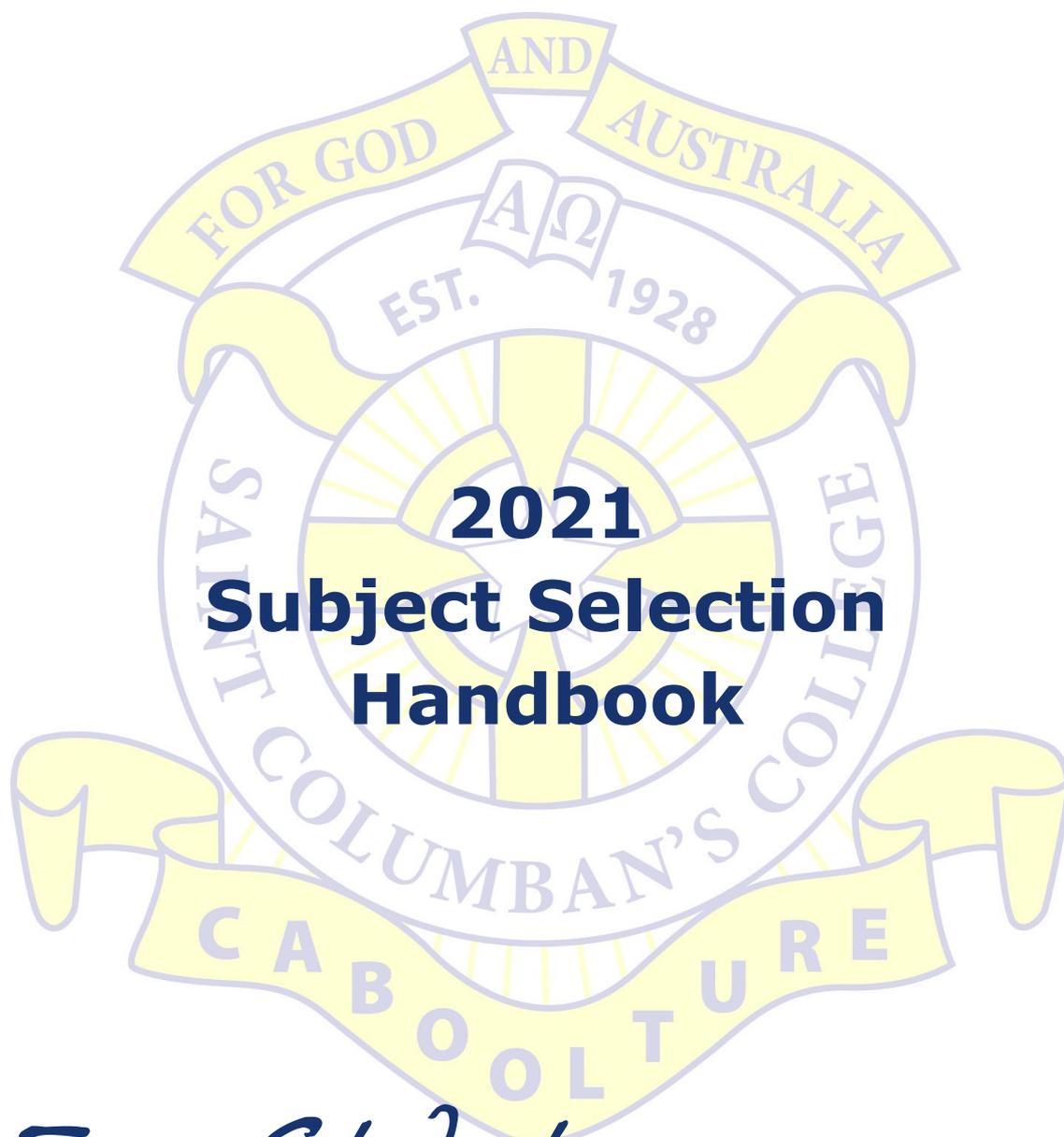


St Columban's College

Senior Phase of Learning



2021

Subject Selection Handbook

'Every Student

Every Success'

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From the Principal

Dear Student

You are entering your final phase of school-based learning. Much thought and experience has gone into preparing this booklet for your benefit. Make use of this booklet and of the people around you - parents, older siblings, teachers and career counsellors to make appropriate decisions for yourself. I hope that you are able to make decisions that will situate you in the best place to succeed and discover your strengths and abilities.

This comprehensive document allows you to access the pathway most suited to your talents and dreams, inclusive of seeking an entry to university or further study, becoming work ready at the end of your Queensland Certificate of Education, completing a school based Traineeship/Apprenticeship or pursuing a sporting or cultural pathway, or a combination of these. All are possible if you seek the wisdom of support personnel. Combining academic and vocational pathways provides a wonderful platform to enhance choices and opportunities.

Years 11 and 12 may be among the most challenging, rewarding and exciting years of your life. You will discover new directions along the way to your Queensland Certificate of Education at St Columban's which will include:

- Much higher academic demands in each subject area
- Increased freedom to manage your own learning
- A higher expectation on you to contribute to College life
- Relationships between you and staff becoming much more adult to adult, with implied responsibilities
- More demands on your time making it important to balance study, work and play.

Our "Partnership of Excellence" is paramount to successful outcomes. I would like to remind students and parents of their contractual obligations. The challenge is for you to set your goals and work hard to achieve them.

The journey will be in your hands. We are all here to help you in your choices, but ultimately it is up to you. May you be blessed in the decisions you face and in the rich experiences, and challenges, ahead of you.



Mike Connolly
Principal

Skilling for the Future

St Columban's College is committed to providing our students with the opportunity to explore subjects and pathways that are best suited to their interests, abilities and career aspirations. We strive to work in partnership with students and their families to optimise future pathways for all students. We are committed to ensuring that students study a senior program incorporating depth and breadth of learning, to maximise their opportunity to grow their knowledge and future focussed skills – including creative thinking, problem solving, communication, teamwork, flexibility and resilience.

We are strongly guided by evidence-based research that speaks to the importance of preparing students for the world of work by equipping them both academically and vocationally. The recent 2018 Gonski "Through Growth to Achievement" report, commissioned by the Australian Government, highlights the need for school to equip "...young people with the right knowledge, skills and mindset [to allow them to] thrive in an uncertain world of work, and to find fulfilment in all aspects of their lives" (pg. 27).

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. St Columban's College aspires for all students to complete their QCE qualification by the end of Year 12. However, students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling.

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
- 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. General subjects include Extension subjects.

Applied syllabuses

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

Vocational Education and Training (VET)

At St Columban's College, students may engage in Vocational Education and Training in the Senior Phase of learning. Skills-based training and the transferrable skills, which are embedded in such training packages, will assist students to develop the job ready characteristics they will need to participate fully in the workforce. Our College has a strong tradition of high-quality VET delivery and students will be able to find a training course to complement their pathway.

Opportunities for School-based Apprenticeships and Traineeships are also strongly encouraged, and we would support students in their pursuit of these employment and training opportunities. Please speak with the Careers and Training Centre if you are interested in an opportunity of this nature.

Underpinning factors

All Senior Syllabuses and VET Qualifications 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.
- 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 and communication technologies (ICT) skills.

Australian Tertiary Admission Rank (ATAR) eligibility

In Queensland, many students will wish to pursue an ATAR Pathway if they are particularly interested in studying at university after Year 12. However, an ATAR is not the only pathway to university, and not all students require an ATAR. Subject choices should always be based primarily on student interest and ability.

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 'C' Standard of Achievement in one of three subjects — English, Literature or Essential English.

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

Course Overviews

General syllabuses

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 provide students with feedback on their progress in a course of study and contribute to the awarding 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 awarding of a QCE and may contribute to their ATAR calculation.

Extension syllabuses

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 awarding of a QCE and to ATAR calculations.

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 across the state
- developed and marked by the QCAA according to a commonly applied marking scheme

The external assessment contributes a determined percentage to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

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.

Essential English and Essential Mathematics — Common internal assessment (CIA)

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.

Vocational Education and Training (VET)

At St Columban's College, students may engage in Vocational Education and Training in the Senior Phase of learning. VET refers to education and training that focusses on developing knowledge and skills required for specific industries. VET qualifications also focuses on the development of transferrable skills that will assist students to develop the job ready characteristics needed to participate fully in the workforce. VET in schools allows students to remain at school while completing vocational training.

Participating in VET can:

- provide credit towards a student's attainment of a QCE
- attainment of a nationally recognised qualification or statement of attainment
- support a student to transition to employment or further education.

School based traineeships and apprenticeships

Opportunities for school-based apprenticeships and traineeships are available, and we would support students in their pursuit of these employment and training opportunities. School-based apprenticeships and traineeships (SATs) require one day out of school each week. Students should speak with the Careers and Training Centre if they are interested in an opportunity of this nature.

VET Handbook

St Columban's College will provide students with a VET handbook prior to commencement in their course. The VET handbook is also available on the College website.

Roles and responsibilities

The College:

- recognises the importance of students receiving a broad-based education, comprising both general and vocational education and training.
- will inform students of any changes to agreed services.
- the College has a process in place that enables students to apply for Recognition of Prior Learning (RPL) for vocational education competencies.
- has a process for addressing any concerns a student may have and offers students access to support services that can provide guidance about the vocational education program.

Complaints and Appeals Policy

St Columban's College has a complaints and appeals policy specific to the Registered Training Organisation (RTO) operations. A complaint can be made to the College regarding:

- College Trainers and Assessors
- students of St Columban's College
- third party services providing training on behalf of St Columban's College.

The Complaints and Appeals Policy is also available on the College website.

All complaints or appeals must be directed to the Principal as CEO of St Columban's College.

Student roles and responsibilities

Students are asked to:

- make a serious commitment to undertaking a nationally recognised qualification
- provide any materials and equipment requested by the College
- meet all aspects of work health and safety requirements
- meet the expectations and requirements of the College in terms of participation, cooperation, punctuality, behaviour and conduct.

Unique Student Identifier (USI)

All students who wish to study a VET course will be required to obtain a USI. We ask that students access the USI website (www.usi.gov.au) and complete the process at home. This is a simple process that only takes approximately 5 minutes. Please note that a Medicare card, birth certificate or passport is required to complete this process.

Students will be required to forward the email from usi.gov.au with their USI number to the College email of Mrs Aarts: amaarts@bne.catholic.edu.au

Enrolment and Admission

Access to VET certificates is open to all students, regardless of race, gender and ability. Subjects will be offered if enrolment numbers are viable and human and physical resources comply with VQF standards. Students must meet the minimum levels of literacy and numeracy.

Fees

For qualifications delivered by St Columban's College, all tuition costs are included in the year level fee structure. Additional fees are highlighted in the subject selection handbook.

In cases where students have exhausted VETis funding, supplementary costs could be incurred for further VETIS qualifications.

RELIGIOUS EDUCATION

YEAR 7 Whole Year	YEAR 8 Whole Year	YEAR 9 Whole Year	YEAR 10 Whole Year	SENIOR
				GENERAL SUBJECT Study of Religion
Religious Education	Religious Education	Religious Education	Religious Education	APPLIED SUBJECT Religion & Ethics
				VET SUBJECT  10741NAT – Certificate III in Christian Ministry & Theology

ENGLISH				
YEAR 7 Whole Year	YEAR 8 Whole Year	YEAR 9 Whole Year	YEAR 10 Whole Year	SENIOR
				APPLIED SUBJECT Essential English
English	English	English	English	GENERAL SUBJECT English
				GENERAL SUBJECT Literature

MATHEMATICS				
YEAR 7 Whole Year	YEAR 8 Whole Year	YEAR 9 Whole Year	YEAR 10 Whole Year	SENIOR
				<p>APPLIED SUBJECT</p> <p>Essential Mathematics</p>
Mathematics	Mathematics	Mathematics	Core Mathematics	<p>GENERAL SUBJECT</p> <p>General Mathematics</p>
			Extension Mathematics	<p>GENERAL SUBJECT</p> <p>Mathematical Methods</p>
				<p>↕</p> <p>GENERAL SUBJECT</p> <p>Specialist Mathematics</p>
				<p>TO UNDERTAKE SPECIALIST MATHEMATICS, MATHEMATICAL METHODS MUST BE TAKEN.</p>

HUMANITIES				
YEAR 7 Whole Year	YEAR 8 Whole Year	YEAR 9 Whole Year	YEAR 10 Whole Year	SENIOR
<p>Humanities</p>	<p>Humanities</p>	<p>Humanities</p>	<p>History</p> <p>ELECTIVE Whole Year</p> <p>Geography</p> <p>Civics & Citizenship (Legal Focus)</p>	<p>GENERAL SUBJECT Modern History</p> <p>GENERAL SUBJECT Ancient History</p> <p>GENERAL SUBJECT Geography</p> <p>GENERAL SUBJECT Legal Studies</p> <p>APPLIED SUBJECT Social & Community Studies</p>

SCIENCE				
YEAR 7	YEAR 8	YEAR 9	YEAR 10	SENIOR
Whole Year	Whole Year	Whole Year	Whole Year	
				GENERAL SUBJECT Biology
				GENERAL SUBJECT Chemistry
				GENERAL SUBJECT Physics
				GENERAL SUBJECT Psychology
				 VET SUBJECT MSL20118 – Certificate II in Sampling & Measurement
Science	Science	Science	Science	

HEALTH AND PHYSICAL EDUCATION				
YEAR 7 Whole Year	YEAR 8 Whole Year	YEAR 9 Whole Year	YEAR 10 Whole Year	SENIOR
Core Physical Education	Core Physical Education	Core Physical Education	Core Physical Education	GENERAL SUBJECT Physical Education
		ELECTIVE Semester	ELECTIVE Whole Year	APPLIED SUBJECT Sport & Recreation
		HPE (Movement & Physical Activity)	HPE (Movement & Physical Activity)	 VET SUBJECT  SIS30115 - Certificate III in Sport & Recreation
		Sport & Recreation	Sport & Recreation	 VET SUBJECT  SIS30315 - Certificate III in Fitness

AEROSPACE & BUSINESS					
YEAR 7 & 8 Term Rotation	YEAR 9 Semester	YEAR 10 Whole Year	SENIOR		
			<table border="1"> <tr> <td>GENERAL SUBJECT Aerospace Systems</td> <td>GENERAL SUBJECT Business</td> </tr> </table>	GENERAL SUBJECT Aerospace Systems	GENERAL SUBJECT Business
GENERAL SUBJECT Aerospace Systems	GENERAL SUBJECT Business				
Economics & Business	Economics & Business	Economics & Business	<table border="1"> <tr> <td>  VET SUBJECT BSB30115 Certificate III in Business </td> </tr> <tr> <td>   VET SUBJECT AVI30419 Certificate III in Aviation (Remote Pilot) </td> </tr> </table>	 VET SUBJECT BSB30115 Certificate III in Business	  VET SUBJECT AVI30419 Certificate III in Aviation (Remote Pilot)
 VET SUBJECT BSB30115 Certificate III in Business					
  VET SUBJECT AVI30419 Certificate III in Aviation (Remote Pilot)					
	Business (Aerospace)	Business (Aerospace)			

LANGUAGES			
YEAR 7 & 8 Term Rotation	YEAR 9 Semester	YEAR 10 Whole Year	SENIOR
Chinese	Chinese	Chinese	GENERAL SUBJECT Chinese
Italian	Italian	Italian	GENERAL SUBJECT Italian

TECHNOLOGIES

YEAR 7 & 8 Term Rotation	YEAR 9 Semester	YEAR 10 Semester	SENIOR SEE TRAINING PATHWAYS FOR OTHER VET COURSES
Food & Fibre Production	Food & Fibre Production	Food & Fibre Production	<p>GENERAL SUBJECT</p> <p>Design</p> <p>APPLIED SUBJECT</p> <p>Industrial Technology Skills</p>
Food Specialisation	Food Specialisation	Food Specialisation	<p>VET SUBJECT</p> <p>CPC10111 – Certificate I in Construction</p> <p>VET SUBJECT</p> <p>MEM20413 – Certificate II in Engineering Pathways</p>
Materials & Technology	Engineering & Materials Materials & Technology	Engineering & Materials Materials & Technology	<p>APPLIED SUBJECT</p> <p>Information & Communication Technology Skills</p>
Digital Technology	Digital Technology	Digital Technology	

TRAINING PATHWAYS

YEAR 10

Whole Year



VET SUBJECT
SHB20216 – Certificate II in Salon Assistant

SENIOR



VET SUBJECT
CHC20415
Certificate II
in Active Volunteering



VET SUBJECT
CHC20415
Certificate II
in Tourism



VET SUBJECT
SIT20316
Certificate II in Hospitality



VET SUBJECT
SIT20416 – Certificate II
in Kitchen Operations



VET SUBJECT



CHC30113
Certificate III in Early
Childhood Education
and Care



VET SUBJECT
SHB20216
Certificate II
in Salon Assistant



VET SUBJECT
SHB30215
Certificate III
in Make-Up

Senior Subject Offerings

Please note: VET Course Outlines and information are available in the VET Handbook

Religious Education

- Study of Religion
- Religion & Ethics
- Certificate III in Christian Ministry & Theology

English

- English
- Literature
- Essential English

Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Essential Mathematics

Humanities

- Ancient History
- Geography
- Legal Studies
- Modern History
- Social and Community Studies

Science

- Biology
- Chemistry
- Physics
- Psychology
- Certificate II in Sampling & Measurement

Health & Physical Education

- Physical Education
- Sport & Recreation
- Certificate III in Fitness
- Certificate III in Sport & Recreation

Aerospace & Business

- Aerospace Systems
- Business
- Certificate III in Aviation
- Certificate III in Business

Languages

- Chinese
- Italian

Technologies

- Design
- Industrial Technology Skills
- Information & Communication Technology Skills
- Certificate I in Construction
- Certificate II in Engineering Pathways

The Arts

- Dance
- Drama
- Drama in Practice
- Film, Television & New Media
- Media in Practice
- Music
- Music in Practice
- The Arts in Practice
- Visual Art
- Visual Arts in Practice

Trade Training Centre Qualifications

- Certificate III in Early Childhood & Care
- Certificate II in Hospitality
- Certificate II in Kitchen Operations
- Certificate III in Make-Up
- Certificate II in Salon Assistant
- Certificate II in Tourism

Study of Religion

General senior subject

It is highly recommended that students entering this subject achieve a 'B' or higher result in Year 10 English.

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings <ul style="list-style-type: none"> ▪ Sacred texts ▪ Abrahamic traditions 	Religion and ritual <ul style="list-style-type: none"> ▪ Lifecycle rituals ▪ Calendrical rituals 	Religious ethics <ul style="list-style-type: none"> ▪ Social ethics ▪ Ethical relationships 	Religion, rights and the nation-state <ul style="list-style-type: none"> ▪ Religion and the nation–state ▪ Religion and human rights

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Examination — extended response	25%	Summative internal assessment 3 (IA3): ▪ Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): ▪ Investigation — inquiry response	25%	Summative external assessment (EA): ▪ Examination — short response	25%

Religion and Ethics

Applied senior subject

Applied

Overview

A sense of purpose and personal integrity are essential for participative and contributing members of society. This Applied subject provides for a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs.

Religion and Ethics helps students understand the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society. Within this subject, the focus is on students gaining knowledge and understanding, on developing the ability to think critically, and to communicate concepts and ideas relevant to their lives and the world in which they live.

Religion and Ethics enhances students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Pathways

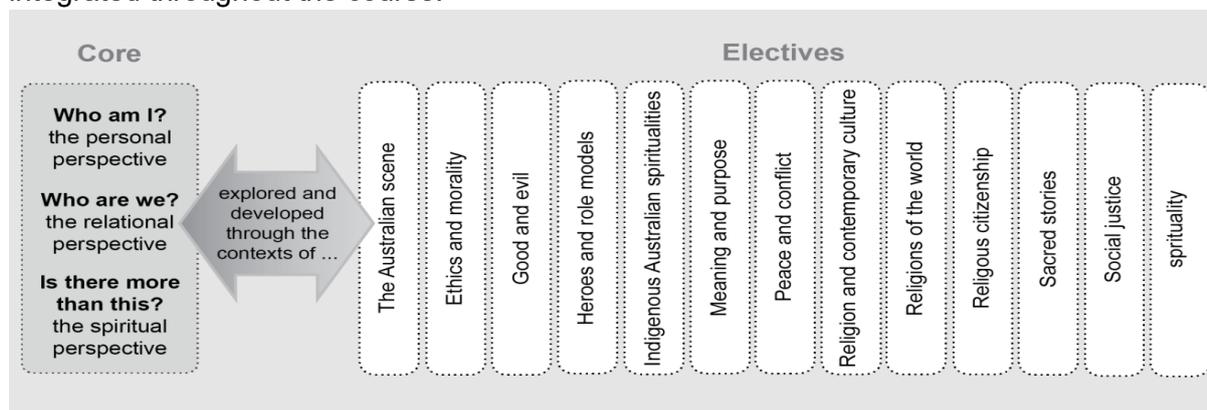
A course of study in Religion and Ethics can establish a basis for further education and employment in any field, as it helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively in future life roles.

It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals.

The focus on citizenship, the sense of community and service, ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provide students with skills and attitudes that contribute to lifelong learning, and a basis for engaging with others in diverse settings, including further education and the workforce.

Structure

A course of study for Religion and Ethics includes the three core perspectives of personal, relational and spiritual human experience integrated within every elective topic selected and integrated throughout the course.



Assessment

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

Assessment techniques



English

General senior subject

It is recommended that students entering this subject achieved a 'C+' or higher result in Year 10 English.

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Literature

General senior subject

It is highly recommended that students entering this subject achieve a 'B' or higher result in Year 10 English.

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — analytical written response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — imaginative spoken/multimodal response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

Essential English

Applied senior subject

Applied

Overview

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 every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> ▪ Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> ▪ Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> ▪ Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> ▪ Extended response — Written response

General Mathematics

General senior subject

It is highly recommended that students entering this subject achieve a 'B' or higher result in Year 10 Core Mathematics or a 'C' or higher result in Maths Extension.

General

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): ▪ Examination	15%
Summative internal assessment 2 (IA2): ▪ Examination	15%		
Summative external assessment (EA): 50% ▪ Examination			

Mathematical Methods

General senior subject

It is highly recommended that students entering this subject achieve a 'B' or higher result in Year 10 Maths Extension.

General

Overview

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

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

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

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

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): ▪ Examination	15%
Summative internal assessment 2 (IA2): ▪ Examination	15%		
Summative external assessment (EA): 50% ▪ Examination			

Specialist Mathematics

General senior subject

This Subject must be studied in conjunction with Mathematical Methods

General

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): ▪ Examination	15%
Summative internal assessment 2 (IA2): ▪ Examination	15%		
Summative external assessment (EA): 50% ▪ Examination			

Essential Mathematics

Applied senior subject

Applied

Overview

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

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

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

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

Pathways

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

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> ▪ Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> ▪ Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> ▪ Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> ▪ Examination

Ancient History

General senior subject

General

Overview

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

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

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

Pathways

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

The research and analytical skills that history study develops are highly valued in university courses and related industries.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> ▪ Digging up the past ▪ Ancient societies - Beliefs, rituals and funerary practices. 	Personalities in their time <ul style="list-style-type: none"> ▪ Alexander the Great Student choice of: <ul style="list-style-type: none"> ▪ Hatshepsut ▪ Akhenaten ▪ Xerxes ▪ Perikles ▪ Hannibal Barca ▪ Cleopatra ▪ Agrippina the Younger ▪ Nero ▪ Boudica ▪ Cao Cao ▪ Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) ▪ Richard the Lionheart 	Reconstructing the ancient world <ul style="list-style-type: none"> ▪ Early Imperial Rome ▪ Pompeii and Herculaneum 	People, power and authority <ul style="list-style-type: none"> ▪ Ancient Rome — Civil War and the breakdown of the Republic ▪ Augustus

Assessment

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

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

Summative Assessments

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

Geography

General senior subject

General

Overview

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

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

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

Pathways

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

The research and analytical skills that geography study develops are highly valued in university courses and related industries.

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Legal Studies

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways..

The research and analytical skills that Legal Studies study, develops are highly valued in university courses and related industries.

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Modern History

General senior subject

General

Overview

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

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

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

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

Pathways

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

The research and analytical skills that history study develops are highly valued in university courses and related industries

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> ▪ Australian Frontier Wars, 1788–1930s ▪ Russian Revolution, 1905–1920s 	Movements in the modern world <ul style="list-style-type: none"> ▪ Women's movement since 1893 ▪ African - American civil rights movement, 1954-1968 	National experiences in the modern world <ul style="list-style-type: none"> ▪ Germany, 1914–1945 ▪ China 1931–1976 ▪ United States of America, 1917-1945 	International experiences in the modern world <ul style="list-style-type: none"> ▪ Australian engagement with Asia since 1945 ▪ Cold War, 1945-1991

Assessment

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

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

Summative Assessments

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

Social and Community Studies

Applied senior subject

Applied

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

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

Biology

General senior subject

General

Overview

Biology provides opportunities for students to engage with living systems.

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

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

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

conclusions using appropriate representations, modes and genres.

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 models assessment in Units 3 and 4.

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

Summative Assessments

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

Chemistry

General senior subject

General

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 models assessment In Units 3 and 4.

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

Summative Assessments

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

Physics

General senior subject

General

Overview

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Assessment in Units 1 and 2 models assessment in Units 3 and 4.

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

Summative Assessments

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

Psychology

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Physical Education

General senior subject

General

Overview

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Sport & Recreation

Applied senior subject

Applied

Overview

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

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

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

Pathways

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

administration, community health and recreation and sport performance.

Objectives

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

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

Structure

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

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

Assessment

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

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

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

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

Design

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> ▪ Experiencing design ▪ Design process ▪ Design styles 	Commercial design <ul style="list-style-type: none"> ▪ Explore — client needs and wants ▪ Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> ▪ Designing with empathy 	Sustainable design <ul style="list-style-type: none"> ▪ Explore — sustainable design opportunities ▪ Develop — redesign

Assessment

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

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

Summative Assessments

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

Information and Communication Technology Skills

Applied senior subject

Applied

Overview

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

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

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

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

Structure

Core

The core describes the concepts, ideas, knowledge, understanding and skills for a course of study in Information and Communication Technology (ICT). Core learning for ICT is comprised of the problem-solving process and three core topics — Hardware, Software and ICT in society. The core topics are explored through a problem-solving process.

- Core Topic 1: Hardware
- Core Topic 2: Software
- Core Topic 3: ICT in Society

Elective Topics

A maximum of three Elective Contexts will be integrated within a module of work.

There are nine possible elective contexts:

- Elective context 1: Animation
- Elective context 2: Application development
- Elective context 3: Audio and video production
- Elective context 4: Data management
- Elective context 5: Digital imaging and modelling
- Elective context 6: Document production
- Elective context 7: Network fundamentals
- Elective context 8: Online communication
- Elective context 9: Website production

Assessment

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result.

Assessment techniques include:

- Project
- Extended Response

Project	Extended Response
A response to a single task, situation and/or scenario	The interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> ▪ Written: 500–900 words ▪ Spoken: 2½–3½ minutes ▪ Multimodal: 3-6 minutes 	<ul style="list-style-type: none"> ▪ Written: 600–1000 words ▪ Spoken: 3–4 minutes ▪ Multimodal: 7-7 minutes

Industrial Technology Skills

Applied senior subject

Applied

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"> ▪ Industry practices ▪ Production processes 	Aeroskills	<ul style="list-style-type: none"> ▪ Aeroskills structures
	Engineering	<ul style="list-style-type: none"> ▪ Sheet metal working ▪ Welding and fabrication ▪ Fitting and machining
	Furnishing	<ul style="list-style-type: none"> ▪ Cabinet-making ▪ Furniture finishing ▪ Furniture-making

Assessment

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

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

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

Aerospace Systems

General senior subject

Students entering this subject require a 'B' or higher result in Year 10 English and a 'C' or higher result in Mathematics.

General

Overview

Students who study Aerospace Systems learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems. In this subject, students use systems thinking habits, systems thinking strategies, and aerospace technology knowledge, concepts and principles to explore problems and develop solutions. Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and make proposals concerning solutions. This learnt ability provides students with the higher order cognitive capacity to engage with problems that exist in an exciting and dynamic technological world. Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems

Pathways

Aerospace Systems is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of Aerospace Systems 2019 v1.1 General Senior Syllabus Queensland Curriculum & Assessment Authority May 2018 Page 2 of 93 aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to aerospace systems and structures: <ul style="list-style-type: none"> • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems 	Emerging aerospace technologies: <ul style="list-style-type: none"> • Operational assets • Operational environments • Operational control systems • Future applications 	Aerospace operational systems <ul style="list-style-type: none"> • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems 	Aircraft performance systems and human factors <ul style="list-style-type: none"> • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessments

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Project — folio Summative	25%	Summative internal assessment 3 (IA3): ▪ Project — folio (25%)	25%
Summative internal assessment 2 (IA2): ▪ Examination	25%	Summative external assessment (EA): ▪ Examination	25%

Business

General senior subject

It is highly recommended that students entering this subject achieve a 'B' or higher result in Year 10 English.

General

Overview

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

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

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

Pathways

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> ▪ Fundamentals of business ▪ Creation of business ideas 	Business growth <ul style="list-style-type: none"> ▪ Establishment of a business ▪ Entering markets 	Business diversification <ul style="list-style-type: none"> ▪ Competitive markets ▪ Strategic development 	Business evolution <ul style="list-style-type: none"> ▪ Repositioning a business ▪ Transformation of a business

Assessments

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

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

Summative Assessments

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

Chinese

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Chinese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, journalism, aerospace, tourism and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none"> ▪ Family/carers and friends ▪ Lifestyle and leisure ▪ Education 	探索世界 Exploring our world <ul style="list-style-type: none"> ▪ Travel ▪ Technology and media ▪ The contribution of Chinese culture to the world 	社会口象 Our society <ul style="list-style-type: none"> ▪ Roles and relationships ▪ Socialising and connecting with my peers ▪ Individuals in society 	我的未来 My future <ul style="list-style-type: none"> ▪ Finishing secondary school, plans and reflections ▪ Responsibilities and moving on

Assessment

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

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

Summative Assessments

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

Italian

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Italian can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, journalism, aerospace, tourism and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
La Mia Vita My world <ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	Esplorando il Mondo Exploring our world <ul style="list-style-type: none"> Travel Technology and media The contribution of Italian culture to the world 	La Nostra Societa Our society <ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	Il Mio Futuro My future <ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — short response 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response 	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination — combination response 	30%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

Dance

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Drama

General senior subject

General

Overview

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

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

Film, Television & New Media

General senior subject

General

Overview

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Foundation</p> <ul style="list-style-type: none"> ▪ Concept: technologies <p>How are tools and associated processes used to create meaning?</p> <ul style="list-style-type: none"> ▪ Concept: institutions <p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> ▪ Concept: languages <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>Story forms</p> <ul style="list-style-type: none"> ▪ Concept: representations <p>How do representations function in story forms?</p> <ul style="list-style-type: none"> ▪ Concept: audiences <p>How does the relationship between story forms and meaning change in different contexts?</p> <ul style="list-style-type: none"> ▪ Concept: languages <p>How are media languages used to construct stories?</p>	<p>Participation</p> <ul style="list-style-type: none"> ▪ Concept: technologies <p>How do technologies enable or constrain participation?</p> <ul style="list-style-type: none"> ▪ Concept: audiences <p>How do different contexts and purposes impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> ▪ Concept: institutions <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>Identity</p> <ul style="list-style-type: none"> ▪ Concept: technologies <p>How do media artists experiment with technological practices?</p> <ul style="list-style-type: none"> ▪ Concept: representations <p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> ▪ Concept: languages <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Case study investigation	15%	Summative internal assessment 3 (IA3): ▪ Stylistic project	35%
Summative internal assessment 2 (IA2): ▪ Multi-platform project	25%		
Summative external assessment (EA): 25% ▪ Examination — extended response			

Music

General senior subject

General

Overview

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

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

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

Pathways

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

creative industries, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): ▪ Performance	20%	Summative internal assessment 3 (IA3): ▪ Integrated project	35%
Summative internal assessment 2 (IA2): ▪ Composition	20%		
Summative external assessment (EA): 25% ▪ Examination			

Visual Art

General senior subject

General

Overview

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Drama in Practice

Applied senior subject

Applied

Overview

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

Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	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"> ▪ written: 500–900 words ▪ spoken: 2½–3½ minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes ▪ performance onstage (stage acting) <ul style="list-style-type: none"> – 2–4 minutes: individual – 1½–3 minutes: group ▪ performance onstage (screen acting) <ul style="list-style-type: none"> – 2–3 minutes: individual – 1½–2 ½ minutes: group ▪ performance offstage (directing, designing) <ul style="list-style-type: none"> – 4–6 minutes: individual (excluding actors delivering text) ▪ workshop performance (other): variable conditions ▪ product: variable conditions 	<ul style="list-style-type: none"> ▪ acting performance (stage) <ul style="list-style-type: none"> – 3–5 minutes: individual – 2–4 minutes: group ▪ acting performance (screen) <ul style="list-style-type: none"> – 2½–3½ minutes: individual – 2–3 minutes: group ▪ directing performance <ul style="list-style-type: none"> – 5–7 minutes: individual (excluding actors delivering text) 	<ul style="list-style-type: none"> ▪ variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> ▪ written: 600–1000 words ▪ spoken: 3–4 minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> ▪ written: 600–1000 words ▪ spoken: 3–4 minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes

Media in Practice

Applied senior subject

Applied

Overview

The Media Arts comprise a range of art forms that have in common their composition and transmission through film, television, radio, print, gaming and web-based media. Increasingly, they are characterised by digitisation and transmission via electronic media. In common with all art forms, in their making and reception, they excite and extend the imagination, and express, inspire, critique or entertain with representations of lived experience and culture.

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

Pathways

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

Objectives

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

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

Assessment

For Media 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, arising from community connections
- at least one product (composition), separate to an assessable component of a project

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

Music in Practice

Applied senior subject

Applied

Overview

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions.

Objectives

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

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

Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of a range of creative, expressive, listening, cognitive and technical skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following: <ul style="list-style-type: none"> ▪ written: 500–900 words ▪ spoken: 2½–3½ minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes ▪ performance: variable conditions ▪ Product (composition): variable conditions 	Minimum of two minutes total performance time.	Either Manipulating existing sounds – minimum 2 minute OR Arranging and creating – minimum 32 bars or 1 minute	Presented in one of the following modes: <ul style="list-style-type: none"> ▪ written: 600–1000 words ▪ spoken: 3–4 minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes 	Presented in one of the following modes: <ul style="list-style-type: none"> ▪ written: 600–1000 words ▪ spoken: 3–4 minutes ▪ multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes

The Arts in Practice

Applied senior subject

Applied

Overview

The term 'the arts' embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts.

While these five art forms reflect distinct bodies of knowledge, understanding and skills, and involve different approaches to arts practices, critical and creative thinking and meaning-making processes, they have close relationships and are often used in interrelated ways.

In "The Arts In Practice" students will explore and apply interdisciplinary nature of the arts. They will discover how collaboration between artforms is becoming a more prevalent characteristic of contemporary arts practice. In authentic, contemporary art-making situations, students will create artworks that meet purposes and express ideas and meanings while creating powerful 21st century artworks. Interdisciplinary art practices are becoming more prevalent in shaping future arts.

Through this broad-based, interdisciplinary course of study, students explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations. They have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art-making.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries, and help them to understand the different careers available. With additional training and experience, potential employment opportunities may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making.
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes.
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes

Structure

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

Core	Electives
<ul style="list-style-type: none"> ▪ Arts Literacies ▪ Arts Processes 	<p>At least 3 electives will be chosen from the following art forms</p> <ul style="list-style-type: none"> ▪ Dance ▪ Drama ▪ Music ▪ Visual Arts ▪ Media Arts

Assessment

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

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

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

Visual Arts in Practice

Applied senior subject

Applied

Overview

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

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

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

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

Assessment

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

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

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

Subject Notes and Information

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*Spirit
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