



"Honour Above Honours"

# Biloela State High School

Locked Bag 2, Biloela 4715 Ph: 07 4992 8666 Fax: 07 4992 8600

Email: [admin@biloelashs.eq.edu.au](mailto:admin@biloelashs.eq.edu.au)

Web: <http://biloelashs.eq.edu.au>

ABN : 535 684 234 76

## Senior subject guide

Biloela State High School

August 2020



# Contents

<b>Contents</b>	<b>2</b>
<b>Introduction</b>	<b>1</b>
<b>Senior Education Profile</b>	<b>2</b>
Statement of results	2
Queensland Certificate of Education (QCE)	2
Queensland Certificate of Individual Achievement (QCIA)	2
<b>Senior subjects</b>	<b>2</b>
Underpinning factors	3
Vocational education and training (VET)	4
Australian Tertiary Admission Rank (ATAR) eligibility	4
<b>General syllabuses</b>	<b>5</b>
Structure	5
Assessment	5
<b>Applied syllabuses</b>	<b>7</b>
Structure	7
Assessment	7
Senior External Examinations	8
Assessment	8
<b>Short Courses</b>	<b>9</b>
Assessment	9
<b>QCAA senior syllabuses offered at Biloela State High School</b>	<b>10</b>
Qualification Description	41
<b>Version history</b>	<b>72</b>

# Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Biloela State High School's curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools' contexts, resources, students' pathways and community expectations.

The school will make every effort to place students into their preferred subjects. On occasion students may not receive their first preference due to line structure, class size and the school's available physical and human resources.

To select subjects, students must have participated in a Senior Education Training Plan (SET Plan) interview in collaboration with their parent/carer. Failure to attend an interview may result in students missing their preferences.

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

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

## General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

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

## Short Courses

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

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

# Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

## **Instrument-specific marking guides**

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

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

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

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

## **External assessment**

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

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

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



# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

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

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

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

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

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

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

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

## **Senior External Examinations**

### **Senior External Examinations course overview**

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students' demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

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

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

For more information about the Senior External Examination, see:  
[www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

## **Assessment**

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

Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

# Short Courses

## Course overview

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

Short Courses are available in:

- Literacy
- Numeracy
- Career Education (delivered in year 10).

## Assessment

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

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

# QCAA senior syllabuses offered at Biloela State High School

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## English

### General

- English

### Applied

- Essential English

## Humanities

### General

- Accounting
- Legal Studies

### Applied

- Business Studies
- Tourism

## Science

### General

- Biology
- Chemistry
- Physics
- Psychology

### Applied

- Agricultural Practices

## Technologies

### General

- Food & Nutrition

### Applied

- Building & Construction Skills
- Engineering Skills
- Hospitality Practices

### VET

Certificate III in Fitness

## Health and Physical Education

### General

- Physical Education

### Applied

- Sport and Recreation

## The Arts

### General

- Drama
- Music

### Applied

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

## School of Distance Education

Students are able to study alternative subjects through Schools of Distance Education.

Please contact the Deputy Principal (Year 11 & 12) to discuss this option.

# 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.

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Money, measurement and relations</b> <ul style="list-style-type: none"><li>• Consumer arithmetic</li><li>• Shape and measurement</li><li>• Linear equations and their graphs</li></ul>	<b>Applied trigonometry, algebra, matrices and univariate data</b> <ul style="list-style-type: none"><li>• Applications of trigonometry</li><li>• Algebra and matrices</li><li>• Univariate data analysis</li></ul>	<b>Bivariate data, sequences &amp; change, and Earth geometry</b> <ul style="list-style-type: none"><li>• Bivariate data analysis</li><li>• Time series analysis</li><li>• Growth and decay in sequences</li><li>• Earth geometry and time zones</li></ul>	<b>Investing and networking</b> <ul style="list-style-type: none"><li>• Loans, investments and annuities</li><li>• Graphs and networks</li><li>• Networks and decision mathematics</li></ul>

## 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.

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: • Problem-solving and modelling task Written – up to 10 pages, excluding appendixes Duration 4 weeks including 3h class time	Formative internal assessment 3: • Examination Time: 120 min + 5 min perusal Two papers Short Response format
Formative internal assessment 2: • Examination Time: 120 min + 5 min perusal Two papers Short Response format	
Formative Internal Assessment 4 • Examination – two papers (each 60 min + 5 min perusal) Paper 1: Multiple choice and short response Paper 2: Short response	

### Year 12: 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): • Problem-solving and modelling task Written – up to 10 pages, excluding appendixes Duration 4 weeks including 3h class time	Summative internal assessment 3 (IA3): • Examination Time: 120 min + 5 min perusal Short Response format
Summative internal assessment 2 (IA2): • Examination Time: 120 min + 5 min perusal Short Response format	
Summative external assessment (EA): 50% • Examination – two papers (each 90 min + 5 min perusal) Paper 1 (25%): Multiple choice and short response Paper 2 (25%) Short response	

## Pre-Requisites:

Year 10 Core Mathematics at least a C achievement

# 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, business, commerce, finance and the electrical trades.

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Arithmetic and geometric sequences and series 1</li> <li>• Functions and graphs</li> <li>• Counting and probability</li> <li>• Exponential functions 1</li> <li>• Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Exponential functions 2</li> <li>• The logarithmic function 1</li> <li>• Trigonometric functions 1</li> <li>• Introduction to differential calculus</li> <li>• Further differentiation and applications 1</li> <li>• Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• The logarithmic function 2</li> <li>• Further differentiation and applications 2</li> <li>• Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Further differentiation and applications 3</li> <li>• Trigonometric functions 2</li> <li>• Discrete random variables 2</li> <li>• Continuous random variables and the normal distribution</li> <li>• Interval estimates for proportions</li> </ul>

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul> <p>Written – up to 10 pages, excluding appendixes</p> <p>Duration 4 weeks including 3h class time</p>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"> <li>• Examination</li> </ul> <p>Time: 120 min + 5 min perusal</p> <p>Two papers – technology-free and technology-active</p> <p>Short Response format</p>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"> <li>• Examination</li> </ul> <p>120 min + 5 min perusal</p> <p>Two papers – technology-free and technology-active</p> <p>Short Response format</p>	
<p>Formative Internal Assessment 4 (FIA4)</p> <p>Examination – two papers (each 60 min + 5 min perusal)</p> <p>Paper 1 (technology-free): Multiple choice and short response</p> <p>Paper 2 (technology-active) Short response</p>	



## Year 12: 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): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 4 weeks including 3h class time	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 120 min + 5 min perusal Two papers – technology-free and technology-active Short Response format	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 120 min + 5 min perusal Two papers – technology-free and technology-active Short Response format	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination – two papers (each 90 min + 5 min perusal)</li></ul> Paper 1 technology-free: 90 minutes plus 5 minutes perusal Paper 2 technology-active: 90 minutes plus 5 minutes perusal.			

## Pre-Requisites:

Year 10 Extension Mathematics at least a B achievement

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.

## Structure

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

This subject is undertaken as an alternate sequence class with students completing units 1&2 in odd years and 3&4 in even years.

## Pathways

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

## Objectives

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

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

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

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> <p>Written – up to 10 pages, excluding appendixes</p> <p>Duration 4 weeks including 3h class time</p>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"><li>• Examination</li></ul> <p>Time: 120 min + 5 min perusal</p> <p>Two papers – technology-free and technology-active</p> <p>Short Response format</p>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"><li>• Examination</li></ul> <p>Time: 120 min + 5 min perusal</p> <p>Two papers – technology-free and technology-active</p> <p>Short Response format</p>	
<p>Formative Internal Assessment 4 (FIA4)</p> <p>Examination – two papers (each 90 min + 5 min perusal)</p> <p>Paper 1 (technology-free): Multiple choice and short response</p> <p>Paper 2 (technology-active) Short response</p>	

## Year 12: 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): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 4 weeks including 3h class time	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 120 min + 5 min perusal Two papers – technology-free and technology-active Short Response format	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 120 min + 5 min perusal Two papers – technology-free and technology-active Short Response format	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination – two papers (each 90 min + 5 min perusal)</li></ul> Paper 1 technology-free: 90 minutes plus 5 minutes perusal Paper 2 technology-active: 90 minutes plus 5 minutes perusal.			

## Pre-Requisites:

Year 10 Extension Mathematics at least a B achievement.

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Number, data and graphs</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Number</li><li>• Representing data</li><li>• Graphs</li></ul>	<b>Money, travel and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Managing money</li><li>• Time and motion</li><li>• Data collection</li></ul>	<b>Measurement, scales and data</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Measurement</li><li>• Scales, plans and models</li><li>• Summarising and comparing data</li></ul>	<b>Graphs, chance and loans</b> <ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Bivariate graphs</li><li>• Probability and relative frequencies</li><li>• Loans and compound interest</li></ul>

## Assessment

### Year 11: Formative Assessment

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 5 weeks including 10h class time	Formative internal assessment 3: <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 5 weeks including 10h class time
Formative internal assessment 2: <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 60 min + 5 min perusal	Formative internal assessment 4: <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 60 min + 5 min perusal

### Year 12: Summative assessments

Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 5 weeks including 10 h class time	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul> Written – up to 10 pages, excluding appendixes Duration 5 weeks including 10 h class time
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Common internal assessment (CIA)</li></ul> Time: 60 min plus 5 min perusal	Summative internal assessment (IA4): <ul style="list-style-type: none"><li>• Examination</li></ul> Time: 60 min + 5 min perusal

## Pre-Requisites:

Year 10 Core Mathematics

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

### Year 11: Formative Assessment

Unit 1	Unit 2
Formative internal assessment 1: Extended response — written response for a public audience <ul style="list-style-type: none"> <li>Assignment</li> </ul> 1000-15000 words, Feature Article	Formative internal assessment 3: Extended response — imaginative written response <ul style="list-style-type: none"> <li>Seen Exam</li> </ul> 800-1000 words, Short Story
Formative internal assessment 2: Extended response — persuasive spoken response 6-8min, Persuasive Speech	Formative internal assessment 4: Examination — analytical written response <ul style="list-style-type: none"> <li>Unseen Exam</li> </ul> 800-1000 words, Analytical Essay

### Year 12: 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 — written response for a public audience <ul style="list-style-type: none"> <li>Assignment</li> </ul> 1000-15000 words, Feature Article	Summative internal assessment 3 (IA3): Extended response — imaginative written response <ul style="list-style-type: none"> <li>Seen Exam</li> </ul> 800-1000 words, Short Story
Summative internal assessment 2 (IA2): Extended response — persuasive spoken response 6-8min, Persuasive Speech	Summative external assessment (EA): Examination — analytical written response <ul style="list-style-type: none"> <li>Unseen Exam</li> </ul> 800-1000 words, Analytical Essay

## Pre-Requisites:

Year 10 General English at least a C achievement



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. This course is recommended for students whose pathway is to enter the workforce.

## Objectives

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

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

## Structure

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

## Assessment

### Year 11: Formative Assessment

Unit 1	Unit 2
Formative internal assessment 1: Extended response — spoken/signed response <ul style="list-style-type: none"> <li>4-6 min, Speech</li> </ul>	Formative internal assessment 3: Extended response — Multimodal response <ul style="list-style-type: none"> <li>4-6min, Multi-Modal Presentation</li> </ul>
Formative internal assessment 2: Examination – Short response <ul style="list-style-type: none"> <li>Exam (one seen stimulus, one unseen stimulus)</li> <li>200-300 word paragraph (2 x paragraphs)</li> </ul>	Formative internal assessment 4: Extended response — Written response <ul style="list-style-type: none"> <li>Assignment</li> <li>500-800 word, Short Story</li> </ul>

### Year 12: Summative assessments

Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by the QCAA.

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response — spoken/signed response</li> <li>4-6 min, Speech</li> </ul>	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — Multimodal response</li> <li>4-6min, Multi-Modal Presentation</li> </ul>
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Common internal assessment (CIA)</li> <li>Examination – Short response (CIA)</li> <li>Exam (one seen stimulus, one unseen stimulus)</li> <li>200-300 word paragraph (2 x paragraphs)</li> </ul>	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>Extended response — Written response</li> <li>Assignment 500-800 word, Short Story</li> </ul>

## Pre-Requisites:

Year 10 Applied English recommended at least a C achievement

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Real world accounting</b> <ul style="list-style-type: none"> <li>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li> <li>• End-of-month reporting for a service business</li> </ul>	<b>Management effectiveness</b> <ul style="list-style-type: none"> <li>• Accounting for a trading GST business</li> <li>• End-of-year reporting for a trading GST business</li> </ul>	<b>Monitoring a business</b> <ul style="list-style-type: none"> <li>• Managing resources for a trading GST business — non-current assets</li> <li>• Fully classified financial statement reporting for a trading GST business</li> </ul>	<b>Accounting — the big picture</b> <ul style="list-style-type: none"> <li>• Cash management</li> <li>• Complete accounting process for a trading GST business</li> <li>• Performance analysis of a listed public company</li> </ul>

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> <p>Time: 2 hours + 15 minutes planning time</p> <ul style="list-style-type: none"> <li>• short items — paragraph responses 50–100 words each item</li> <li>• practical items</li> <li>• extended-response item — business report (extract) 400–500 words.</li> </ul>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>• multiple-choice items</li> <li>• practical items</li> </ul> <p>short items — paragraph responses, 50–250 words each item.</p>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time</p> <ul style="list-style-type: none"> <li>• short items — paragraph responses 50–100 words each item</li> <li>• practical item</li> <li>• extended-response item — business report (extract) 400–500 words.</li> </ul>	<p>Formative internal assessment 4:</p> <ul style="list-style-type: none"> <li>• Project — cash management</li> </ul> <p>4 weeks including 7 hours class time.</p> <p>Practical accounting items</p> <ul style="list-style-type: none"> <li>▪ solutions generated from computerised accounting package</li> <li>▪ solutions generated using spreadsheet software</li> </ul> <p>Business report, 800–1000 words, excluding the title page and appendices.</p>

### Year 12: 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
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul> <p>Time: 2 hours + 15 minutes planning time</p> <ul style="list-style-type: none"> <li>• short items — paragraph responses 50–100 words each item</li> <li>• practical items</li> <li>• extended-response item — business report (extract) 400–500 words.</li> </ul>	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Project — cash management</li> </ul> <p>4 weeks including 7 hours class time.</p> <p>Practical accounting items</p> <ul style="list-style-type: none"> <li>▪ solutions generated from computerised accounting package</li> <li>▪ solutions generated using spreadsheet software</li> </ul> <p>Business report, 800–1000 words, excluding the title page and appendices.</p>
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time</p> <ul style="list-style-type: none"> <li>• short items — paragraph responses 50–100 words each item</li> <li>• practical item</li> <li>• extended-response item — business report (extract) 400–500 words.</li> </ul>	<p>Summative external assessment (EA):</p> <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>• multiple-choice items</li> <li>• practical items</li> <li>• short items — paragraph responses, 50–250 words each item.</li> </ul>

## Pre-Requisites:

Year 10 Business preparation at least a C achievement

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.

## Structure

This subject is undertaken as an alternate sequence class with students completing units 1&2 in odd years and 3&4 in even years.

Unit 1	Unit 2	Unit 3	Unit 4
<b>Beyond reasonable doubt</b> <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• Criminal investigation process</li> <li>• Criminal trial process</li> <li>• Punishment and sentencing</li> </ul>	<b>Balance of probabilities</b> <ul style="list-style-type: none"> <li>• Civil law foundations</li> <li>• Contractual obligations</li> <li>• Negligence and the duty of care</li> </ul>	<b>Law, governance and change</b> <ul style="list-style-type: none"> <li>• Governance in Australia</li> <li>• Law reform within a dynamic society</li> </ul>	<b>Human rights in legal contexts</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• The effectiveness of international law</li> <li>• Human rights in Australian contexts</li> </ul>

## 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.

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p><b>Formative internal assessment 1:</b></p> <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>short-response items — 50–100 words per item</li> <li>extended-response item — 400–500 words</li> <li>examination in its entirety — 800–1000 words</li> </ul> <p>Non-programmable calculator permitted.</p>	<p><b>Formative internal assessment 3:</b></p> <ul style="list-style-type: none"> <li>Investigation — argumentative essay</li> </ul> <p>Time: 4 weeks, including 10 hours classtime</p> <ul style="list-style-type: none"> <li>students may use class time and their own time to develop a response.</li> </ul> <p>1500–2000 words.</p>
<p><b>Formative internal assessment 2:</b></p> <ul style="list-style-type: none"> <li>Investigation — inquiry report</li> </ul> <p>Time: 4 weeks, including 10 hours classtime</p> <ul style="list-style-type: none"> <li>students may use class time and their own time to develop a response.</li> </ul> <p>1500–2000 words.</p>	<p><b>Formative internal assessment 4:</b></p> <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>short-response items — 50–250 words per item</li> <li>extended-response item — 400–600 words</li> <li>examination in its entirety — 800–1000 words.</li> </ul> <p>Non-programmable calculator permitted.</p>

### Year 12: 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
<p><b>Summative internal assessment 1 (IA1):</b></p> <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>short-response items — 50–100 words per item</li> <li>extended-response item — 400–500 words</li> <li>examination in its entirety — 800–1000 words</li> </ul> <p>Non-programmable calculator permitted.</p>	<p><b>Summative internal assessment 3 (IA3):</b></p> <ul style="list-style-type: none"> <li>Investigation — argumentative essay</li> </ul> <p>Time: 4 weeks, including 10 hours classtime</p> <ul style="list-style-type: none"> <li>students may use class time and their own time to develop a response.</li> </ul> <p>1500–2000 words.</p>
<p><b>Summative internal assessment 2 (IA2):</b></p> <ul style="list-style-type: none"> <li>Investigation — inquiry report</li> </ul> <p>Time: 4 weeks, including 10 hours classtime</p> <ul style="list-style-type: none"> <li>students may use class time and their own time to develop a response.</li> </ul> <p>1500–2000 words.</p>	<p><b>Summative external assessment (EA):</b></p> <ul style="list-style-type: none"> <li>Examination — combination response</li> </ul> <p>Time: 2 hours plus 15 minutes planning time.</p> <ul style="list-style-type: none"> <li>short-response items — 50–250 words per item</li> <li>extended-response item — 400–600 words</li> <li>examination in its entirety — 800–1000 words.</li> </ul> <p>Non-programmable calculator permitted.</p>

**Pre-Requisites:** Year 10 Legal Studies Preparation at least a C achievement

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.

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

## 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.

## Assessment

### Year 11: Formative assessments

Assessment from Units 1 and 2 is graded on an A-E scale.

1 X Project	2 X Extended response	1 X 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.
Projects will include 2 aspect: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>multimodal: 3–6 min</li> </ul>	First extended response: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> </ul> Second extended response <ul style="list-style-type: none"> <li>multimodal: 4–7 min</li> </ul>	<ul style="list-style-type: none"> <li>60–90 min</li> <li>50–250 words per item on the test</li> </ul>

### Year 12: Summative assessments

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

## Pre-Requisites:

Year 10 Business Preparation is desirable along with basic literacy skills to complete written components of assessment.



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

## 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

### Year 11: Formative assessments

Assessment consists of four instruments graded on an A-E scale:

2 X Project	1 X Extended response (term 2)	1 X Examination (term 1)
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 stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
Term 2: • written: 500–900 words Term 3 and 4 • multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 min	Presented: • written: 600–1000 words	• 60–90 min • 50–250 words per item

### Year 12: Summative assessments

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 stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ min • multimodal non-presentation: 8 A4 pages max (or equivalent) presentation: 3–6 min • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 min • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 min	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 min • multimodal non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 min	• 60–90 min • 50–250 words per item

**Pre-Requisites:** Year 10 Tourism Preparation is desirable along with basic literacy skills to complete written components of assessment.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Food science of vitamins, minerals and protein</b> <ul style="list-style-type: none"> <li>• Introduction to the food system</li> <li>• Vitamins and minerals</li> <li>• Protein</li> <li>• Developing food solutions</li> </ul>	<b>Food drivers and emerging trends</b> <ul style="list-style-type: none"> <li>• Consumer food drivers</li> <li>• Sensory profiling</li> <li>• Labelling and food safety</li> <li>• Food formulation for consumer markets</li> </ul>	<b>Food science of carbohydrate and fat</b> <ul style="list-style-type: none"> <li>• The food system</li> <li>• Carbohydrate</li> <li>• Fat</li> <li>• Developing food solutions</li> </ul>	<b>Food solution development for nutrition consumer markets</b> <ul style="list-style-type: none"> <li>• Formulation and reformulation for nutrition consumer markets</li> <li>• Food development process</li> </ul>

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: Examination Time: 2 h Perusal: 10 min 800-1000 words	Formative internal assessment 3: Project — folio Duration: 15 h 10-15 A3 pages
Formative internal assessment 2: Project — folio Duration: 15 h 10-12 A3 pages	Formative assessment 4: Examination Length: 800-1000 words, including Short response 50-250 words per item. Extended response 400 words or more.

### Year 12: 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): Examination Time: 2 h Perusal: 10 min 800-1000 words	20%	Summative internal assessment 3 (IA3): Problem solving processes Project — folio Duration: 15 h 10-15 A3 pages	30%
Summative internal assessment 2 (IA2): Project — folio Duration: 15 h 10-12 A3 pages	25%	Summative external assessment (EA): Examination Time: 2 h Length: 800-1000 words, including Short response 50-250 words per item. Extended response 400 words or more.	25%

### Pre-Requisites:

Year 10 Food and Nutrition preparation at least a C achievement

### Costs

This subject has a user pays levy attached to it.

# Building & Construction Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

plumber, steel fixer, landscaper and electrician.

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

### Year 11: Formative assessments

Unit 1	Unit 2
Project – multimodal Product component Non-presentation (6 A4 pages)	Project – multimodal Product component Written component (400-700 words)
Practical demonstration	Practical demonstration

### Year 12: Summative assessments

Unit 3	Unit 4
Project – multimodal Product component Non-presentation (8 A4 pages)	Project – multimodal Product component Written component (500-900 words)
Practical demonstration	Practical demonstration

**Pre-Requisites:** Year 10 Building & Construction preparation and Industrial Graphics preparation at least a C achievement.

There is an expectation that students behave in a safe manner in the workshop given the high level of risk involved.

**Costs** This subject has a user pays levy attached to it.

# Engineering Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

mechanic, refrigeration mechanic or automotive mechanic.

## Objectives

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

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

## Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"><li>• Industry practices</li><li>• Production processes</li></ul>	<ul style="list-style-type: none"><li>• Fitting and machining</li><li>• Sheet metal working</li><li>• Welding and fabrication</li></ul>

## Assessment

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

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

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

### Year 11: Formative assessments

Unit 1	Unit 2
Project – multimodal Product component Multimodal- presentation (2 – 4 min)	Project – multimodal Product component Multimodal- spoken (1.5-3.5min)
Practical demonstration	Practical demonstration

### Year 12: Summative assessments

Unit 3	Unit 4
Project – multimodal Product component Multimodal- presentation (3-6min)	Project – multimodal Product component Multimodal- spoken (2.5-3.5min)
Practical demonstration	Practical demonstration

## Pre-Requisites:

Year 10 Engineering preparation at least a C achievement.

There is an expectation that students behave in a safe manner in the workshop given the high level of risk involved.

## Costs:

This subject has a user pays levy attached to it.



# Hospitality Practices

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Structure

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

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

## Objectives

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

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

## Assessment

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

- at least two projects
- at least one investigation.

Project	Investigation	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response that answers a number of provided questions, scenarios and/or problems.
<p>A project consists of a product and performance component and one other component from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ min</li> <li>• multimodal: 3–6 min</li> <li>• product and performance: continuous class time</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 min</li> <li>• multimodal: 4–7 min.</li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 min</li> <li>• 50–250 words per item</li> </ul>

### Year 11: Formative assessments

Unit 1	Unit 2
Project multimodal – Event Production and performance Script 1.5 – 3.5 min	Project – Event Production and performance Folio written response 400-700 words
Examination 60-90 minutes	Extended response- Multimodal Script 3-5 minute speech

### Year 12: Summative assessments

Unit 3	Unit 4
Project – Event Production and performance Folio written response 500-900 words	Project – Event - Production and performance Script 3-6 minute speech
Extended response- Multimodal Script 4-7 minute speech	Examination Length: 60 - 90 min (50–250 words per item)

## Pre-Requisites:

Year 10 Hospitality at least a C achievement.

There is an expectation that students behave in a safe manner in the kitchens given the high level of risk involved.

## Costs

This subject has a user pays levy attached to it.

# Certificate II in Skills for Work & Vocational Pathways

## VET senior subject

VET

### Qualification Description

This qualification is designed to further develop foundation skills to prepare for workforce entry or vocational training pathways.

All students will study this subject in year 11.

It is suitable for individuals who require:

- a pathway to employment or vocational training
- reading, writing, numeracy, oral communication and learning skills at Australian Core Skills Framework (ACSF) Level 3
- entry level digital literacy and employability skills
- a vocational training and employment plan.

Units of Competencies:

- **Core Units**
  - FSKLRG09 Use strategies to respond to routine workplace problems
  - FSKLRG11 Use routine strategies for work-related learning
  - FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work
  - FSKNUM15 Estimate, measure & calculate with routine metric measurements for work
  - FSKRDG10 Read and respond to routine workplace information
  - FSKOCM07 Interact effectively with others at work
  - FSKWTG09 Write routine workplace texts
  - FSKDIG03 Use digital technology for routine workplace tasks
- **Elective Units** *(a combination of **6 units** from the following units.)*
  - FSKNUM20 Use basic functions of a calculator
  - FSKNUM11 Read and use familiar maps, plans and diagrams for work
  - FSKRDG02 Read and respond to basic workplace signs and symbols
  - BSBLED101 Plan skills development
  - BSBITU112 Develop keyboard skills
  - ICTSAS206 Detect and protect from spam and destructive software



Biloela State High School RTO Code: 30232

# Certificate III in Fitness

## VET senior subject

VET

The program involves learning about what it takes to become an Exercise Professional. This learning will take place in a range of settings, including classroom and outdoors – involving use of the school's fitness facility. Training also includes practical experience as an Exercise/Gym Instructor and Activity Assistant at the school.

### Pathways

A course of study in Certificate III in fitness can establish a basis for further education and employment in the fields of fitness, exercise physiology, teaching, sports science and personal training.

### Objectives

The course covers the skills and knowledge required of a worker entering the Fitness industry as an Exercise / Gym Instructor. In particular, 'Fitness in Schools' involves:

- The industry-recognised First Aid Certificate – HLTAID003 Provide First Aid
- Learning about the Sport, Fitness and Recreation (SFR) industry
- Using and maintaining fitness and sport equipment
- Following health and safety standards in the workplace
- Responding to emergency situations
- Developing and updating knowledge of coaching practices

### Structure

Assessment activities include the completion of practical and knowledge tasks throughout the program. Many of the practical tasks will be observed while participating as an Exercise/Gym Instructor or while participating in practical lessons. This will often require the completion of a fitness industry document (e.g. exercise program).

- Delivering community fitness programs
- Providing quality customer service
- Conducting a risk assessment on sport and fitness activities
- Developing sport, fitness and recreation industry knowledge
- Providing client screening and health assessments
- Providing healthy eating information to clients
- Instructing and monitoring fitness programs
- Conducting warm-up and cool-down programs
- Planning and delivering gym programs
- Working with specific population clients, including older adults
- Developing skills in exercise science, including anatomy and physiology

This is achieved by you working alongside a qualified Fitness Trainer (your teacher) and other fitness/sport coaches to conduct community-based fitness and recreation activities and programs to clients (students, teachers, staff and families) within your school community.

Knowledge tasks are generally short answer 'quizzes' - completed online - that test your knowledge against one or more of the competency units.

## Assessment

Knowledge and project tasks (including any resources required) are completed online and allow for commencement at any time. Each term, a specific number of assessment tasks (both practical and knowledge) are due for completion.

Your teacher will regularly review your completion of assessment. If gaps are identified (i.e. assessment tasks incomplete or 'Not Yet Satisfactory'), you will be required to finalise your assessment in your own time (e.g. during exam block) before the next school term commences.

Students are required to save their completed assessment (and associated documents) for your teacher to mark and inform you of the outcome of each assessment ('Satisfactory' or 'Not Yet Satisfactory').

## Pre-Requisites:

Year 10 Fitness Preparation at least a C achievement

An interest in the fitness industry, dedicated to studies and willing to put in extra time outside of school time to train clients

## Costs

This course fee is \$330 per student and must be paid by June 2021.

*\*Note: The training provider Binnacle will invoice the school for this fee. Outstanding invoices for this course will result in student withdrawal from the course.*



Binnacle Training College Pty Ltd RTO Code: 31319

# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Motor learning, functional anatomy, biomechanics and physical activity</b> <ul style="list-style-type: none"> <li>Motor learning integrated with a selected physical activity</li> <li>Functional anatomy and biomechanics integrated with a selected physical activity</li> </ul>	<b>Sport psychology, equity and physical activity</b> <ul style="list-style-type: none"> <li>Sport psychology integrated with a selected physical activity</li> <li>Equity — barriers and enablers</li> </ul>	<b>Tactical awareness, ethics and integrity and physical activity</b> <ul style="list-style-type: none"> <li>Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li> <li>Ethics and integrity</li> </ul>	<b>Energy, fitness and training and physical activity</b> <ul style="list-style-type: none"> <li>Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li> </ul>

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"> <li>Project — folio</li> </ul> <p>Time: approximately 5 hours of class time Folio: 9–11 minutes Supporting evidence: 2–3 minutes Examples of multimodal presentations include</p> <ul style="list-style-type: none"> <li>a pre-recorded presentation submitted electronically</li> <li>a presentation conducted in front of an audience (class or teacher)</li> <li>a digital portfolio of video, images and diagrams with annotations or commentary</li> <li>a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.</li> </ul>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"> <li>Project — folio</li> </ul> <p>Time: approximately 5 hours of class time Folio: 9–11 minutes Supporting evidence: 2–3 minutes Examples of multimodal presentations include</p> <ul style="list-style-type: none"> <li>a pre-recorded presentation submitted electronically</li> <li>a presentation conducted in front of an audience (class or teacher)</li> <li>a digital portfolio of video, images and diagrams with annotations or commentary</li> <li>a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.</li> </ul>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"> <li>Examination — combination response multiple-choice questions short-response questions extended response to stimulus</li> </ul> <p>Time: 2 h + 15 min perusal time. Length: 800–1000 words in total, including short paragraph response items of 150–250 words per item and extended response to stimulus of 400 words or more.</p>	<p>Formative internal assessment 4:</p> <ul style="list-style-type: none"> <li>Investigation — report</li> </ul> <p>Time: approximately 5 hours of class time 1500–2000 words</p>

## Year 12: 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): <ul style="list-style-type: none"><li>• Project — folio</li></ul> Time: approximately 5 hours of class time Folio: 9–11 minutes Supporting evidence: 2–3 minutes Examples of multimodal presentations include <ul style="list-style-type: none"><li>▪ a pre-recorded presentation submitted electronically</li><li>▪ a presentation conducted in front of an audience (class or teacher)</li><li>▪ a digital portfolio of video, images and diagrams with annotations or commentary</li><li>▪ a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Project — folio</li></ul> Time: approximately 5 hours of class time Folio: 9–11 minutes Supporting evidence: 2–3 minutes Examples of multimodal presentations include <ul style="list-style-type: none"><li>▪ a pre-recorded presentation submitted electronically</li><li>▪ a presentation conducted in front of an audience (class or teacher)</li><li>▪ a digital portfolio of video, images and diagrams with annotations or commentary</li><li>▪ a multimedia movie or slideshow that may combine images, video, sound, text and a narrative voice.</li></ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — report</li></ul> Time: approximately 5 hours of class time 1500–2000 words	20%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response<ul style="list-style-type: none"><li>multiple-choice questions</li><li>short-response questions</li><li>extended response to stimulus</li></ul></li></ul> Time: 2 h + 15 min perusal time. Length: 800–1000 words in total, including short paragraph response items of 150–250 words per item and extended response to stimulus of 400 words or more.	25%

## Pre-Requisites:

Year 10 Physical Education preparation at least a C achievement

## Costs

This subject has a user pays levy attached to it.

Students with pool membership are exempt from part of this fee upon presentation of season pass to the office.



# Sport and Recreation

## Applied senior subject

Applied

The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities. It is a subject that provides students with opportunities to learn in, through and about sport and active recreation activities.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as those active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities

## Pathways

A course of study in Sport and 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 will:

- 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
- 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

Core topics
Core topic 1: Sport and recreation in the community Core topic 2: Sport, recreation and healthy living Core topic 3: Health and safety in sport and recreation activities Core topic 4: Personal and interpersonal skills in sport and recreation 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 (related to performance)
- One extended response, examination or investigation

### Year 11: Formative assessments

#### Year 11: Formative assessments

Unit 1	Unit 2
Investigation into sports nutrition for an athlete about to participate in a multi-day carnival of netball.	Project: Plan and implement a coaching session for the class. Evaluate the effectiveness of the coaching session and make recommendations for improvements
Performance and demonstration of Touch Football refereeing skills.	Performance: Demonstrate application of strength and conditioning skills in a range of fitness contexts.

### Year 12: Summative assessments

Unit 3	Unit 4
Perform lifesaving and water safety skills in a range of contexts	Investigate and justify sports medicine and first aid treatment options for participants in a weekend competition.
Project: Organise a sporting tournament for the school. Implement the tournament and evaluate its effectiveness. Recommend improvements for the future	Investigate and evaluate agencies available for sport, recreation and fitness within the community, as well as available vocational and employment pathways.

## Pre-Requisites:

Year 10 Physical Education preparation at least a C achievement, Year 10 Fitness Preparation at least a C achievement or Sport & Recreation Preparation at least a C achievement.

## Costs

This subject has a user pays levy attached to it.

# Agricultural Practices

## Applied senior subject

Applied

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

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

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

## Pathways

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and

contributing to community associations, events and activities, such as agricultural shows.

## Objectives

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

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

## Structure

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

Core topics	Elective topics	
<ul style="list-style-type: none"><li>• Rules, regulations and recommendations</li><li>• Equipment maintenance and operation</li><li>• Management practices</li><li>• An area of study:<ul style="list-style-type: none"><li>• Animal industries</li><li>• Plant industries</li><li>• Animal industries and Plant industries</li></ul></li></ul>	• Operating machinery	
	Animal studies	Plant studies
	<ul style="list-style-type: none"><li>• Infrastructure</li><li>• Production</li><li>• Agribusiness</li></ul>	<ul style="list-style-type: none"><li>• Infrastructure</li><li>• Production</li><li>• Agribusiness</li></ul>

## Assessment

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

Project	Collection of work	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response to a series of tasks relating to a single topic in a module of work.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal: 3–6 minutes</li> <li>performance: continuous class time.</li> </ul>	At least three components from the following: <ul style="list-style-type: none"> <li>written: 200–300 words</li> <li>spoken: 1½–2½ minutes</li> <li>multimodal: 2–3 minutes</li> <li>performance: continuous class time.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>60–90 minutes</li> <li>50–250 words per item</li> </ul>

## Pre-requisite

Year 10 Agricultural Preparation at least a C achievement

There is an expectation that students behave in a safe manner when working on the Agricultural Block and when handling animals given the high level of risk involved and for the health and wellbeing of the animals.

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs)	Formative internal assessment 3: <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response — empirical essay Individual work 1500–2000 words
Formative internal assessment 2: <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report Group work with individual report (1500–2000 words)	
Formative internal assessment 4 <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

### Year 12: 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): <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs)	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response — empirical essay Individual work 1500–2000 words	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report Group work with individual report (1500–2000 words)	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.			

**Pre-Requisite:** Year 10 Biology at least a B achievement

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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



## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs) Chemistry formula & data booklet permitted	Formative internal assessment 3: <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Formative internal assessment 2: <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Formative internal assessment 4 <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

### Year 12: 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): <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs) Chemistry formula & data booklet permitted	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

**Pre-Requisites:** Year 10 Chemistry at least a B achievement



# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Thermal, nuclear and electrical physics</b> <ul style="list-style-type: none"><li>• Heating processes</li><li>• Ionising radiation and nuclear reactions</li><li>• Electrical circuits</li></ul>	<b>Linear motion and waves</b> <ul style="list-style-type: none"><li>• Linear motion and force</li><li>• Waves</li></ul>	<b>Gravity and electromagnetism</b> <ul style="list-style-type: none"><li>• Gravity and motion</li><li>• Electromagnetism</li></ul>	<b>Revolutions in modern physics</b> <ul style="list-style-type: none"><li>• Special relativity</li><li>• Quantum theory</li><li>• The Standard Model</li></ul>

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs) Physics formula and data booklet provided	Formative internal assessment 3: <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Formative internal assessment 2: <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Formative internal assessment 4 <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: consists of a number of short items such as multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: consists of a number of different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

### Year 12: 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): <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs) Physics formula and data booklet provided	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: consists of a number of short items such as multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: consists of a number of different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

**Pre-Requisites:** Year 10 Physics at least a B achievement

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
Formative internal assessment 1: <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs)	Formative internal assessment 3: <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Formative internal assessment 2: <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Formative internal assessment 4 <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

### Year 12: 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): <ul style="list-style-type: none"> <li>• Data test</li> </ul> 60 min +10 min perusal Written exam Short responses (i.e. sentence or short paragraphs)	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Individual work 1500–2000 words
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul> 10 hours class time Written response —scientific report or multimodal presentation (9 -11 min) Group work with individual report (1500–2000 words)	
Summative external assessment (EA): 50% <ul style="list-style-type: none"> <li>• Examination – two papers (each 90 min + 10 min perusal)</li> </ul> Short response paper: multiple choice, single word responses, single sentence responses and calculating using algorithms Combination response paper: different types of short and long response items such as responding to unseen data and/or stimulus, written paragraph responses (50–250 words) extended response (300–350 words or equivalent) from a choice of questions.	

**Pre-Requisites:** Year 10 Psychology Preparation at least a B achievement

# 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.

## Structure

This subject is undertaken as an alternate sequence class with students completing units 1&2 in odd years and 3&4 in even years.

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

## Pathways

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

## Objectives

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

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

<ul style="list-style-type: none"> <li>• cultural inheritances of storytelling</li> <li>• oral history and emerging practices</li> <li>• a range of linear and non-linear forms</li> </ul>	<ul style="list-style-type: none"> <li>• Realism, including Magical Realism, Australian Gothic</li> <li>• associated conventions of styles and texts</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li> <li>• associated conventions of styles and texts</li> </ul>	<ul style="list-style-type: none"> <li>• associated conventions of styles and texts</li> <li>• inherited texts as stimulus</li> </ul>
--	---	---	---

## Assessment

### Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• text with role highlighted and brief annotations about manipulation and demonstration of the dramatic languages in performance</li> <li>• audiovisual recording of the performance as a recording of the response.</li> </ul> <p>Preparation time: 9–12 hours (rehearsal and presentation); this will involve class time and students' own time.</p> <p>Performance time: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes).</p>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audiovisual recording of the directorial vision (multimodal pitch). The following guidelines are strongly advised</li> <li>• final text with role highlighted and brief annotations about manipulation and demonstration of the dramatic languages in performance.</li> </ul> <p>5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation)</p> <p>3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes)</p>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul> <p>The dramatic concept will be structured under the following headings:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the use of a convention in the professional production (maximum 400 words)</li> <li>• synthesis of concept, explaining and arguing a chosen purpose and context and how the dramatic languages have been used to communicate dramatic action and meaning (maximum 600 words)</li> <li>• storyboard of key moments that best capture the dramatic ideas (10–12 images of dramatic action) integrated in the synthesis of the concept.</li> </ul> <p>Preparation time: 14–16 hours.</p> <p>Length: 800–1000 words, including digital record of 10–12 images.</p>	
<p>Formative internal assessment 4:</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, synthesis, evaluation and justification to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p>Time: 2 hours plus 20 minutes planning time.</p> <p>Mode: written</p> <p>Length: 800–1000 words.</p>	

## Year 12: 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	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• text with role highlighted and brief annotations about manipulation and demonstration of the dramatic languages in performance</li> <li>• audiovisual recording of the performance as a recording of the response.</li> </ul> <p>Preparation time: 9–12 hours (rehearsal and presentation); this will involve class time and students' own time.</p> <p>Performance time: 3–5 minutes (all students must be actively engaged on stage for a minimum of 3 minutes and no more than 5 minutes).</p>	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audiovisual recording of the directorial vision (multimodal pitch). The following guidelines are strongly advised</li> <li>• final text with role highlighted and brief annotations about manipulation and demonstration of the dramatic languages in performance.</li> </ul> <p>5–7 minutes of multimodal pitch (combining spoken word with digital visual presentation)</p> <ul style="list-style-type: none"> <li>• 3–5 minutes of performance (all students must be actively engaged on stage for a minimum of 3 minutes)</li> </ul>	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul> <p>The dramatic concept will be structured under the following headings:</p> <ul style="list-style-type: none"> <li>• analysis and evaluation of the use of a convention in the professional production (maximum 400 words)</li> <li>• synthesis of concept, explaining and arguing a chosen purpose and context and how the dramatic languages have been used to communicate dramatic action and meaning (maximum 600 words)</li> <li>• storyboard of key moments that best capture the dramatic ideas (10–12 images of dramatic action) integrated in the synthesis of the concept.</li> </ul> <p>Preparation time: 14–16 hours.</p> <ul style="list-style-type: none"> <li>• Length: 800–1000 words, including digital record of 10–12 images.</li> </ul>	20%	<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, synthesis, evaluation and justification to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p>Time: 2 hours plus 20 minutes planning time.</p> <p>Mode: written</p> <ul style="list-style-type: none"> <li>• Length: 800–1000 words.</li> </ul>	

**Pre-Requisites:** Year 10 Preparation for Drama at least a C achievement is desirable



# Music

## General senior subject

General

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

## Structure

This subject is undertaken as an alternate sequence class with students completing units 1&2 in odd years and 3&4 in even years.

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

## 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment

## 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



# Assessment

## Year 11: Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment 1:</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audio-visual recording of the performance as a recording of the response.</li> </ul> <p>Duration: 15 hours (rehearsal and presentation); this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Performance time: 2–3 minutes.</p> <p>Performance statement: written 200-400 words, or filmed oral or audio explanation, 1 -2 minutes explaining the use of musical elements and concepts to communicate meaning through the performance choices made.</p>	<p>Formative internal assessment 3:</p> <ul style="list-style-type: none"> <li>• Project — Musicology and <i>either</i> composition or performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audio-visual recording of the response</li> </ul> <p>Duration: 25 hours, this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Musicology multimodal presentation: either 6 -10 minutes of live or virtual presentation or</p> <p>Or</p> <p>Digital presentation (e.g. digital book, slide show); 10-15 digital pages/slides )</p> <p><i>And either:</i></p> <p>Composition</p> <ul style="list-style-type: none"> <li>• at least one minute duration including</li> <li>• A statement of compositional intent – written 200-400 or 1-2 minutes audio/ visual explanation</li> <li>• Sound recording of composition or score or both</li> </ul> <p>OR</p> <p>Performance</p> <ul style="list-style-type: none"> <li>• A statement of compositional intent – written 200-400 or 1-2 minutes audio/ visual explanation</li> <li>• Performance component must be audio visually recorded</li> </ul>
<p>Formative internal assessment 2:</p> <ul style="list-style-type: none"> <li>• Composition</li> </ul> <p>Duration: 15 hours (rehearsal and presentation); this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Length: The composition must be of at least on minute duration to ensure compositional devices can be seen.</p> <p>Compositional statement: written 200-400 words, or filmed oral or audio explanation, 1 -2 minutes explaining the use of musical elements and concepts to communicate meaning through the performance choices made.</p>	
<p>Formative internal assessment 4:</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• a response to an unseen question selected from various options and unseen stimulus</li> <li>• sustained analysis, synthesis, evaluation and justification to fully answer a question</li> <li>• a response in the form of an analytical essay that expresses a viewpoint.</li> </ul> <p>Time: 2 hours plus 20 minutes planning time.</p> <p>Mode: written</p> <p>Length: 800–1000 words.</p>	

## Year 12: 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	
<p>Summative internal assessment 1: (IA1)</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audio-visual recording of the performance as a recording of the response.</li> </ul> <p>Duration: 15 hours (rehearsal and presentation); this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Performance time: 2–3 minutes.</p> <p>Performance statement: written 200-400 words, or filmed oral or audio explanation, 1 -2 minutes explaining the use of musical elements and concepts to communicate meaning through the performance choices made.</p>	20%	<p>Summative internal assessment 3:</p> <ul style="list-style-type: none"> <li>• Project — Musicology and <i>either</i> composition or performance</li> </ul> <p>Supporting evidence includes:</p> <ul style="list-style-type: none"> <li>• audio-visual recording of the response</li> </ul> <p>Duration: 25 hours, this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Musicology multimodal presentation: either</p> <p>6 -10 minutes of live or virtual presentation or</p> <p>Or</p> <p>Digital presentation (e.g. digital book, slide show); 10-15 digital pages/slides )</p> <p><i>And either:</i></p> <p>Composition</p> <ul style="list-style-type: none"> <li>• at least one minute duration including</li> <li>• A statement of compositional intent – written 200-400 or 1-2 minutes audio/visual explanation</li> <li>• Sound recording of composition or score or both</li> </ul> <p>OR</p> <p>Performance</p> <ul style="list-style-type: none"> <li>• A statement of compositional intent – written 200-400 or 1-2 minutes audio/visual explanation</li> <li>• Performance component must be audio visually recorded</li> </ul>	35%
<p>Summative internal assessment 2: (IA2)</p> <ul style="list-style-type: none"> <li>• Composition</li> </ul> <p>Duration: 15 hours (rehearsal and presentation); this will involve class time and students' own time. Students must be given continuous class time to develop the performance</p> <p>Length: The composition must be of at least on minute duration to ensure compositional devices can be seen.</p> <p>Compositional statement: written 200-400 words, or filmed oral or audio explanation, 1 -2 minutes explaining the use of musical elements and concepts to communicate meaning through the performance choices made.</p>	20%	<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul> <p>The extended response examination requires:</p> <ul style="list-style-type: none"> <li>• unseen stimulus will be succinct enough to allow students sufficient time to engage with them</li> <li>• students will be provided with contextual information during the examination to support understanding of the stimulus</li> </ul> <p>Time: 2 hours plus 20 minutes planning time.</p> <p>Mode: written</p> <ul style="list-style-type: none"> <li>• Length: 800–1000 words.</li> </ul>	

## Pre-Requisites:

Year 10 Preparation for Music at least a C achievement is desirable

# Drama in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

Core	Electives
<ul style="list-style-type: none"><li>• Dramatic principles</li><li>• Dramatic practices</li></ul>	<ul style="list-style-type: none"><li>• Acting (stage and screen)</li><li>• Career pathways (including arts entrepreneurship)</li><li>• Community theatre</li><li>• Contemporary theatre</li><li>• Directing</li><li>• Playbuilding</li><li>• Scriptwriting</li><li>• Technical design and production</li><li>• The theatre industry</li><li>• Theatre through the ages</li><li>• World theatre</li></ul>

## Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance	Project	Performance	Project
Project	Extended Response	Project	Extended Response

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

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

Project	Performance	Product	Extended response	Investigation
<ul style="list-style-type: none"> <li>group</li> <li>• performance offstage (directing, designing)</li> <li>• 4–6 minutes: individual (excluding actors delivering text)</li> <li>• workshop performance (other): variable conditions</li> <li>• product: variable conditions.</li> </ul>				

## Pre-Requisites:

Year 10 Preparation for Drama is desirable.

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

## 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

Unit 1	Unit 2	Unit 3	Unit 4
Project	Investigation	Investigation	Project
Product	Project	Project	Product

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	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	A 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"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ min</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 min</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions may include:               <ul style="list-style-type: none"> <li>○ advertisement</li> <li>○ digital portfolio</li> </ul> </li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 min</li> <li>• multimodal               <ul style="list-style-type: none"> <li>• non-presentation: 10 A4 pages max (or equivalent)</li> <li>• presentation: 4–7 min.</li> </ul> </li> </ul>

## Pre-Requisites:

Year 10 Preparation for Media Arts is desirable.

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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



## Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Product	Project	Project	Project
Project	Product	Product	Product

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
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ min</li> <li>• multimodal <ul style="list-style-type: none"> <li>• non-presentation: 8 A4 pages max (or equivalent)</li> <li>• presentation: 3–6 min</li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions may include: <ul style="list-style-type: none"> <li>○ advertisement</li> <li>○ digital portfolio</li> </ul> </li> </ul>

## Pre-Requisites:

Year 10 Preparation for Visual Art is desirable

## Costs:

This subject has a user pays levy attached to it.

# Version history

Version	Date of change	Update
1	August 2018	Publication for Subject Information evening
2	August 2019	Publication for Subject Information evening
3	August 2020	Publication for Subject Information