

Toowoomba State High School



Creating Stars for our Future

Senior Studies Program

Year 11 – Year 12

2022/2023

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Introduction

How to choose Year 11/12 subjects

How to be sure of the subjects and requirements detailed in this information booklet

- Read the information in this booklet very carefully and note the advice.
- Talk with your parents, class teachers and Heads of Department.
- Peruse carefully information provided by Heads of Department & teachers about specific subjects. (Powerpoint links are provided on page 100 of this booklet)
- Complete Senior Education and Training Plan (SETP) activities, identifying career goals, skills, abilities, interests.
- Make an appointment to speak with the Guidance Officer to find out about career options and the effects of subject choices.
- Peruse the 'Job Guide for Queensland' and other career information.
- Ensure that your subject choices open up a variety of career pathways for you.
- Work with your class teachers to endorse your preliminary choices
- Attend a SETP/subject selection interview during **Week 9, Term 3** and finalise your choices.

Senior School (Year 11/12) Programs

Academic (ATAR) Programs:

- You must have attained a "C" grade in English to select General subjects.
- You must have satisfied any other prerequisites applying to enrolment in particular subjects as well.
- Preferably you would have been successful in the necessary Senior Foundation subjects in year 10.
- An English and Mathematics subject is compulsory for all courses of study.
- If you hope to attend a university to study a particular tertiary program after Year 12 then choose five or six General subjects.

Such a choice will qualify you for an ATAR. Be aware that many tertiary programs require that you complete particular subjects in Year 11 and Year 12.

You should check to see that your Year 11 subject selection meets the needs of those tertiary programs that you would like to be considered for when you leave school.

Vocational and Community Pathways:

Always consider:

- Your best subjects in Year 10;
- The subjects which you enjoy in Year 10;
- Subjects which will help you reach your course and career goals;

Young people must acquire the skills and qualifications needed to compete for, and create jobs, in emerging fields and revitalise traditional industries. It is compulsory for young people to stay at school until they finish Year 10 or have turned 16. They are then required to participate in education, training, or full-time work for a further 2 years until they achieve their QCE or a Cert III or turn 17.

Students are expected to continue from Year 10 to Year 11/12. Legal requirements exist for students who want to choose a non-school pathway after Year 10 including full-time work, training or TAFE.

Things to remember

- Participate fully in the SETP process so you are fully prepared to select your subjects.
- Your results in these subjects will determine your eligibility for a Queensland Certificate of Education.
- To achieve a QCE you need to pass the subjects you study.
- Your ATAR will also be determined by your academic results.
- You are choosing subjects you will study for two full years in Year 11 and Year 12.
- Changing subjects is discouraged. There are strict restrictions on how many subjects may be changed once you begin your studies, as changes prejudice your chances of securing a good ATAR and/or QCE.
- **Once students commence Unit 3, they are required to remain in that subject for the duration of both Units 3 and 4 as they are 'paired'. Students CANNOT change between subjects during this time.**

Senior School (Year 11/12) Pathways

| ATAR ACADEMIC PATHWAY: | INDUSTRY & VOCATIONAL PATHWAY |
|---|--|
| <p>Destination: University</p> <ul style="list-style-type: none"> • Study 6 General subjects; OR • Study 5 General subjects and 1 Applied subject; OR • Study 5 General subjects and 1 Certificate III course. (Cert III course MUST be successfully completed to be counted towards the ATAR) • University pathway: Aiming for ATAR Score • External exams Term 4 of Year 12 • MUST study (and pass) an English subject for ATAR eligibility | <p>Destinations: TAFE, Work, Apprenticeship.</p> <ul style="list-style-type: none"> • Must study 6 subjects – any combination of General and Applied subjects • MUST study an English subject. • Access to school-based traineeship and apprenticeships (SATs) and TAFE in Years 10/11/12. • Should study industry/trade subjects: Hospitality, Furnishings, and Engineering etc. • Can study a diverse mixture of General/Applied subjects and VET courses. |
| WHO SHOULD CHOOSE THE ATAR ACADEMIC PATHWAY? | WHO SHOULD CHOOSE THE INDUSTRY & VOCATIONAL PATHWAY? |
| <p>Students that:</p> <ul style="list-style-type: none"> • Enjoy academic rigour. • Enjoy theoretical aspects of learning with a high level of commitment to study. • Plan to gain entry into university courses upon completing Year 12. • Are achieving a 'C' level or higher in Year 10 subject/s. • Are prepared to do 2 to 3 hours of homework per night. | <p>Students that:</p> <ul style="list-style-type: none"> • Are motivated by hands-on and practical aspects of learning. • Are looking to develop work readiness skills for their future. • Are looking to gain traineeships and apprenticeships while at school or upon completion of Year 12. • Are looking to move directly into the workforce once completing Year 12. • Are motivated by completing certificates and modules. |

All Students must maintain QCE eligibility and are expected to achieve the QCE by the end of Year 12.

- Students must demonstrate the prescribed achievement in Year 10 subjects as a prerequisite for enrolment in Year 11/12 subjects.
- **Students who do not attend school regularly or do not maintain assessment, effort and behaviour requirements at a satisfactory level will have their enrolment reviewed.**

Senior School (Year 11/12) Subject Guidelines

Students are advised to participate seriously in the SETP process which takes place in Terms Two and Three each year as this sets the stage for informed subject selections. Families are also urged to attend the Subject Selection evening on **Wednesday, 25 August** and listen to presentations about subject choices and Senior Schooling. Year 10 students will select their Year 11 & 12 subjects at their SETP interview during **Week 9, Term 3**. A parent or caregiver is required to attend the interview with them.

Students are advised that:

- It is not possible for the school to offer every subject or combinations of subjects desired by students.
- There are limits on the numbers of students able to be enrolled in particular subjects. Preference will be given to those who have met the prerequisites and have demonstrated the best potential for success.
- **If too few students nominate for any subject and / or if the school is unable to staff a particular subject, then the subject will not be offered and students will have to select another subject.**
- Subjects, once chosen, are regarded as firm commitments. There are limited opportunities and strict guidelines for making changes.
- It is **COMPULSORY** to choose an English subject and a Mathematics subject.
- Each student must choose six (6) subjects for study. This should be done taking into consideration future career pathways and should open up flexible future options.
- An additional two (2) subjects must be listed (in order of priority), in the event that any of the first six choices cannot be provided.
- Students intending to go to University must be ATAR eligible and must select a minimum of FIVE (5) General subjects and at least ONE (1) Applied subject (or a Certificate III course).
- Students must maintain their QCE eligibility at all times during Senior.

Changing Subjects After the Commencement of Year 11 Studies

Occasionally a student may wish to see if it is possible to change enrolment in a particular subject. Such changes are not made lightly and the appropriate procedure **MUST** be followed for this to occur. A subject change is not always appropriate or desirable.

Approval will only be granted if:

- The proposed change/s has/have merit relative to the student's schooling pathway.
- Any subject prerequisite for the new subject has been met by the student.
- There are vacancies in the class that the student proposes to join.
- The student's overall commitment and progress in his/her other subjects indicates ongoing enrolment in the overall study program is appropriate.
- The proposed change is not prejudicial to QCE or ATAR eligibility.
- The proposed change allows the student to demonstrate a quantum of work in the new subject.
- The proposed change takes place in a timeframe consistent with school policy.
- That the process proscribed in the Senior Change of Subject Form has been followed.

Senior Education Profile

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. Students **cannot** be working towards both a QCE and QCIA concurrently. These students have the option of continuing to work towards a QCE via post-secondary schooling.

QCE Planning

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

Learning Options and Requirements

| Course | Credit | Points |
|---|--|----------|
| CORE: At least 12 credits MUST come from completed Core courses of study | | |
| General and Applied subjects | 1 cpt each for Units 1 & 2 2 cpts for Units 3&4 (paired) | Up to 4 |
| General Extension subjects | | Up to 2 |
| VET Certificate II qualifications | Certificate II | Up to 4 |
| VET Certificate III & IV qualifications (includes traineeships) | Certificate III & IV | Up to 8 |
| School-based apprenticeships | Certificate III competencies plus On-the-job component | Up to 6 |
| Recognised studies categorized as Core | Credit points as determined by the QCAA | |
| Course | Credit | Points |
| PREPARATORY: a maximum of 4 credits can come from Preparatory courses of study | | |
| VET Certificate I vocational qualifications | Certificate I | Up to 3 |
| Short course in literacy or short course in numeracy developed by the QCAA | Per course | 1 cpt |
| Recognised studies categorized as Preparatory | Credit points as determined by QCAA | |
| Course | Credit | Points |
| COMPLEMENTARY: A maximum of 8 credits can come from Complementary courses of study | | |
| Other QCAA short courses | Per course | 1 cpt |
| University subjects (while a student is enrolled at a school) | | Up to 4 |
| Diplomas and Advanced Diplomas (while a student is enrolled at a school) | | Up to 8 |
| Recognised studies categorized as Complementary | Credit points as determined by QCAA | |
| LITERACY & NUMERACY: To meet the literacy & numeracy requirement for a QCE at Toowoomba SHS, a student must achieve the set standard in one of the following QCAA approved literacy & numeracy learning options. | | |
| LITERACY | | NUMERACY |
| QCAA General or Applied English subjects | QCAA General or Applied Mathematics subjects | |
| Short course in literacy developed by the QCAA | Short course in numeracy developed by the QCAA | |
| Recognised studies listed by the QCAA as meeting literacy requirements | Recognised studies listed by the QCAA as meeting numeracy requirements | |

Senior subjects

Toowoomba SHS currently delivers two types of syllabus courses that have been developed by the QCAA — General and Applied. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

General syllabuses

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

Applied syllabuses

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

Vocational Education and Training (VET)

Students are able to access VET programs through Toowoomba SHS:

- Toowoomba SHS is a registered training organisation (RTO) for a small number of certificates.
- Toowoomba SHS has a third-party arrangement with a number of external RTO providers.
- Toowoomba SHS offers opportunities for students to undertake school-based apprenticeships or traineeships.
- Students may be able to study part-time at the nearby TAFE campus in conjunction with their regular school subjects.

Australian Tertiary Admission Rank (ATAR)

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.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student's position overall relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05.

ATARs below 30 will be reported as '30.00 or less'.

ATAR Eligibility

To be eligible for an ATAR, a student must have:

- satisfactorily completed an English subject
- completed five General subjects, or four General subjects **plus** one Applied subject or VET course at AQF Certificate III or above
- accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student's best five subjects.

If you are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. Only General English subjects or Applied English subjects can be included in the ATAR, but not both. For example, it is not possible to include both English (a General subject) and Essential English (an Applied subject) in a student's ATAR.
2. Only General Mathematics subjects or Applied Mathematics subjects can be included in the ATAR but not both. For example, it is not possible to include both Mathematical Methods (a General subject) and Essential Mathematics (an Applied subject) in a student's ATAR.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (Certificate III or higher) will have a single scaled score that can be included in a student's ATAR.

For example, a Certificate III in Hospitality and a Certificate III in Laboratory Skills will each have the same scaled score; this will be regardless of the duration or area of study of the Certificate III.

It is expected that the scaled score for a completed VET Diploma will be higher than that for a completed VET Certificate IV, which in turn will be higher than the scaled score for a completed VET Certificate III.

Should a student be considering utilising a VET qualification (Certificate III or higher) towards an ATAR, the course MUST be successfully completed for it to be counted. There are no partial credits awarded towards the calculation of an ATAR.

The above information in relation to ATAR has been obtained from the Queensland Tertiary Admission Centre (QTAC) website. More detailed information regarding ATAR and senior schooling can be accessed via <https://www.qtac.edu.au/atar-my-path/atar>

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4.

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

Schools should develop at least *two* but no more than *four* internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- 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.

QCAA Senior Syllabuses

| Mathematics | English | Humanities |
|--|--|--|
| <p>General</p> <ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics <p>Applied</p> <ul style="list-style-type: none"> • Essential Mathematics | <p>General</p> <ul style="list-style-type: none"> • English • Literature • English & Literature Extension <p>Applied</p> <ul style="list-style-type: none"> • Essential English | <p>General</p> <ul style="list-style-type: none"> • Ancient History • Business • Legal Studies • Modern History <p>Applied</p> <ul style="list-style-type: none"> • Business Studies • Social & Community Studies • Tourism |
| Technologies | Health and Physical Education | Science |
| <p>General</p> <ul style="list-style-type: none"> • Digital Solutions (not 2022) <p>Applied</p> <ul style="list-style-type: none"> • Building & Construction Skills • Furnishing Skills • Hospitality Practices • Early Childhood Studies • Information Communication & Technology | <p>General</p> <ul style="list-style-type: none"> • Health • Physical Education <p>Applied</p> <ul style="list-style-type: none"> • Sport & Recreation | <p>General</p> <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology |
| Languages | The Arts | Vocational Education |
| <p>General</p> <ul style="list-style-type: none"> • Japanese | <p>General</p> <ul style="list-style-type: none"> • Dance • Drama • Film, Television & New Media • Music • Visual Art <p>Applied</p> <ul style="list-style-type: none"> • Dance in Practice • Drama in Practice • Music in Practice • Media Arts in Practice • Visual Arts in Practice | <ul style="list-style-type: none"> • Certificate II in Engineering Pathways • Certificate III in Early Childhood Education and Care • Certificate III in Fitness • Certificate II in Hospitality • Certificate II in Music |

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 |
|---|---|---|--|
| Money, measurement and relations <ul style="list-style-type: none"> • Consumer arithmetic • Shape and measurement • Linear equations and their graphs | Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> • Applications of trigonometry • Algebra and matrices • Univariate data analysis | Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones | Investing and networking <ul style="list-style-type: none"> • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics |

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 | | | |

| GENERAL MATHEMATICS MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| 64 pg exercise book with Red Margin (22.4cm x 17.5cm) | 1 | |
| 128 Page with Red Margin (22.4cm x 17.5cm) | 1 | |
| PROTRACTOR 360deg | 1 | |
| COMPASS | 1 | Helix Metal |
| <i>CALCULATOR Sharp EL 531XHB Scientific</i> | 1 | |

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 |
|---|--|---|---|
| Algebra, statistics and functions <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences | Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 | Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals | Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions |

Assessment

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

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

Summative assessments

| 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 MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| 64 pg exercise book with Red Margin (22.4cm x 17.5cm) | 2 | |
| 128 pg exercise book with Red Margin (22.4cm x 17.5cm) | 2 | |
| PROTRACTOR 360deg | 1 | |
| COMPASS | 1 | Helix Metal |
| Mathematical Methods students will require a graphics calculator, further information about this will be provided to students | | |

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

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 MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| 64 pg exercise book with Red Margin (22.4cm x 17.5cm) | 2 | |
| 128 Page with Red Margin (22.4cm x 17.5cm) | 2 | |
| PROTRACTOR 360deg – all Mathematics subjects | 1 | |
| COMPASS – all Mathematics subjects | 1 | Helix Metal |
| Specialist Mathematics students will require a graphics calculator, further information about this will be provided to students | | |

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 |
|--|--|---|---|
| Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs | Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection | Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data | Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest |

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">• Problem-solving and modelling task | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA) | Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination |

| MATHEMATICS MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| 64 pg exercise book with Red Margin (22.4cm x 17.5cm) | 1 | |
| 128 Page with Red Margin (22.4cm x 17.5cm) | 1 | . |
| PROTRACTOR 360deg | 1 | |
| COMPASS | 1 | Helix Metal |
| <i>CALCULATOR Sharp EL 531XHB Scientific</i> | 1 | |

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Perspectives and texts <ul style="list-style-type: none"> Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts | Texts and culture <ul style="list-style-type: none"> Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts | Textual connections <ul style="list-style-type: none"> Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts | Close study of literary texts <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3): • Examination — imaginative written response | 25% |
| Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response | 25% | Summative external assessment (EA): • Examination — analytical written response | 25% |

| ENGLISH MATERIAL REQUIREMENTS | QTY | NOTES |
|--|-----|-------|
| MANILLA FOLDER F/C Assorted Colours (Not Buff) | 1 | |
| A4 EXERCISE BOOK - 128 page with Red Margin | 1 | |

Literature

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|--|--|
| Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts | Texts and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts | Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts | Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — analytical written response | 25% | Summative internal assessment 3 (IA3): • Extended response — imaginative written response | 25% |
| Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response | 25% | Summative external assessment (EA): • Examination — analytical written response | 25% |

| LITERATURE MATERIAL REQUIREMENTS | QTY | NOTES |
|--|-----|-------|
| MANILLA FOLDER F/C Assorted Colours (Not Buff) | 1 | |
| A4 EXERCISE BOOK - 128 page with Red Margin | 1 | |

English & Literature Extension

General senior subject

General

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, and ways for students to understand themselves and the potential of literature to expand the scope of their experiences. Students ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve

the application of methodologies based on theoretical understandings.

Objectives

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

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

Structure

To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

| Unit 3 | Unit 4 |
|--|---|
| Ways of reading <ul style="list-style-type: none"> • Readings and defences • Complex transformation and defence | Exploration and evaluation <ul style="list-style-type: none"> • Extended academic research paper • Application of theory |

Assessment

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

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Extended response — reading and defence | 20% | Summative internal assessment 3 (IA3): • Extended response — academic research paper | 35% |
| Summative internal assessment 2 (IA2): • Extended response — complex transformation and defence | 20% | Summative external assessment (EA): • Examination — theorised exploration of unseen text | 25% |

| ENGLISH & LITERATURE MATERIAL REQUIREMENTS | QTY | NOTES |
|--|-----|-------|
| MANILLA FOLDER F/C Assorted Colours (Not Buff) | 1 | |
| A4 EXERCISE BOOK - 128 page with Red Margin | 1 | |

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 |
|---|--|--|--|
| Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts | Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts | Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences | Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts |

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"> • Extended response — spoken/signed response | Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) — short response examination | Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response |

| ESSENTIAL ENGLISH MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| MANILLA FOLDER F/C Assorted Colours (Not Buff) | 1 | |
| A4 EXERCISE BOOK - 128 page with Red Margin | 1 | |

Ancient History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|--|--|
| <p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices. | <p>Personalities in their time</p> <ul style="list-style-type: none"> • Alexander the Great • Richard the Lionheart | <p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Early Imperial Rome | <p>People, power and authority</p> <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus |

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--------|--------|--------|--|
| | | | <ul style="list-style-type: none"> • Caesar • Augustus |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|---|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3): • Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2): • Investigation — independent source investigation | 25% | Summative external assessment (EA): • Examination — short responses to historical sources | 25% |

| ANCIENT HISTORY MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

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 |
|--|---|---|---|
| Business creation <ul style="list-style-type: none">• Fundamentals of business• Creation of business ideas | Business growth <ul style="list-style-type: none">• Establishment of a business• Entering markets | Business diversification <ul style="list-style-type: none">• Competitive markets• Strategic development | Business evolution <ul style="list-style-type: none">• Repositioning a business• Transformation of a business |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Examination — combination response | 25% | Summative internal assessment 3 (IA3): • Extended response — feasibility report | 25% |
| Summative internal assessment 2 (IA2): • Investigation — business report | 25% | Summative external assessment (EA): • Examination — combination response | 25% |

| BUSINESS MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 DISPLAY BOOK – 20 pockets refillable | 1 | Assorted Colours |

Legal Studies

General senior subject

General

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 |
|--|---|---|---|
| Beyond reasonable doubt <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing | Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care | Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society | Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• Human rights in Australian contexts |

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">• Examination — combination response | 25% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay | 25% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report | 25% | Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response | 25% |

| LEGAL STUDIES MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

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, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|--|---|--|
| Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s | Movements in the modern world <ul style="list-style-type: none"> • Women’s movement since 1893 | National experiences in the modern world <ul style="list-style-type: none"> • Indonesia, 1942–1975 • Israel, 1948–1993 | International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 |
| <ul style="list-style-type: none"> • Russian Revolution, 1905–1920s | <ul style="list-style-type: none"> • Anti-apartheid movement in South Africa, 1948–1991 | | |

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

| MODERN HISTORY MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

Business Studies

Applied senior subject

Applied

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

| Core topics | Elective topics | |
|--|--|--|
| <ul style="list-style-type: none"> • Business practices, consisting of Business fundamentals, Financial literacy, Business communication, and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing | <ul style="list-style-type: none"> • Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining | <ul style="list-style-type: none"> • Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel |

Assessment

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

- at least one project
- no more than two assessment instruments from any one technique.

| Project | Extended response | Examination |
|---|---|--|
| A response to a single task, situation and/or scenario. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | 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"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test |

| BUSINESS STUDIES MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

Social & Community Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

| Core life skills | Elective topics | |
|---|---|--|
| <ul style="list-style-type: none"> • Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community | <ul style="list-style-type: none"> • The Arts and the community • Australia's place in the world • Gender and identity • Health: Food and nutrition • Health: Recreation and leisure | <ul style="list-style-type: none"> • Into relationships • Legally, it could be you • Money management • Science and technology • Today's society • The world of work |

Assessment

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

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

| Project | Investigation | Extended response | Examination |
|---|---|---|--|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item on the test |

| SOCIAL & COMMUNITY STUDIES MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

Tourism

Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

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

Structure

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

| Core topics | Elective topics |
|--|---|
| <ul style="list-style-type: none">• Tourism as an industry• The travel experience• Sustainable tourism | <ul style="list-style-type: none">• Technology and tourism• Forms of tourism• Tourist destinations and attractions• Tourism marketing• Types of tourism• Tourism client groups |

Objectives

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

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

Assessment

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

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

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

| TOURISM MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|------------------|
| A4 EXERCISE BOOK - 128 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

Digital Solutions (Not offered 2022)

General senior subject

General

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|---|---|--|
| Creating with code <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions | Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions | Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions | Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges |

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 — technical proposal | 20% | Summative internal assessment 3 (IA3): • Project — folio | 25% |
| Summative internal assessment 2 (IA2): • Project — digital solution | 30% | Summative external assessment (EA): • Examination | 25% |

| DIGITAL SOLUTIONS MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|----------------------------------|
| HEADPHONES | 1 | Do not need to be expensive type |

Building & Construction Skills

Applied senior subject

Applied

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

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

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

Pathways

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

plumber, steel fixer, landscaper and electrician.

Objectives

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

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

Structure

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

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

Assessment

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

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

| Project | Practical demonstration | Examination |
|---|--|--|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

| BUILDING & CONSTRUCTION SKILLS MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|----------------------|
| A4 EXERCISE BOOK - 48 page with Red Margin | 1 | |
| CLEAR SAFETY GLASSES | 1 | Must be clear |
| EAR PROTECTION | 1 | Can be ear plug type |
| STEEL CAPPED OR COMPOSITE TOED SAFTY BOOTS | 1 | |
| Padlock for locker (ie combination lock) to store PPE | 1 | |
| USB device – minimum 16GB | 1 | |
| Recommended to have access to a laptop or desk top device to complete research and written components of the course. | | |

Early Childhood Studies

Applied senior subject

Applied

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

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

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

Pathways

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

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 core topics embedded in at least four elective topics.

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

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:

- two projects
- two other assessments.

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

| EARLY CHILDHOOD STUDIES SKILLS MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 pockets refillable | 1 | |
| USB device – 16GB minimum | 1 | |

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

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

Assessment

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

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

| Project | Practical demonstration | Examination |
|---|--|--|
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

| FURNISHING SKILLS MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|----------------------|
| A4 EXERCISE BOOK - 48 page with Red Margin | 1 | |
| CLEAR SAFETY GLASSES | 1 | Must be clear |
| EAR PROTECTION | 1 | Can be ear plug type |
| STEEL CAPPED OR COMPOSITE TOED SAFTY BOOTS | 1 | |
| Padlock for locker (ie combination lock) to store PPE | 1 | |
| USB device – minimum 16GB | 1 | |
| Recommended to have access to a laptop or desk top device to complete research and written components of the course. | | |

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

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. |
| A project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product and performance: continuous class time | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

| HOSPITALITY PRACTICES MATERIAL REQUIREMENTS | QTY | NOTES |
|--|---------------|--|
| 3 or 4 D Ring Folder (38-50mmwide) | 1 | |
| PAPER A4 Loose Leaf Refills - 100 sheets | 1 | Paper to be ruled & reinforced |
| A4 SHEET PROTECTORS | | Box 100 |
| 'Black and Whites' for function work (for assessment purposes) i.e., black trousers, white collared shirt with short or long sleeves to meet industry standard for practical and function work | 1 set | There is a TSHS hospitality shirt which can also be worn depending on the group decisions and function/event |
| Black shoes (covered, solid uppers & non-slip sole) | 1 pair | The formal school shoe is the best option (as outlined in the student planner) |
| USB device – minimum 16GB | 1 | |
| Recommended to have access to a laptop or desk top device to complete research and written components of the course. | | |

Information & Communication Technology

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT

operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

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

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- four elective contexts (have been determined by Toowoomba SHS from QCAA options)

| Core topics | Elective contexts |
|--|--|
| <ul style="list-style-type: none"> • Hardware • Software • ICT in society | <ul style="list-style-type: none"> • Animation • Audio and video production • Digital imaging and modelling • Website production |

Assessment

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

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

| Project | Extended response |
|---|---|
| A response to a single task, situation and/or scenario. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. |
| A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. |

| ICT MATERIAL REQUIREMENTS | QTY | NOTES |
|---------------------------|-----|----------------------------------|
| HEADPHONES | 1 | Do not need to be expensive type |

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

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| Resilience as a personal health resource | Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) | Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) | Respectful relationships in the post-schooling transition |

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 — action research | 25% | Summative internal assessment 3 (IA3): • Investigation — analytical exposition | 25% |
| Summative internal assessment 2 (IA2): • Examination — extended response | 25% | Summative external assessment (EA): • Examination | 25% |

| HEALTH MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|------------------|
| A4 EXERCISE BOOK - 96 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

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

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Project — folio | 25% | Summative internal assessment 3 (IA3): • Project — folio | 30% |
| Summative internal assessment 2 (IA2): • Investigation — report | 20% | Summative external assessment (EA): • Examination — combination response | 25% |

| PHYSICAL EDUCATION MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|-------------------------------------|
| A4 EXERCISE BOOK - 96 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |
| 32GB USB Memory Stick | 1 | Required for film collation/editing |

Sport & Recreation

Applied senior subject

Applied

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

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing.

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

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

Pathways

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

Objectives

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

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

Structure

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

| Core topics | Elective topics |
|---|--|
| <ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities | <ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities |

Assessment

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

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

| Project | Investigation | Extended response | Performance | Examination |
|--|---|---|--|--|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. | <ul style="list-style-type: none"> • 2–4 minutes* | <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item |

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

| SPORT & RECREATION MATERIAL REQUIREMENTS | QTY | NOTES |
|--|-----|------------------|
| A4 EXERCISE BOOK - 96 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |

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 |
|---|---|---|--|
| Cells and multicellular organisms <ul style="list-style-type: none">• Cells as the basis of life• Multicellular organisms | Maintaining the internal environment <ul style="list-style-type: none">• Homeostasis• Infectious diseases | Biodiversity and the interconnectedness of life <ul style="list-style-type: none">• Describing biodiversity• Ecosystem dynamics | Heredity and continuity of life <ul style="list-style-type: none">• DNA, genes and the continuity of life• Continuity of life on Earth |

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 | | | |

| BIOLOGY MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| A4 NOTEBOOK – Marbig Colourhide with sheet protectors (120pgs) | 1 | |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| Laboratory Coat (Available from retailers such as Totally Workwear for apprx \$40) | | |

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 |
|---|---|---|---|
| Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change | Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions | Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction | Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design |

Assessment

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

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

Summative assessments

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

| CHEMISTRY MATERIAL REQUIREMENTS | QTY | NOTES |
|--|-----|-------|
| A4 NOTEBOOK – Marbig Colourhide with sheet protectors (120pgs) | 1 | |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| Laboratory Coat (Available from retailers such as Totally Workwear for apprx \$40) | | |

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 |
|---|---|--|---|
| Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits | Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves | Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism | Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model |

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 MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| A4 NOTEBOOK – Marbig Colourhide with sheet protectors (120pgs) | 1 | |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |

Psychology

General senior subject

General

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

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">• Data test | 10% | Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation | 20% |
| Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment | 20% | | |
| Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination | | | |

| PSYCHOLOGY MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| A4 NOTEBOOK – Marbig Colourhide with sheet protectors (120pgs) | 1 | |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |

Japanese

General senior subject

General

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

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

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

Pathways

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

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|--|
| 私の暮らし My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education | 私達のまわり Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Japanese culture to the world | 私達の社会 Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society | 私の将来 My future <ul style="list-style-type: none">• Finishing secondary school, plans and reflections• Responsibilities and moving on |

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1): • Examination — short response | 15% | Summative internal assessment 3 (IA3): • Extended response | 30% |
| Summative internal assessment 2 (IA2): • Examination — combination response | 30% | Summative external assessment (EA): • Examination — combination response | 25% |

| JAPANESE MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| A4 EXERCISE BOOK - 96 Page with Red Margin | 1 | |

Dance

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Performance | 20% | Summative internal assessment 3 (IA3): • Project — dance work | 35% |
| Summative internal assessment 2 (IA2): • Choreography | 20% | | |
| Summative external assessment (EA): 25% • Examination — extended response | | | |

| DANCE MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| <i>Girls: Black cotton leggings 3/4 length</i> | | |
| <i>Boys: Black sports shorts or track pants</i> | | |
| <i>Dance Shirt – ordered through class teacher (\$15 approx)</i> | | |

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

Assessment

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

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

Summative assessments

| Unit 3 | | Unit 4 | |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1): • Performance | 20% | Summative internal assessment 3 (IA3): • Project — practice-led project | 35% |
| Summative internal assessment 2 (IA2): • Project — dramatic concept | 20% | | |
| Summative external assessment (EA): 25% | | | |
| • Examination — extended response | | | |

| DRAMA MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------------|
| VISUAL ART DIARY - A4 | 1 | Jasart Single Wire |
| A4 EXERCISE BOOK Olympic - 64 page with Red Margin | 1 | |
| <i>A set of 'Blacks' for classes and performances (Plain black t-shirt and plain long pants/leggings/tracksuit)</i> | | |

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 |
|---|--|--|---|
| <p>Foundation</p> <ul style="list-style-type: none"> • Concept: technologies <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do signs and symbols, codes and conventions create meaning?</p> | <p>Story forms</p> <ul style="list-style-type: none"> • Concept: representations <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> • Concept: languages <p>How are media languages used to construct stories?</p> | <p>Participation</p> <ul style="list-style-type: none"> • Concept: technologies <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> • Concept: audiences <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How is participation in institutional practices influenced by social, political and economic factors?</p> | <p>Identity</p> <ul style="list-style-type: none"> • Concept: technologies <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> • Concept: representations <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> • Concept: languages <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 | | | |

| FILM, TV & NEW MEDIA MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------------|
| VISUAL ART DIARY - A4 | 1 | Jasart Single Wire |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 pockets refillable | 1 | Assorted Colours |
| USB 64GB or Hard Drive for storing of Media files | 1 | |
| SD Card – 16GB minimum | 1 | |

Music

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|--|--|---|--|
| <p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> | <p>Identities Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p> | <p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> | <p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</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): • Performance | 20% | Summative internal assessment 3 (IA3): • Integrated project | 35% |
| Summative internal assessment 2 (IA2): • Composition | 20% | | |
| Summative external assessment (EA): 25% • Examination | | | |

| MUSIC MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|-----------------------------|
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| USB 64GB or Hard Drive for storing Media files | 1 | |
| HEADPHONES with ¼" adapter | 1 | Do NOT need to be expensive |
| <ul style="list-style-type: none"> • Access to a computer and internet at home is advantageous <ul style="list-style-type: none"> - Students will use it to access our online text www.e-lr.com.au - It is recommended that students download and install the free program, Musescore, for composition and notation tasks | | |

Music Extension (Performance)

General senior subject

General

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

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

Pathways

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

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

Objectives

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

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

Structure

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

Assessment

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

Summative assessments

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

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

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 ART MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| <i>Art is a practical module. Students must supply these items plus additional equipment for major art works</i> | | |
| LEAD PENCIL - 2B | 2 | |
| LEAD PENCIL – 4B | 2 | |
| VISUAL ART DIARY – A4 Jasart Single Wire | 1 | |

Dance in Practice

Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education,

dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works.

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

| Core | Electives |
|---|---|
| <ul style="list-style-type: none">• Dance performance• Dance production• Dance literacies | <ul style="list-style-type: none">• Ballet• Contemporary• Jazz• Tap• Ballroom• Popular dance• World dance |

Assessment

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

- at least one project, arising from community connections
- at least one performance, separate to an assessable component of a project.

| Project | Performance | Product | Extended response | Investigation |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution and folio or choreographic work. | 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>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> • a dance performance: 1½ – 2 minutes • at least one other component from the following <ul style="list-style-type: none"> - written: 500–900 words - spoken: 2½–3½ minutes - multimodal <ul style="list-style-type: none"> ▪ non-presentation : 8 A4 pages max (or equivalent) ▪ presentation : 3–6 minutes • product: variable conditions. | <ul style="list-style-type: none"> • Dance performance : 2–3 minutes • Production performance : variable conditions • Teaching performance : variable conditions | <ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2–3 minutes | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. |

| DANCE IN PRACTICE MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| <i>Girls: Black cotton leggings 3/4 length</i> | | |
| <i>Boys: Black sports shorts or track pants</i> | | |
| <i>Dance Shirt – ordered through class teacher (\$15 approx)</i> | | |

Drama in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

| Project | Performance | Product | Extended response | Investigation |
|--|--|--|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the production of a design solution. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| At least two different components from the following: <ul style="list-style-type: none"> • Written • Spoken • Multimodal • Performance (on/off stage) • Product | There are two types of performance: <ul style="list-style-type: none"> • Acting (stage or screen acting) • Directing | variable conditions | Students respond to a question or statement about the provided stimulus material. Stimulus could include: <ul style="list-style-type: none"> • Live theatre • Recorded live theatre | Students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research. |

Media Arts in Practice

Applied senior subject

Applied

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

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

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

Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

Structure

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

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

Objectives

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

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

Assessment

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

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

| Project | Product | Extended response | Investigation |
|--|---|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the application of skills in the production of media artwork/s. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| <p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. | <ul style="list-style-type: none"> • variable conditions | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. |

| MEDIA ARTS IN PRACTICE MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------------|
| VISUAL ART DIARY - A4 | 1 | Jasart Single Wire |
| A4 EXERCISE BOOK - 64 page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 pockets refillable | 1 | Assorted Colours |
| USB 64GB or Hard Drive for storing of Media files | 1 | |
| SD Card – 16GB minimum | 1 | |

Music in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Structure

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

| Core | Electives |
|---|--|
| <ul style="list-style-type: none"> • Music principles • Music practices | <ul style="list-style-type: none"> • Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising • The music industry • Music technology and production • Performance craft • Practical music skills • Songwriting • World music |

Objectives

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

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

Assessment

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

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

| Project | Performance | Product (Composition) | Extended response | Investigation |
|--|---|--|---|---|
| A response to a single task, situation and/or scenario that contains two or more components. | A technique that assesses the physical demonstration of identified skills. | A technique that assesses the application of skills to create music. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. |
| <p>At least two different components from the following:</p> <ul style="list-style-type: none"> • performance: 2 minutes • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • product: variable conditions. | <ul style="list-style-type: none"> • music performance: minimum of two minutes total performance time • production performance: variable conditions | <ul style="list-style-type: none"> • manipulating existing sounds: minimum of two minutes • arranging and creating: minimum of 32 bars or 60 seconds | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. |

| MUSIC IN PRACTICE MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|-----------------------------|
| A4 MUSIC EXERCISE Pad - 96 page | 1 | |
| USB 64GB or Hard Drive for storing of Media files | 1 | |
| HEADPHONES with ¼" adapter. | 1 | Do NOT need to be expensive |
| <p><i>*Access to a computer and Internet at home is advantageous</i> <i>- Students will use it to access our online text www.e-lr.com.au</i> <i>- It is recommended that students download and install the free program, Musescore, for composition and notation tasks.</i></p> | | |

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">• Visual mediums, technologies, techniques• Visual literacies and contexts• Artwork realisation | <ul style="list-style-type: none">• 2D• 3D• Digital and 4D• Design• Craft |

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 that contains two or more components. | 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"> • a product component: variable conditions • at least one different component from the following <ul style="list-style-type: none"> - written: 500–900 words - spoken: 2½–3½ minutes - multimodal <ul style="list-style-type: none"> ▪ non-presentation: 8 A4 pages max (or equivalent) ▪ presentation: 3–6 minutes. | <ul style="list-style-type: none"> • variable conditions | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes. |

| VISUAL ARTS IN PRACTICE MATERIAL REQUIREMENTS | QTY | NOTES |
|---|------------|--------------|
| <i>Art is a practical module. Students must supply these items plus additional equipment for major art works</i> | | |
| LEAD PENCIL - 2B | 2 | |
| LEAD PENCIL – 4B | 2 | |
| VISUAL ART DIARY – A4 Jasart Single Wire | 1 | |

Vocational Education

MEM20413 Certificate II in Engineering Pathways

RTO: Blue Dog Training (RTO No - 31193)

Certificate II in Engineering Pathways is delivered to students through a partnership agreement with Blue Dog Training (**VETiS Funded Course**). The course prepares students for apprenticeships, traineeships or general employment in an engineering-related workplace with jobs such as Boiler Making, Diesel Fitter, Metal Fabricator, Welder and Manufacturing.

The MEM20413 Certificate II in Engineering Pathways is based on the packaging rules outlined in the MEM05 Metal and Engineering Training Package. To achieve this qualification, the student is required to successfully complete twelve (12 units) comprising four (4) core and eight (8) elective units. A large component of the course is accessed through online learning. However, face-to-face learning and practical work is required for successful completion of the course.

Should a participant exit the qualification prior to completion, he/she may be eligible for a Statement of Attainment for the units of competency that have been successfully achieved.

Students are expected to follow all workplace health and safety requirements including wearing enclosed steel-capped or composite toed safety boots and eye protection and any other specialised personal protective equipment as directed by the teaching staff. Students must provide their own safety boots, clear-lensed safety glasses and overalls. There are purpose built

lockers outside the Engineering workshops to store students own clothing, boots and PPE. Students will need to provide their own lock, ie., combination lock.

Units of Competency

| | | |
|--|--|----------------------|
| MEM13014A | Apply principles of occupational health and safety in the work environment | Core |
| MEMPE005A | Develop a career plan for the engineering & manufacturing industry | Core |
| MEMPE006A | Undertake a basic engineering project | Core |
| MSAENV272B | Participate in environmentally sustainable work practices | Core |
| MEM16006A | Organise & communicate information | Elective A |
| MEM16008A | Interact with computing technology | Elective A |
| MEM18001C | Use hand tools | Elective A |
| MEM18002B | Use power tools/hand held operations | Elective A |
| MEMPE001A | Use engineering workshop machines | Elective A |
| MEMPE002A | Use electric welding machines | Elective A |
| MEMPE007A | Pull apart and reassemble engineering mechanisms | Elective A |
| MSAPMSUP106A | Work in a team | Elective B |
| CERTIFICATE II ENGINEERING PATHWAYS MATERIAL REQUIREMENTS | | QTY |
| A4 EXERCISE BOOK - 48 page with Red Margin | | 1 |
| CLEAR SAFETY GLASSES | | 1 |
| EAR PROTECTION | | 1 |
| STEEL CAPPED OR COMPOSITE TOED SAFETY BOOTS | | 1 |
| Recommended to have your own protective overalls (sturdy, non-flammable cotton material) | | 1 |
| Padlock for locker (ie, combination lock) | | 1 |
| | | NOTES |
| | | Must be clear |
| | | Can be ear plug type |
| | | With a rubber sole |

SIT20316 Certificate II in Hospitality

RTO: Smart Skill (RTO No - 5710)

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

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

Possible job titles include: bar attendant, café attendant, catering assistant, food and beverage attendant, barista, front office assistant. Students will work largely in both real and simulated hospitality environments with face to face training and assessment and some on line learning.

The SIT20316 Certificate II in Hospitality structure is based on the packaging rules outlined in the SIT Tourism, Travel, Hospitality and Training Package. To achieve this qualification students need to successfully complete twelve (12) units of competency comprising of 6 core units and 6 elective units.

Successful completion of the Certificate II in Hospitality contributes a maximum of four (4) credits towards a student's QCE.

Certificate II in Hospitality can be used

- as an entry level qualification into the Hospitality Services Industries (e.g. cafe attendant, food and beverage attendant);
- to pursue further tertiary pathways (e.g. Certificate III in Hospitality, Business or Tourism, Diploma or Bachelor of Hospitality or Event management)

Vocational Education and Training in Schools (VETiS) can be accessed by students for the Certificate II in Hospitality. This enables students to access courses (ie RSA or Restaurant (food & beverage service unit) for free, under a partnership agreement with SmartSkill Pty.Ltd

Assessment

Competency based assessment is both ongoing and clustered around the relevant units of competencies being assessed. Assessment opportunities may include observations, practical, written or oral tasks. **Work Placement (min. 12 shifts) and function work are mandatory components of the course.** These activities may be out of school time ie lunchtime or evening functions or work placement in the school holidays, evenings or weekends.

| Units of Competency | | |
|---------------------|--|------------------|
| Unit Code | Unit name | Core or Elective |
| BSBWOR203 | Work effectively with others | Core |
| SITHIND002 | Source and use information on the hospitality industry | Core |
| SITHIND003 | Use hospitality skills effectively | Core |
| SITXCCS003 | Interact with customers | Core |
| SITXCOM002 | Show social and cultural sensitivity | Core |
| SITXWHS001 | Participate in safe work practices | Core |
| SITXFSA001 | Use hygienic practices for food safety | Elective |
| SITHCCC002 | Prepare and present simple dishes | Elective |

| | | |
|------------|---|----------|
| SITHFAB002 | Responsible service of alcohol | Elective |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | Elective |
| SITHFAB005 | Prepare and serve espresso coffee | Elective |
| SITHFAB007 | Serve and food and beverage | Elective |

| CERTIFICATE II IN HOSPITALITY MATERIAL REQUIREMENTS | QTY | NOTES |
|---|---------------|--|
| 3 or 4 D Ring Folder (38-50mm wide) | | |
| PAPER A4 Loose Leaf Refills - 100 sheets | 1 | Paper to be ruled & reinforced |
| A4 SHEET PROTECTORS | | Box 100 |
| USB Device – minimum 16GB | 1 | |
| 'Black and whites' for function work (for assessment purposes) ie Black trousers, white collared shirt with long or short sleeves to meet Industry standard for practical and function work | 1 set | There is a TSHS hospitality shirt which can also be worn depending on the group decisions and function/event |
| Black shoes (covered, solid uppers & non slip sole) | 1 pair | The formal school shoe is the best option <i>(as outlined in the school diary)</i> |
| Recommended to have access to a laptop or desk top device for any on line learning as well as research or written assessments requiring internet and word, excel documents. | 1 | |

CHC30113 Certificate III in Early Childhood Education and Care

RTO: Foundation Education (RTO No - 22557)

Duration: Two Years

This program prepares participants for employment in Children's Services sector.

The Certificate III is the minimum entry level to work in Children's Services. Graduates will be competent in a range of essential skills. This subject allows students to explore Early Childhood careers while opening the doors and giving direction in Early Childhood career pathways. Successful completion of this qualification enables students to work as an Assistant in any childcare centre in Australia, as a Nanny or as a Teacher-Aide.

Students are required to undertake work placements throughout the course in an approved Early Childhood Service. This allows them to sample the industry first hand, whilst giving them the opportunity to gain the knowledge and skills required at this level of competency. Students are required to complete practical placement in a day care centre.

Toowoomba State High School will be delivering the *Certificate III Early Childhood Education and Care* under the auspice of a private Registered Training Organisation, 'Foundation Education'. The CHC30113 Certificate III in Early Childhood and Care is based on the packaging rules outlined in the CHC Community Services Training Package. To achieve this qualification the student is required to successfully complete eighteen (18) units comprising of 15 core and 3 electives. **This is a VETiS funded course.**

| Units of Competency | |
|-----------------------|--|
| Core Units | |
| CHCECE007 | Develop positive and respectful relationships with children |
| CHCECE003 | Provide care for children |
| CHCECE005 | Provide care for babies and toddlers |
| CHCECE010 | Support the holistic development of children in early childhood |
| *HLTAID004 | Provide an emergency first aid response in an education and care setting |
| CHCECE002 | Ensure the health and safety of children |
| CHCECE004 | Promote and provide health food and drinks |
| CHCCS400C | Work within a relevant legal and ethical framework |
| CHCPRT001 | Identify and respond to children and young people at risk |
| HLTWHS001 | Participate in work health and safety |
| CHCECE011 | Provide experience to support children's play and learning |
| CHCECE013 | Use information about children to inform practice |
| CHCECE009 | Use an approved learning framework to guide practice |
| HLTHIR404D | Work effectively with Aboriginal and/or Torres Strait Islander people |
| CHCECE001 | Develop cultural competence |
| Elective Units | |
| CHCECE006 | Support behaviour of children and young people |
| CHCECE018 | Nurture creativity in children |
| CHCECE026 | Work in partnership with families to provide appropriate education and care for children |

Fees: Cost of this course for year 11 and 12 is \$100. Students must complete *HLTAID012- Provide an emergency first aid response in an education and care setting* with an external provider. This cost is approximately \$140.

Refund Policy: There are no refunds once the class has commenced.

| CERTIFICATE III IN EARLY CHILDHOOD MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|------------------|
| A4 DISPLAY BOOK – 20 Pockets + A4 refills as required – For work placement sign off book | 1 | Assorted colours |
| USB device – 16GB minimum | 1 | |
| Recommended to have access to a laptop or desk top for online learning as well as assessments. | | |

SIS30315 Certificate III in Fitness

RTO: Binnacle Training (RTO No - 31319)

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

This program also includes the following:

- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

Costs

- \$290.00 = Binnacle Training Fee
- \$140.00 = First Aid Certificate costs
- \$40.00 = Resource Fee

The SIS30315 Certificate III in Fitness is based on the packaging rules outlined in the SIS Sport, Fitness and Recreation Training Package. To complete this qualification students need to successfully complete sixteen (16) units of competency – nine (9) core and seven (7) elective units. Program delivery will combine both class-based tasks and practical components in a real gym at the school. This involves a delivery of a range of fitness programs to clients within the school community (students and staff).

| Units of Competency | | |
|---------------------|--|-------------|
| HLTWHS001 | Participate in workplace health and safety | E (Gym) |
| BSBRK401 | Identify risk and apply risk management processes | E (Gym) |
| SISXEMR001 | Respond to emergency situations | E |
| SISXCCS001 | Provide quality service | Core |
| SISXIND001 | Work effectively in sport, fitness and recreation environments | Core |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge | E |
| HLTAID011 | Provide first aid | E (Gym) |
| SISXFAC001 | Maintain equipment for activities | Core |
| SISFIT011 | Instruct approved community fitness programs | E (General) |
| SISFFIT001 | Provide health screening and fitness orientation | Core |
| SISFFIT003 | Instruct fitness programs | Core |
| SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming | Core |
| SISFFIT006 | Conduct fitness appraisals | E (Gym) |
| SISFFIT002 | Recognise and apply exercise considerations for specific populations | Core |
| SISFFIT005 | Provide healthy eating information | Core |
| SISFFIT014 | Instruct exercise to older clients | Core |

E - Elective

| CERTIFICATE III IN FITNESS MATERIAL REQUIREMENTS | QTY | NOTES |
|---|-----|------------------|
| A4 EXERCISE BOOK - 96 Page with Red Margin | 1 | |
| A4 DISPLAY BOOK – 20 Pockets refillable | 1 | Assorted colours |
| USB device – 16GB minimum | 1 | |
| Recommended to have access to a laptop or desk top for online learning as well as research and or written assessments requiring internet and word, excel documents. | | |

CUA20620 Certificate II in Music

RTO: Toowoomba SHS (RTO No - 30474)

The Certificate II in Music reflects the role of individuals who perform a range of routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. They may work in environments that require foundational skills in music performance, music making or composition, sound production, or music business.

Possible job roles that relate to this qualification may include studio assistant, music retail assistant, entry level performer, stage hand and road crew.

The CUA20620 Certificate II in music structure is based on the packaging rules outlined in the CUA Creative Arts and Culture Training Package. To achieve this qualification students need to successfully complete eight (8) units of competency comprising of 3 core units and 5 elective units.

Successful completion of Certificate II in Music contributes to a maximum of four (4) credits towards a student's QCE.

Assessment

Competency based assessment is both ongoing and clustered around the relevant units of competency being assessed. Assessment opportunities may include practical, written or oral tasks. These activities may be outside of class time or evenings for example as part of the school musical or school and community events.

| Units of Competency | | |
|---------------------|--|------------------|
| Unit code | Unit Name | Core or Elective |
| BSBTWK201 | Work effectively with others | Core |
| BSBWHS211 | Contribute to the health and safety of self and others | Core |
| CUAIND211 | Develop and apply creative arts industry knowledge | Core |
| CUAMLT211 | Develop musical ideas and knowledge | Elective |
| CUAMPF211 | Perform simple musical pieces | Elective |
| CUASOU211 | Develop basic audio skills and knowledge | Elective |
| CUASOU213 | Assist with sound recordings | Elective |
| CUASTA212 | Assist with bump in and bump out of shows | Elective |

| CERTIFICATE II IN MUSIC MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|-----------------------------|
| A4 MUSIC EXERCISE Pad - 96 page | 1 | |
| USB 64GB or Hard Drive for storing of Media files | 1 | |
| HEADPHONES with 1/4" adapter | 1 | Do NOT need to be expensive |
| *Access to a computer and Internet at home is advantageous - Students will use it to access our online text www.e-lr.com.au - It is recommended that students download and install the free program, Musescore, for composition and notation tasks. | | |

Build and Fly a Drone Project

RTO: Skills Generation (RTO No - 41008)

The Build and Fly a Drone Project provides students with the skills and knowledge to integrate and apply traditional engineering skills to the emerging technologies that are changing the global engineering landscape. Valuing the words of physicist Richard Feynman, "What I cannot create, I do not understand," the project provides students with a comprehensive understanding of drone engineering through the construction of an individual drone, which they are able to keep.

This program will allow students to:

- Gain foundational knowledge and experience in a broad range of engineering disciplines
- Apply these acquired skills in the construction of individual drones and a larger group-based drone
- Obtain insights into the exciting and growing employment pathways in the trade, engineering and aviation industries as well as other industries that now utilise drone technology.

The course is undertaken via the completion of two qualifications – *MEM20413 Certificate II in Engineering Pathways* and *AVI30419 Certificate III in Aviation (Remote Pilot)*. Though the competencies for the *MEM20413 Certificate II in Engineering Pathways* are the same for our other course of the same name, the project work undertaken in the drone related course is distinctly different. Students doing the metalwork-based course (RTO: Blue Dog) will be unable to transition to the *AVI30419 Certificate III in Aviation (Remote Pilot)*.

Students may be eligible to utilise VETiS funding for the certificate courses. It is important that prospective students speak with the school's VET Coordinator to check their VETiS eligibility. If a student is not eligible for VETiS, course fees will apply.

MEM20413 – Certificate II in Engineering Pathways (Drones) Units of Competency

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

| CERTIFICATE II ENGINEERING PATHWAYS MATERIAL REQUIREMENTS | QTY | NOTES |
|--|------------|--------------|
| A4 EXERCISE BOOK - 48 page with Red Margin | 1 | |

| | | |
|--|---|----------------------|
| CLEAR SAFETY GLASSES | 1 | Must be clear |
| EAR PROTECTION | 1 | Can be ear plug type |
| STEEL CAPPED OR COMPOSITE TOED SAFETY BOOTS | 1 | With a rubber sole |
| Recommended to have your own protective overalls (sturdy, non-flammable cotton material) | 1 | |
| Padlock for locker (ie, combination lock) | 1 | |

Build and Fly a Drone – Follow on Qualification

Students who successfully complete their *MEM20413 Certificate II in Engineering Pathways (Drones)* are eligible to enrol and undertake the *AVI30419 Certificate III in Aviation (Remote Pilot)* as a follow on course. Where students learned how to build their drones in the MEM20413 qualification, they will learn to effectively fly drones in this qualification.

Skills Generation's AVI30419 qualification has been written in consideration of Civil Aviation Safety Authority (CASA) regulations to ensure students are provided with the most up to date knowledge on how to safely, responsibly, and compliantly fly their drone to adhere to these regulations. Students will also be eligible to apply for their CASA Remote Pilot Licence (RePL) and Aeronautical Radio Operator Certificate (AROC) through this course. For further information regarding this can be obtained from Skills Generation.

| AVI30419 – Certificate III in Aviation (Remote Pilot) Units of Competency | |
|--|--|
| AVIF0021 | Manage human factors in remote pilot aircraft systems |
| AVIW0004 | Perform operational inspections on remote operated systems |
| AVIY0053 | Manage remote pilot aircraft systems energy source requirements |
| AVIY0031 | Apply the principles of air law to remote pilot aircraft systems operations |
| AVIZ0005 | Apply situational awareness in remote pilot aircraft systems operations |
| AVIY0052 | Control remote pilot aircraft systems on the ground |
| AVIY0023 | Launch, control and recover a remotely piloted aircraft |
| AVIW0028 | Operate and manage remote pilot aircraft systems |
| AVIH0006 | Navigate remote pilot aircraft systems |
| AVIY0027 | Operate multi-rotor remote pilot aircraft systems |
| AVIE0005 | Complete a Notice to Airmen (NOTAM) |
| AVIH0007 | Operate remote pilot aircraft systems under night visual line of sight |
| AVIH0008 | Operate remote pilot aircraft systems in extended visual line of sight (EVLOS) |
| AVIE0003 | Operate aeronautical radio |

QCE Considerations:

MEM20413 Certificate II in Engineering Pathways: up to 4 QCE Credits
 AVI30419 Certificate III Aviation (Remote Pilot): up to 6 QCE Credits

SUBJECT-RELATED POWERPOINT PRESENTATIONS

Heads of Department have prepared powerpoint presentations that contain information on a variety of subjects for consideration with Year 11 in 2022. These were made available for students to peruse during Term 2. Please click on the links below to view the powerpoint presentations.

| <i>HEAD OF DEPARTMENT</i> | <i>FACULTY</i> | <i>POWERPOINT LINK</i> |
|----------------------------------|--|--|
| Mrs Menzies | English | Open English powerpoint |
| Mrs Potter | Mathematics | Open Mathematics powerpoint |
| Mrs Donoghue | Science | Open Science powerpoint |
| Ms Jambunathan | Humanities | Open Humanities powerpoint |
| Mrs Betros | The Arts | Open Arts powerpoint |
| Mr Kelly | Information Technology | Open Information Technology powerpoint |
| Ms Edbrooke | VET & Technologies | Open VET Technologies powerpoint |
| Mr Hearnden | Health & Physical Education | Open Physical Education powerpoint |

YEAR 11 GENERAL STATIONERY REQUIREMENTS 2022

| GENERAL STATIONERY ITEMS FOR ALL SUBJECTS | QTY | NOTES |
|---|-----|-----------------------------|
| PENCIL CASE – Large size (A4) –Zipper Type | 1 | |
| LEAD PENCIL (HB) | 2 | |
| LEAD PENCIL (2B) | 2 | |
| ERASER - Large | 1 | |
| GLUE STICK (36g) | 1 | |
| STICKY NOTES (75mm x 75mm) | 2 | |
| STAPLER – small in size but taking 26/6 staples | 1 | Include spare 26/6 staples |
| SHARPENER Single Hole | 1 | Metal type will last longer |
| RULER Clear Plastic (Office Choice) 30cm | 1 | Metal rulers prohibited |
| SCISSORS | 1 | Small student type |
| HIGHLIGHTER Office Choice - Assorted Colours | 1 | Include at least one yellow |
| COLOURED PENCILS - Pack 12 Long | 1 | |
| PEN - Medium RED | 2 | |
| PEN - Medium BLACK | 2 | |
| PEN - Medium BLUE | 2 | |
| USB Memory Stick (16GB minimum) | 1 | Essential item |

TECHNOLOGY RECOMMENDATION

It is highly recommended that all students have access to a laptop or desktop computer out-of-school hours for any required online learning as well as for research and/or written assignments requiring the internet. Software packages such as Word, Excel, PowerPoint, Adobe Acrobat, etc, can be obtained free-of-charge via the Department of Education.