

By doing manufacturing tasks, students develop transferable skills relevant to a range of industrybased electives and future employment opportunities. They understand industry practices, interpret specifications, including technical 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.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential 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 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>• Aeroskills</li> <li>• Automotive</li> <li>• Building and Construction</li> <li>• Furnishing</li> <li>• Engineering</li> <li>• Industrial Graphics</li> <li>• Plastics</li> </ul>

## Assessment

For Industrial Technology 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 demonstration of their learning in both 'Industry practices' and 'Production processes'</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>

# 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

## Overview

Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Play involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise playbased learning activities responsive to children's needs.

The course of study provides opportunities for students to interact with children aged from birth to five years; this allows students to appreciate that children are unique individuals. Students interact with early childhood educators, through excursions and visits to quality early childhood education and care settings, supporting them to develop self-confidence, independence, a responsible attitude towards children and readiness for the workplace. Through these interactions students understand the scope of early childhood learning as well develop awareness of the important role early childhood educators have in promoting child development.

## Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres

## 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

## Structure

The Early Childhood Studies course is designed around two core topics.

Topic 1	Topic 2
• Fundamentals of Early Childhood	• Practices in Early Childhood



## 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, 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	Examination	Extended response	Investigation
A response to a single task, situation and/or scenario.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.	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>• 60-90 minutes</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>

# Agricultural Practices

## Applied senior subject

Applied

### Overview

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Learning in the selected areas of study is delivered through modules of work set in specific animal and plant contexts, such as poultry, vegetables or conservation areas. 'Safety and management practices' are embedded across both areas of study and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations. These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

### Pathways

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

### Objectives

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

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

### Structure

The Agricultural Practices course is designed around two core topics.

Core	Electives
• Safety Management Practices	• Plant Studies

## Assessment

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

- 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	Examination	Extended response	Investigation	Collection of Work
A response to a single task, situation and/or scenario.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.	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.	This technique assesses a response to a series of tasks relating to a single topic in a module of work. The student response will consist of a collection of at least three assessable components provided at different times and may be demonstrated in different circumstances and places.
<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>• 60-90 minutes</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>	<p>Presented in the following modes:</p> <ul style="list-style-type: none"> <li>• written: 150-300 words</li> <li>• spoken: 1 – 2 ½ minutes</li> <li>• Multimodal: 1 ½ - 3 minutes</li> <li>• Performance: physical presentation of skills and techniques</li> </ul>

# Biology

## General senior subject

General

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): <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>			

# Chemistry

## General senior subject

General

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
<b>Chemical fundamentals — structure, properties and reactions</b> <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>	<b>Molecular interactions and reactions</b> <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>	<b>Equilibrium, acids and redox reactions</b> <ul style="list-style-type: none"> <li>• Chemical equilibrium systems</li> <li>• Oxidation and reduction</li> </ul>	<b>Structure, synthesis and design</b> <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): • 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			

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• Psychological science A</li> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Human consciousness and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Psychological science B</li> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Localisation of function in the brain</li> <li>• Visual perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</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>			

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Share</b> How does drama promote shared understandings of the human experience?	<b>Reflect</b> How is drama shaped to reflect lived experience?	<b>Challenge</b> How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"><li>• Theatre of Social Comment, including</li></ul>	<b>Transform</b> How can you transform dramatic practice? <ul style="list-style-type: none"><li>• Contemporary performance</li></ul>

<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>	<ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	Theatre of the Absurd and Epic Theatre <ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> </ul>	<ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</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):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Project — practice-led project	
Summative internal assessment 2 (IA2):	20%		
• Project — dramatic concept			
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</li></ul> How are tools and associated processes used to create meaning? <ul style="list-style-type: none"><li>• Concept: institutions</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations</li></ul> How do representations function in story forms? <ul style="list-style-type: none"><li>• Concept: audiences</li></ul> How does the relationship between story forms and	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies</li></ul> How do technologies enable or constrain participation? <ul style="list-style-type: none"><li>• Concept: audiences</li></ul> How do different contexts and purposes	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies</li></ul> How do media artists experiment with technological practices? <ul style="list-style-type: none"><li>• Concept: representations</li></ul>

<p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p>impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
--	---	--	--

## 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): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

# Media Arts in Practice

## Applied senior subject

Applied

Media Arts in Practice gives students opportunities to create and share media artworks that convey meaning and express insight. Media artworks respond to individual, group or community needs and issues, within a variety of contexts and for a variety of purposes. Through media artmaking processes and practices, students develop self-knowledge through self-expression, provide commentary or critique, explore social, community and/or cultural identity, and develop aesthetic skills and appreciation.

The Media Arts in Practice syllabus explores the role of the media in reflecting and shaping society's values, attitudes and beliefs. 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. They are given the necessary knowledge, understanding and skills required for emerging careers in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in the fields of advertising and marketing, publishing, web design, television and filmmaking, animation and gaming, photography, curating, 3D and mobile application design, concept art and digital illustration. It can also establish a basis for self-employment and self-driven career opportunities.

## 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
- 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 Visual 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></ul>



	<ul style="list-style-type: none"> <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 (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 a specific item.	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>

# 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:	<b>Art as code</b> Through inquiry learning, the following are explored:	<b>Art as knowledge</b> Through inquiry learning, the following are explored:	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate</li></ul>

<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>	<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>	<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>	<ul style="list-style-type: none"> <li>• 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			

# 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>

# Drama in Practice

## Applied senior subject

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. As students gain practical experience in a number of onstage and offstage roles, including actor/performer, designer, scriptwriter, director, stage technician, publicity manager and stage manager, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities

In Drama in Practice, students explore and engage with two core topics of study — ‘Dramatic principles’ and ‘Dramatic practices’ — as they participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Individually and in groups, they shape and express dramatic ideas of personal and social significance that serve particular purposes. They identify and follow creative and technical processes from conception to realisation, which fosters cooperation and creativity, and helps students develop problem-solving skills and gain confidence and self-esteem.

### 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. With

additional training and experience, potential employment outcomes may include actor/performer, stage director, scriptwriter, lighting or sound designer, theatre technician, properties manager, stage manager, tour manager, producer, costume designer, venue manager or marketing and promotions manager.

### 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/or screen)</li> <li>• Career pathways</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 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	Performance	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of identified skills to a performance (acting)	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>

### **RTO: St Patrick's College Gympie**

This qualification has been designed to provide students with solid skills and knowledge required for employment in general business operations. It reflects the role of individuals who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge

A total of 13 units are required for this qualification. 6 core units and 7 elective units. This course is a two year course over Year 11 and 12.

### **Core Units**

BSBCRT311 Apply critical thinking skills in a team environment

BSBPEF201 Support personal wellbeing in the workplace

BSBSUS211 Participate in sustainable work practices

BSBTWK301 Use inclusive work practices

BSBWHS311 Assist with maintaining workplace safety

BSBXCM301 Engage in workplace communication

Elective Units will be chosen at the commencement of 2022.

**Assessment:** Assessment is competency based. A range of teaching/learning strategies will be used to deliver these competencies. This includes short answer questions, practical activities and scenarios, learner questionnaires, additional activities, portfolio of workplace documents and group and individual projects.



## CERTIFICATE I in CONSTRUCTION (CPC10120)

Certificate

RTO: Blue Dog (Provider No.31193)

### Who should study this subject?

Certificate I in Construction provides students with a broad range of elementary skills related to building and construction industries. Any student interested in careers such as cabinet making, brick laying, carpentry, concreting, building and civil construction industry will benefit from studying in this area. This is an industry based certificate course that can lead students into apprenticeships within the construction industry, as well as developing good work habits and safe work practices. What will you learn? Students undertaking this course will be involved in development and manufacture of construction industry based products. Workshop tasks are designed to introduce students to a range of building techniques, including cutting and joining, machining and fabrication. Students will be expected to use construction equipment, including surveying equipment, lathe, table saw, concrete mixer, docking saw and drill press as well as portable power tools and hand tools. Workshop safety including tools and machines, materials handling and emergency procedures and work ethic will be a major aspect of this course.

Students will complete the following modules: CPCCWHS1001 Industry White Card  
CPCCWHS2001 Apply WHS requirements, policies and procedures in construction industry  
CPCCCM 1011 Undertake basic estimation and costing CPCCOM1012 Work effectively and sustainably in the construction industry CPCCOM1013 Plan and organise work CPCCOM1014 Conduct workplace communication CPCCOM1015 Carry out measurements and calculations  
CPCCCM2005 Use construction tools and equipment CPCCVE1011 Undertake a basic construction project. Examples of projects could include builder's toolbox, timber saw horse, house frames, tiling, concreting, wall finishing and school based projects.

**How will you be assessed?** Students will be expected to complete in-class projects and will be assessed on the quality of their final product, including suitability and quality of joining methods, skill in tool use, observed safety and work behaviours. The course also involves on-line theory covering safe work practices, tool use and maintenance, machine operation, construction industry introduction, materials and estimations. Successful completion of this course typically contributes three (3) credit points towards the Queensland Certificate of Education (QCE).

## CERTIFICATE IV in Crime and Justice Studies (10283NAT)

Certificate

RTO: Unity College Caloundra (Provider No. 32123)

**Qualification description:** Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

**Aims:** The Certificate IV in Crime and Justice course is designed to:

- provide students with a broad understanding of the justice system
- develop the personal skills and knowledge which underpin employment in the justice system.

**Entry requirements Academic** - There are no formal entry requirements for this course. It is recommended that students have a pass in Year 10 English to demonstrate sufficient spoken and written comprehension to successfully complete all study and assessment requirements.

**Attitude** – students need to demonstrate independent learning skills

**Duration and location:** This is a two-year course delivered in Years 11 and 12 delivered on site at St Patrick's College in partnership with Unity College (RTO 32123).

**Delivery modes:** A range of delivery modes will be used during the teaching and learning of this qualification. These include face-to-face instruction; guided learning; online training.

**Fees:** \$700 Full Fee directly to Unity College. To enroll and pay fee please to go : <http://www.uc.qld.edu.au/curriculum/vet/Pages/crime-justicecert.aspx>

**Course units:** CJSCOM401 Provide information and referral advice on justice-related issues  
CJSDCP402 Prepare documentation for court proceedings CJSSJI403 Analyse social justice issues  
BSBRES411 Analyse and present research information PSPREG003 Apply Regulatory Powers  
BSBLEG413 Identify and apply the legal framework BSBLDR403 Lead team effectiveness  
PSPREG010 Prepare a brief of evidence BSBLEG416 Apply the principles of the law of torts  
BSBWOR404 Develop work priorities

**Pathways:** The Cert IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customers service, security industry and private investigations.

**Assessment** Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following; Written projects, Online quizzes, Observation of skills, Oral and written questions.

## CERTIFICATE II in Engineering Pathways (MEM20413)

Certificate

RTO: Blue Dog (Provider No.31193)

### Why study this subject?

This pre-vocational course in engineering provided through Blue Dog Training is recommended as a pre-apprenticeship pathway to an engineering trade qualification. The Certificate II in Engineering Pathways is essentially a two year practical course requiring students to become competent in skills necessary for entry into several engineering metal trades. Throughout this course students undertake a range of practical projects to provide evidence of their competency within each of the units of study. Possible career outcomes of this course include:

- Boilermaker
- Sheet Metal Worker
- Fitter and Turner
- Machinist
- Diesel Fitter

### What will you learn?

Students undertaking this course will be involved in development and manufacture of engineering industry based products. Workshop tasks are designed to introduce students to a range of metalworking techniques, including cutting and joining, machining and fabrication. Students will be expected to use engineering equipment, including metal lathe, welding equipment, oxy-acetylene, milling machine and drill press as well as portable power tools and hand tools. Workshop safety including tools and machines, materials handling and emergency procedures and work ethic will be a major aspect of this course.

Students will complete the following units of competency: MEM13014A - Apply principles of occupational health and safety in the work environment MSAENV272B - Participate in environmentally sustainable work practices MEMPE005A - Develop a career plan for the engineering and manufacturing industry MEMPE006A - Undertake a basic engineering project MEM16008A - Interact with computing technology MEM16006A - Organise and communicate information MEMPE002A - Use electric welding machines MEMPE001A - Use engineering workshop machines MSAPMSUP106A - Work in a team MEM18001C - Use hand tools MEM18002B - Use power tools/hand held operations MEMPE007A – Pull apart and reassemble engineering mechanisms

### How will you be assessed?

Students will be expected to complete in-class projects and will be assessed on the quality of their final product, including suitability and quality of joining methods, skill in tool use, observed safety and work behaviours. The course also involves on-line theory covering safe work practices, tool use and maintenance, machine operation, engineering industry introduction, materials and estimations.

Successful completion of this course typically contributes four (4) credit points towards the Queensland Certificate of Education (QCE). The subject levy covers the cost of consumables and excursions.

## CERTIFICATE III in Sport and Recreation (SIS30115) + CERTIFICATE II in Sport and Recreation (SIS20115)

Certificate

(Certificate II in Sport and Recreation SIS20115 - embedded) RTO: Binnacle Training, RTO  
Code: 31319 ([www.binnacletraining.com.au](http://www.binnacletraining.com.au))

### What will you learn?

SIS30115 Certificate III in Sport and Recreation (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment.

Successful completion of the Certificate III in Sport and Recreation contributes a maximum 7 credits towards a student's QCE. This Binnacle program also includes an opportunity for students to undertake an additional 4 units of competency (Term 7 Add-On). Completing this 'Term 7 Add-On' as well can result in a maximum 8 QCE credits (a maximum of 8 credits from the same training package can contribute to a QCE).

**Entry Requirements:** At enrolment, each student will be required to create (or simply supply if previously created) a [Unique Student Identifier \(USI\)](#). A USI creates an online record of all training and qualifications attained in Australia.

### Language, Literacy and Numeracy Skills:

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### Course Outline:

Students will participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality service to participants, and using digital technologies in sport environments. This program also includes the following:

1. First Aid qualification and CPR certificate
2. Officiating and coaching accreditations (general principles or, in certain cases, sport-specific)
3. A range of career pathway options including club level official and/or coach, or pathway into Certificate IV or Diploma (e.g. Sport and Recreation or Fitness) at another RTO.

### Course Schedule: Year 1

1. The Sport, Fitness and Recreation Industry
2. Officiating/Coaching General Principles
3. Work Health and Safety in Sport and Fitness
4. Delivery of Community Sport Programs & Customer Service
5. First Aid and CPR Certificate

*Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation*

### Course Schedule: Year 2

1. Developing Coaching Practices
2. Organising Work Schedules
3. Facilitating Groups
4. Planning and Conducting Sport Programs
5. Personal Development
6. Sport-Specific Coaching Sessions

*Finalisation of qualification: SIS30115 Certificate III in Sport and Recreation*

## How will you be assessed?

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students). A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants, group work and practical experience within the school sporting programs. Evidence contributing towards competency will be collected throughout the course.

### Cost

1. **\$265.00** = Binnacle Training Fee - Certificate II entry qualification
2. **\$70.00** = Binnacle Training Fee - Certificate III Gap Fee
3. **\$55.00** = First Aid Certificate costs
4. ***To be advised*** = Excursions to other outside venues to participate in and to conduct sport activities.

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator or Binnacle if you would like to explore potential options.

### Product Disclosure Statement

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.

## CERTIFICATE III Tourism (SIT30116)/CERTIFICATE II Hospitality (SIT20316)

Certificate

RTO: Smartskill (Provider No. 5710)

This course is designed to provide students with an insight into the hospitality/ tourism industry and the opportunities that it presents to young people. This is a highly practical course which gives students an opportunity to complete the full Certificate II in Hospitality and Certificate III in Tourism. The course offers studies in the structure and nature of the hospitality/ tourism industry as well as providing entry level training in a number of hospitality/ tourism fields such as food and beverage preparation and service, front and back house staff, retail travel, tourist attractions, tour guidance etc. It is a requirement that students will be working at designated College functions.

### Course Core Components:

BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity SITXCCS003 Interact with Customers SITXWHS001 Participate in safe work practices

SITTIND001 Source and use information on the tourism and travel industry SITXCCS006 Provide service to customers SITXCOM003 Provide a briefing or scripted commentary

SITTTSL002 Access and interpret product information SITXCCS002 Provide visitor information SITTTSL004 Provide advice on Australian destinations SITTTSL005 Sell tourism products and services SITHGAM001 Provide responsible gambling services

**Assessment:** Hospitality/ Tourism students may be assessed during a variety of techniques including: Computer based tests and assignment; Tourism and Hospitality simulations; Oral presentations and role play activities; Field reports.

**Some practical assessments will be held outside school hours and are compulsory. Students must be committed to participation in theoretical and practical lessons and industry placement in order to complete the qualification.**

Students may be able to access funding to help subsidise the cost of their training. Contact the VET Coordinator if you would like to explore potential options.

## TAFE EAST COAST

Students in Year 11 and Year 12 have the opportunity to come to TAFE on a part time basis, in most cases, one day per week to undertake a Certificate I, II, or III level qualification. You must have a sound level of achievement in non-modified core English and non-modified core math subjects in year 10 to enter the program. You will also be required to undertake a pre-assessment in literacy, language and numeracy as part of your enrolment interview. You need to identify the program in your Senior Education and Training (SET) Plan.

Examples of some TAFE Courses include:

- automotive
- engineering
- health support
- sport and recreation
- hospitality/kitchen operations
- tourism
- hairdressing
- fashion design

For an up-to-date list of offerings please visit the TAFE QLD website.

The Certificate II in Electro-Technology at the Trade Training Centre teaches students skills such as workplace safety, problem-solving, workshop practices and hand skills. Roles in this industry are responsible for the installation, servicing, repair and maintenance of electrical and electronic equipment for industrial, commercial and domestic purposes. The concepts learned in this qualification provide students with the base knowledge to work in a wide range of electrical environments. **Please note that there is a waiting list for this course through TAFE.**

**The majority of TAFE courses are held on the Gympie campus and students will be required to attend one day a week.**

## DISTANCE EDUCATION SUBJECTS

Students are able to access various subjects via Distance Education. Students wishing to take language subjects generally need to have studied these in Year 10. Students planning to study through distance education need to be able to work independently. Applications must be made before the end of this year.

Students undertaking such study need to be sufficiently self-disciplined to be able to work without supervision, and to ensure that they can remain up-to-date with all assessment requirements. Students are encouraged to maintain regular contact with their teacher. Textbooks are included in the College Textbook Hire Scheme, although students pay for consumable materials. Students choosing such subjects need to be committed to studying the subject through Distance Education as they are expected to continue studying that subject for at least one year.

Parents are required to make a co-contribution of approximately \$850\* of the cost (usually \$1300\* per student per year). If a student withdraws before completing the year, the student is required to pay the entire cost of the subject to the College.

\*Prices correct on publishing but are subject to change.