

# ROBINA STATE HIGH SCHOOL



## 2021 Senior Subject Guide V2

QCAA

December 2018

# Contents

<b>Introduction</b> .....	<b>1</b>
<b>Senior Education Profile</b> .....	<b>2</b>
Statement of results .....	2
Queensland Certificate of Education (QCE) .....	2
Queensland Certificate of Individual Achievement (QCIA) .....	2
<b>Senior Schooling Pathways @ Robina SHS</b> .....	<b>3</b>
Pathways and QCE Point Examples .....	4
<b>Senior subjects</b> .....	<b>7</b>
Underpinning factors .....	7
Vocational education and training (VET) .....	8
Australian Tertiary Admission Rank (ATAR) eligibility .....	8
2021 Senior Schooling: General Subject Prerequisites .....	9
Certificate I in Construction – CPC10111 .....	11
Certificate II in Engineering (Pathways) – MEM20413 .....	12
Certificate II in Health Support Services / Certificate III In Health Services Assistance/– HLT23215/HLT33115 .....	13
Certificate II in Hospitality – SIT20316.....	15
Certificate II in Public Safety (Aquatic Rescue) – PUA21012 .....	16
Certificate II in Skills for Work and Vocational Pathways – FSK20119, Certificate II in Information, Digital Media and Technology – ICT20115 .....	17
Certificate III in Business Administration – BSB30415 .....	18
Certificate III in Early Childhood Education & Care – CHC30113.....	19
Certificate III in Fitness – SIS30315 .....	20
Certificate III in Screen & Media – CUA31015.....	21
Certificate IV in Dance – CUA40113 .....	23
Certificate IV in Music Industry – CUA40915.....	24
Diploma of Business – SB50207 .....	25
SAT – School Based .....	26
TAFE – Schools Program .....	27
University Semester Courses (Year 12 only).....	28
<b>General syllabuses</b> .....	<b>29</b>
Structure .....	29
Assessment .....	29

<b>Applied syllabuses</b> .....	<b>31</b>
Structure .....	31
Assessment .....	31
Senior External Examinations.....	32
Assessment .....	32
<b>Short Courses</b> .....	<b>33</b>
Assessment .....	33
<b>QCAA senior syllabuses</b> .....	<b>34</b>
<b>MATHEMATICS</b> .....	<b>35</b>
General Mathematics .....	35
Mathematics Methods .....	37
Specialist Mathematics .....	39
Essential Mathematics.....	41
<b>ENGLISH</b> .....	<b>43</b>
English.....	43
English as an Additional Language .....	45
Literature .....	47
English & Literature Extension (Year 12 only) .....	49
Essential English .....	51
<b>HUMANITIES</b> .....	<b>53</b>
Accounting.....	53
Ancient History .....	55
Business.....	57
Economics.....	59
Geography.....	61
Legal Studies.....	63
Business Studies .....	65
Social & Community Studies .....	67
Tourism.....	69
<b>TECHNOLOGIES</b> .....	<b>71</b>
Design .....	71
Digital Solutions.....	73
Food & Nutrition.....	75
Furnishing Skills .....	77
Hospitality Practices .....	79
Industrial Graphics Skills .....	81
Industrial Technology Skills .....	83
<b>HEALTH AND PHYSICAL EDUCATION</b> .....	<b>86</b>

Physical Education .....	86
Sport & Recreation .....	88
Sport & Recreation – Baseball.....	90
Sport & Recreation – Futsal / Football.....	91
Sport & Recreation – Golf.....	92
Sport & Recreation – Netball .....	93
Sport & Recreation – Triathlon .....	94
<b>SCIENCE</b> .....	95
Biology.....	95
Chemistry .....	97
Marine Science.....	99
Physics .....	101
Aquatic Practices.....	103
<b>LANGUAGES</b> .....	106
Japanese.....	106
<b>THE ARTS</b> .....	108
Drama.....	108
Music .....	110
Music Extension (Composition) Year 12 only .....	112
Music Extension (Performance) Year 12 only.....	113
Visual Art .....	114
Dance in Practice .....	116
Drama in Practice .....	118
Media Arts in Practice.....	120
Music in Practice .....	122
Visual Arts in Practice.....	124

# Introduction

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

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

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

All Senior Schooling students at Robina SHS, with the exception of those working towards a QCIA, are required to be eligible for and work towards gaining a Queensland Certificate of Education (QCE) at the end of their Senior Schooling.

The attainment of a QCE certifies that a student has achieved a set standard of literacy and numeracy, and has met the minimum requirements of 20 points of study in an approved pattern, through the successful completion of approved General, Applied and/or VET courses.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications>

## 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.

<https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qcia>

# Senior Schooling Pathways @ Robina SHS

At Robina SHS Senior Schooling Students will either undertake an:

- ATAR Pathway
- Or a Applied/VET Studies: NON-ATAR Pathway

Students Year 10, Semester 1 results will be utilised to determine pathway options available to them. Each student will receive a list of General, Applied or VET courses they are eligible to select after each reporting juncture, based on academic prerequisites.

## ATAR Pathway

An ATAR pathway is for students who intend on studying at University, directly following the completion of Year 12. An ATAR pathway consists of a very high level of academic rigour. Students undertaking this pathway are required to be diligent and dedicated students, committed to completing independent study, revision and research on a nightly basis for a minimum of 2 hours.

As a minimum, students on an ATAR pathway must be willing to prepare for and sit 5 external examinations at the end of year 12, some of which may be worth up to 50% of their subject result.

## ATAR Pathway Criteria:

**In order to be eligible to undertake an ATAR Pathway, students' must comply with the following rules:**

- Students must select a total of 6 subjects
- Of their 6 subjects, at least 5 must be General Subjects
- Students must select General English or Literature as one of their General subjects
- Students must select a Maths subject (General or Applied)

## Applied and/or VET: NON ATAR Pathway

This pathway has a focus on building students' skills and qualifications for entry into the workforce or further vocational education and training after the completion of Year 12. This pathway can lead students into an apprenticeship or traineeship, fulltime employment or further study at Registered Training Organisation such as TAFE Queensland, which in the future, may lead to University study.

## **Applied and/or VET: NON ATAR Pathway Criteria:**

**When selecting subjects for an Applied and/or VET: NON-ATAR Pathway, students' must comply with the following rules:**

- Students must select a total of 6 subjects
- Students study Essential English
- Students select a Maths subject, based on their Semester 1, Year 10 mathematics results
- Students select remaining subjects from those listed on their subject selection form (Students can only complete one VETiS funded course)

**Students are also encouraged to consider the following when selecting subjects:**

- Students on an Applied and/or VET: NON-ATAR Pathway, are advised to only select Applied subjects or VET courses
- Students are advised to complete a VET course or undertake a school based traineeship/apprenticeship

## **Pathways and QCE Point Examples**

For Applied and General subjects, students are awarded 1 QCE point after the successful completion of each unit (C result or better). For units 3&4, completed in Year 12, students must successfully complete (C result or better), units 3&4 to be awarded QCE points.

For VET courses, QCE points are awarded based on the Certificate level.

- For Certificate II courses, students can achieve a maximum of 4 QCE points
- For Certificate III level courses or above, students can achieve 5-8 QCE points depending on the qualification

### ATAR Pathway Example (Successful QCE Attainment)

Subject	Units studied			QCE credits
	Unit 1	Unit 2	Units 3 & 4	
English	S	S	A	4
Mathematical Methods	S	S	B	4
Biology	S	S	A	4
Geography	S	S	B	4
Modern History	S	S	A	4
Visual Art	S	S	C	4
<p>1 QCE credit per Unit Satisfactorily completed</p> <p>2 QCE points awarded for satisfactory completion of Units 3 &amp; 4 combined</p>				24

### ATAR Pathway Example (Unsuccessful QCE Attainment)

Subject	Units studied			QCE credits
	Unit 1	Unit 2	Units 3 & 4	
English	S	S	A	4
Mathematical Methods	S	U	D	1
Biology	S	U	B	3
Geography	S	U	B	3
Modern History	S	S	A	4
Visual Art	S	S	C	4
<p>0 QCE credit points awarded for unsatisfactory completion of a Unit of work.</p> <p>0 QCE credit points awarded for unsatisfactory completion of Unit 3&amp; 4 combined.</p>				19

Applied/VET: NON-ATAR Pathway (Successful QCE Attainment)

Subject	Units studied			QCE credits
	Unit 1	Unit 2	Units 3 & 4	
Essential English	S	S	A	4
Essential Mathematics	S	S	A	4
Industrial Technology Skills	S	S	B	4
Industrial Graphic Skills	S	S	B	4
Sport & Recreation	S	S	A	4
Cert II in Engineering Pathways	100% Complete			4
1 QCE credit points awarded for satisfactory completion of a Unit of work.		2 QCE credit points awarded for satisfactory completion of Unit 3& 4 combined.		24

Applied/VET: NON-ATAR Pathway (Unsuccessful QCE Attainment)

Subject	Units studied			QCE credits
	Unit 1	Unit 2	Units 3 & 4	
Essential English	U	U	C	2
Essential Mathematics	U	S	C	3
Visual Art in Practice	S	U	B	3
Drama in Practice	S	S	B	4
Sport & Recreation	U	S	B	3
Certificate III in Screen and Media	Partially Completed			(6 eligible) 4 awarded
0 QCE credit points awarded for unsatisfactory completion of a Unit of work.		Portion of QCE credit points awarded for partial of Certificate.		19

# Senior subjects

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

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

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

## General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

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

## Short Courses

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

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

# Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

Although any of the 5 subjects in English may be used in the ATAR calculation, university prerequisites require a General English subject which includes General English, English as an Additional Language, Literature and English and Literature Extension.

## 2021 Senior Schooling: General Subject Prerequisites

Subject	Subject Prerequisites	Other Prerequisites	Additional Information
Accounting	B in English C in Maths (MAT) or Ext. Maths (MAX)	General English	
Ancient History	B in English B in History	General English	
Biology	C in Biology and/or HoD Approval	General English	
Business	B in English	General English	
Chemistry	C in Chemistry and/or HoD Approval	Mathematical Methods General English	
Drama	B in English	General English  Previous training/study would be an advantage	
Design	C in ITD C in English		General English is advisable.
Economics	B in English	General English	
General English	B in English		
Literature	B in English		May be combined with General English.
English and Literature Extension (Year 12 Only)	B+/A in Yr 11 or Yr 12 General English	Year 12 General English HoD Approval	
English as an Additional Language		HoD Approval	
Film, Television and New Media	B in English	General English	B in Film Television & Media and/or completion of Cert II in Creative Industries is advisable.
Geography	C in English		General English is advisable.
Digital Solutions	B in Maths (MAT/MAX) or B in Digital Technologies		General English is advisable.
Food and Nutrition	B in English	General English	B in Hospitality or Food Studies is advisable.
Japanese	C in Japanese		
Legal Studies	B in English	General English	
Marine Science	C in Marine Science and/or HoD Approval	General English	

Subject	Subject Prerequisites	Other Prerequisites	Additional Information
General Mathematics	C in Maths (MAT) or Ext. Maths (MAX)	General English	May be combined with Mathematical Methods or Essential Mathematics.
Mathematical Methods	B in Ext. Maths (MAX)	General English	May be combined with General Mathematics or Specialist Mathematics.
Specialist Mathematics	B in Ext. Maths (MAX)	Mathematical Methods General English HoD Approval	May be combined with General Mathematics in addition to Mathematical Methods.
Music	HoD Approval		A high level of musicianship in one or more instruments (can include voice) or the ability to read music effectively.
Music Extension (Year 12 Only)	Year 11 Music	General English Year 12 Music	A high level of musicianship in one instrument or very high ability in composition. Referral from music teacher essential.
Physical Education	B in English B in HPE	General English	
Physics	C in Physics and/or HoD Approval B in Maths (MAT) or Ext. Maths (MAX)	Mathematical Methods General English	Specialist Mathematics is also advisable.
Visual Art	B in English		B in Art or Completion of Cert II in Creative Industries in Advisable.

## CPC10111 – CERTIFICATE I IN CONSTRUCTION | VCN

<b>Faculty:</b>	Applied Technologies	<b>Type:</b>	VET Certificate - VETiS
<b>QCE Credits:</b>	3 prep		
<b>Pre-Requisites:</b>	NIL		
<b>Context:</b>	Construction		
<b>Future Options:</b>	Builder, carpenter, bricklayer, plasterer, plumber etc. All building trade related areas.		
<b>RTO:</b> Blue Dog Training		<b>Provider Number:</b> 31193	
			
<b>Competencies:</b> CPCCOHS2001A: Apply OHS requirements, policies and procedures in the construction industry CPCCWHS1001: Prepare to work safely in the construction industry CPCCCM1012A: Work effectively and sustainably in the construction industry CPCCCM1014A: Conduct workplace communication CPCCCM2004A: Handle construction materials CPCCCM1013A: Plan and organise work CPCCCM1011A: Undertake basic estimation and costing CPCCCM2005B: Use construction tools and equipment CPCCCM1015A: Carry out measurements and calculations CPCCCM2001A: Read and interpret plans and specifications			
			
<b>Blue Dog will issue the certificate upon completion</b>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Competency based with an opportunity to redo tasks</li> <li>Short and specific online tests</li> </ul>		
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>Motivated students who enjoy practical work</li> <li>Students looking to gain a traineeship or school based apprenticeship</li> <li>Practical and skilled students who enjoy working with hand and power tools</li> <li>Students looking to get a trade or have an interest in gaining practical hand skills</li> </ul>		
<b>Invoiced Fees:</b>	<b>**There are no fees for this subject unless VETiS funding has previously been used. In this case the course fees are \$1200</b>		
<b>Additional Costs:</b>	** This course is covered by the VETiS funding arrangement and is provided free for students who have not previously accessed the funding.** There are costs associated with the supply of Protective clothing for this course.		
** This information was correct at the time of printing but may alter dependant on policy changes with the current government.			

## MEM20413 – CERTIFICATE II IN ENGINEERING (PATHWAYS)

VEP

<b>Faculty:</b>	Applied Technologies	<b>Type:</b>	VET Certificate - VETIS
<b>QCE Credits:</b>	4 Core		
<b>Context:</b>	Metals		
<b>Future Options:</b>	A trade in a metal fabrication, boiler making, fitter and turner or related industry.		
<p>Engineering pathways is a metal based course that is managed and moderated by an external Registered Training Organisation, Blue Dog Training. The course provides the industrial and personal benefits of aligning the appropriate levels of learning and experience that are reasonably attainable in a school setting at Certificate II level, focusing on a broad range of metal fabrication and manufacturing techniques. This qualification has been designed to equip students with the skills and knowledge for employment prospects in an engineering related working environment.</p>			
<b>RTO:</b> Blue Dog Training		<b>Provider Number:</b> 31193	
<b>Competencies:</b>			
MEM13014A	Apply principles of occupational health and safety in the work environment		
MEMPE005A	Develop a career plan for the engineering and manufacturing industry		
MEMPE006A	Undertake a basic engineering project		
MSAENV272B	Participate in environmentally sustainable work practices		
MEM16006A	Organise and communicate information		
MEM16008A	Interact with computing technology		
MEM18001C	Use hand tools		
MEM18002B	Use power tools/hand held operations		
MEMPE001A	Use engineering workshop machines		
MEMPE002A	Use electric welding machines		
MEMPE003A	Use oxy-acetylene and soldering equipment		
MEMPE004A	Use fabrication equipment		
MEMPE007A	Pull apart and re-assemble engineering mechanisms		
<b>Blue Dog will issue the certificate upon completion</b>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Competency based with an opportunity to redo tasks</li> <li>• Short and specific online tests</li> </ul>		
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Motivated students who enjoy practical work</li> <li>• Students looking to gain a traineeship or school based apprenticeship</li> <li>• Practical and skilled students who enjoy working with hand and power tools</li> <li>• Students looking to get a trade or have an interest in gaining practical hand skills</li> </ul>		
<b>Invoiced Fees:</b>	<p><b>**There are no fees for this subject unless VETIS funding has previously been used. In this case the course fees are \$1200</b></p>		
<b>Additional Costs:</b>	<p>This course is covered by the VETiS funding arrangement and is provided free for students who have not previously accessed the funding.** Safety gear- full-length shirt/pants (cotton), safety boots (steel capped).</p>		
<p>** This information was correct at the time of printing but may alter dependent upon policy changes with the current government.</p>			



**(Con't) Certificate III in Health Services Assistance/Certificate II in Health Support Services**

<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Online tasks and assessment</li><li>• Oral Presentations</li><li>• Practical Assessment</li></ul>
<b>Expectations:</b>	<p>This course has blended delivery (online study with scheduled practical skills days each semester) held over 2 years. Compulsory scheduled face-to-face workshops, practical sessions and field trips to be attended at TAFE Gold Coast Southport throughout the program. All face-to-face sessions will be timetabled on Fridays.</p> <p><b>Vocational Placement (HLT32512 Certificate III in Health Services Assistance ONLY)</b> The vocational placement requirement for this program is 80 hours completed in the second year of course delivery. This will occur during the school holidays.</p> <p><b>IMPORTANT:</b> Students are required to organise their own transport to and from the facilities, be available to attend nominated shifts and may be required to undertake placement in the Gold Coast area.</p> <p>The TAFE sources and coordinates vocational placement on the students' behalf. The TAFE's Vocational Placement Team will work in collaboration with students and facilities to coordinate vocational placement.</p> <p><b>Mandatory Vocational Placement Documentation</b> Please note: The Health Industry dictates that TAFE Queensland Gold Coast must ensure that all students going on placement in health care facilities hold the following documentation. Students will <b>NOT</b> be released for placement without these documents.</p> <p>Students must provide to TAFE Queensland Gold Coast a certified copy* of each of these documents as soon as possible. *Certified copy - photocopy certified by a Justice of the Peace or Commissioner of Declarations.</p> <ol style="list-style-type: none"><li>1. Current Australian <b>First Aid Certificate</b> (HLTAID003 Provide First Aid) with current competency in <b>CPR</b> (CPR must be updated annually). HLTAID003 Provide First Aid is delivered as part of this course.</li><li>2. Full vaccination history for all of the following vaccination regimes, including serology evidence of immunity where indicated. <b>Hepatitis B</b> - you must commence or have undertaken an age appropriate course of vaccination. Students must not undertake an accelerated course of vaccination. To prove immunity you will need to have a blood test (serology) after the completion of the full vaccination course. <b>Varicella (Chicken Pox)</b> - provide serology or evidence of completed vaccinations. <b>MMR (Measles Mumps and Rubella)</b> - provide serology or evidence of completed vaccinations. <b>dTpa</b> (Adult Diphtheria, Tetanus and Pertussis) - provide evidence that you have received a booster within the last 10 years. <b>Influenza vaccination</b> - provide evidence that you have received a shot in the year of vocational placement. Completion of the TAFE Queensland Gold Coast <b>Tuberculosis</b> Screening form.</li><li>3. Blue Card (Working with Children Check Queensland) - phone 1800 113 611 or <a href="http://www.bluecard.qld.gov.au">http://www.bluecard.qld.gov.au</a>. This will need to be linked to TAFE Queensland.</li><li>4. Australian Federal Police Check - please contact the Australian Federal Police on (02) 6202 3333 or <a href="http://www.afp.gov.au">http://www.afp.gov.au</a>. Approximate cost \$45.00 (N.B. The certificate <b>MUST</b> be issued by the Australian Federal Police. All other types of police checks will not be accepted).</li><li>5. A TAFE Queensland Health Services polo shirt. Approximate cost \$35.00</li></ol> <p><b>IMPORTANT:</b> Any costs associated with these documents are in addition to course costs and will be borne by the student.</p>
<b>Additional Costs:</b>	TAFE Queensland Gold Coast is the Registered Training Organisation for this course and charge a subsidised fee of TBA. This fee is payable to TAFE Gold Coast upon enrolment.

## SIT20316 - CERTIFICATE II IN HOSPITALITY (VHB)

<b>Faculty:</b>	Applied Technologies	<b>Type:</b>	VET Certificate - VETiS																								
<b>QCE Credits:</b>	4 Core																										
<b>Future Options:</b>	Further certificate courses in Hospitality (Cert III in Commercial Cookery/Chef), Diploma in Hospitality Management. Vocation in a range of Hospitality industries such as restaurants, bistros, coffee shops, pubs, clubs and bars.																										
<p>The Certificate II in Hospitality course will be delivered at school and off campus through an external Registered Training Organisation (Ignite Education RTO 5897) who will deliver and issue the certificate upon completion.</p> <p>While theoretical components are completed here at school using an online training package with their class teacher and a Ignite trainer, the students will attend some external training opportunities in the second year of the course (details to be advised). Some school lessons will also contain practical cooking sessions to consolidate learning and provide opportunities to further develop skills before going out into industry. This subject has been designed to develop an understanding of the hospitality industry, skills in the area of food and beverage production and service, and encourages personal skills and attitudes important in this major employment area here on the Gold Coast.</p> <p><b>RTO: Ignite Education</b> <b>Provider Number: 5897</b></p> <p><b>Proposed competencies:</b></p> <table border="0"> <tr> <td>BSBWOR203B</td> <td>Work effectively with others</td> </tr> <tr> <td>SITHIND201</td> <td>Source and use information on the hospitality industry</td> </tr> <tr> <td>SITHIND202</td> <td>Use hospitality skill effectively</td> </tr> <tr> <td>SITXCOM201</td> <td>Show social and cultural sensitivity</td> </tr> <tr> <td>SITSCCS202</td> <td>Interact with customers</td> </tr> <tr> <td>SITXWHS101</td> <td>Participate in safe work practices</td> </tr> <tr> <td>SITXFSA101</td> <td>Use hygienic practices for food safety</td> </tr> <tr> <td>SITXFIN201</td> <td>Process financial transactions</td> </tr> <tr> <td>SITHFOB</td> <td>Prepare and serve non-alcoholic beverages</td> </tr> <tr> <td>SITHFOB204</td> <td>Prepare and serve espresso coffee</td> </tr> <tr> <td>SITHFOB206</td> <td>Serve food and beverage</td> </tr> <tr> <td>SITHCCC102</td> <td>Prepare simple dishes</td> </tr> </table>				BSBWOR203B	Work effectively with others	SITHIND201	Source and use information on the hospitality industry	SITHIND202	Use hospitality skill effectively	SITXCOM201	Show social and cultural sensitivity	SITSCCS202	Interact with customers	SITXWHS101	Participate in safe work practices	SITXFSA101	Use hygienic practices for food safety	SITXFIN201	Process financial transactions	SITHFOB	Prepare and serve non-alcoholic beverages	SITHFOB204	Prepare and serve espresso coffee	SITHFOB206	Serve food and beverage	SITHCCC102	Prepare simple dishes
BSBWOR203B	Work effectively with others																										
SITHIND201	Source and use information on the hospitality industry																										
SITHIND202	Use hospitality skill effectively																										
SITXCOM201	Show social and cultural sensitivity																										
SITSCCS202	Interact with customers																										
SITXWHS101	Participate in safe work practices																										
SITXFSA101	Use hygienic practices for food safety																										
SITXFIN201	Process financial transactions																										
SITHFOB	Prepare and serve non-alcoholic beverages																										
SITHFOB204	Prepare and serve espresso coffee																										
SITHFOB206	Serve food and beverage																										
SITHCCC102	Prepare simple dishes																										
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Tests (theoretical and practical)</li> <li>• Practical tasks</li> <li>• Applied tasks (hospitality events)</li> <li>• Assessor observations</li> </ul>																										
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Workplace Health and Safety Practices are followed in the kitchens- including wearing of appropriate footwear</li> <li>• Students will be required to work at school-based functions out of normal school hours (generally one per semester)</li> <li>• Students will need to make some Fridays available for training at Ignite training rooms in Currumbin. These dates will be organised by the RTO. Transport is organised by Ignite and students are picked up from school and dropped back in the afternoon</li> </ul>																										
<b>Additional Costs:</b>	<p>Students may need to supply some ingredients for practical lessons back at school.</p> <p>There is no invoiced cost for the Certificate II Hospitality course and transport is also provided free as course fees are currently covered by VETiS funding arrangement.</p> <p>This course covers all training, resources, industry standard equipment, access to online units and external training blocks.</p> <p>Provide black long pants and white collared shirt for service shifts.</p>																										
<b>(Information is true at time of printing)</b>																											



## PUA21012 – CERTIFICATE II IN PUBLIC SAFETY (AQUATIC RESCUE)

(VPA)

<b>Faculty:</b>	Science	<b>Type:</b>	VET Certificate
<b>QCE Credits:</b>	4 Core		
<b>Other Pre-Requisites:</b>	<p>Candidates must meet ALL of the following conditions:</p> <ul style="list-style-type: none"> <li>• Be at least 15 years of age on the date of final assessment</li> <li>• Complete an unaided swim (goggles/masks permitted) of 400 metre swim in nine (9) minutes or less, in a swimming pool of not less than 25 metres, or over a measured open water course which will be observed prior to the candidate undertaking any water training or assessment activities, evidence of which must be provided to the Assessor on the appropriate form prior to commencement of the assessment for this qualification</li> </ul>		
<b>Context:</b>	<p>Students offered the opportunity to complete this certificate while completing Aquatic Practices. The aim of this course is to provide participants with the skills and knowledge of basic patrolling and surf awareness in order to be able to participate in lifesaving operations. This is the core award to be a surf lifesaver in Australia.</p>		
<b>Future Options:</b>	<p>After achieving the PUA21012 Certificate II in Public Safety (Aquatic Rescue), candidates may undertake a range of qualifications relevant to their role, such as:</p> <ul style="list-style-type: none"> <li>• PUA31312 Certificate III in Public Safety (Aquatic Search and Rescue)</li> <li>• PUA31412 Certificate III in Public Safety (Community Safety)</li> </ul>		
<p>This course is delivered in conjunction with a Registered Training Organisation who will issue the certificate upon completion.</p> <p><b>RTO:</b> Burleigh Emergency &amp; Safety Training / QLD Surf Lifesaving      <b>Provider Number:</b> 2804</p> <p><b>Competencies:</b>            PUA21012 Certificate II in Public Safety (Aquatic Rescue):            PUACOM001C    Communicate in the workplace            HLTF211A      Provide basic emergency life support            PUASAR013A    Participate in an aquatic rescue operation            PUATEA001B    Work in a team            PUATEA004D    Work effectively in a public safety organisation            PUAOHS001C    Follow defined occupational health &amp; safety policies &amp; procedures            PUAOPE013A    Operate communications systems and equipment            PUASAR012C    Apply surf awareness and self-rescue skills</p> <p>Candidates may also be issued the following units:            HLTCPR211B    Perform CPR OR            HLTAID001      Perform CPR</p>			
<b>Assessment:</b>	Competency based assessment tasks including practical components		
<b>Expectations:</b>	Must attend and participate in all aspects of the course		
<b>Additional Costs:</b>	This certificate course is delivered as part of Aquatic Practices – Course delivery by RTO		



# FSK20119 – CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

# ICT20115 – CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

VSW

<b>Faculty:</b>	Senior Schooling	<b>Type:</b>	School Based
<b>QCE Credits:</b>	4 points per Certificate		
<b>Future Options:</b>	<ul style="list-style-type: none"> <li>• Further Certificate courses at TAFE in IT and Multimedia.</li> <li>• Employment in IT, Administration, Legal, Banking, Tourism, Hospitality, Insurance, Health Care and Travel Industries.</li> </ul>		

This dual certificate offering should appeal to all students as it provides basic work and information technology skills suitable for any work environment. Each Certificate is delivered over one year.

**RTO:** Robina State High School

**Provider Number:** 30341

### FSK20119 Certificate II in Skills for Work and Vocational Pathways Competencies

FSKLRG011	Use routine strategies for work-related learning
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM015	Estimate, measure and calculate with routine metric measurements for work
FSKLRG009	Use strategies to respond to routine workplace problems
FSKOCM007	Interact effectively with others at work
FSKRDG010	Read and respond to routine workplace information
FSKWTG009	Write routine workplace texts
FSKOCM005	Use oral communication skills for effective workplace presentations
FSKDIG003	Use digital technology for non-routine workplace tasks
ICTICT102	Operate word-processing applications
ICTICT104	Use digital devices
ICTICT106	Operate presentation packages
BSBWHS201	Contribute to health and safety of others
FSKLRG011	Use routine strategies for work-related learning



### ICT20115 Certificate II in Information, Digital Media and Technology Competencies

ICTICT201	Use computer operating systems and hardware
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT204	Operate a digital media technology package
ICTICT205	Design basic organisational documents using computing packages
ICTICT207	Integrate commercial computing packages
ICTICT208	Operate accounting applications
ICTICT210	Operate database applications
BSBWHS201	Contribute to health and safety of self and others
BSBSUS201	Participate in environmentally sustainable work practices
ICTWEB201	Use social media tools for collaboration and engagement
BSBCMM201	Communicate in the workplace
BSBITU212	Create and use spreadsheets
ICTSAS203	Connect hardware peripherals

<b>Assessment:</b>	Competency based assessment
<b>Expectations:</b>	Willingness and capacity to work independently
<b>Additional Costs:</b>	Possible excursion and work placement costs

\*\* This information was correct at the time of printing but may alter dependent upon policy changes with the current government or resource offerings.

# BSB30415 – CERTIFICATE III IN BUSINESS ADMINISTRATION

(VBD)

<b>Faculty:</b>	Business	<b>Type:</b>	VET Certificate (SR)
<b>QCE Credits:</b>	8 Core	<b>ATAR</b>	May be used in calculating an ATAR
<b>Recommended Study:</b>	C in Years 9 and 10 Business and /or Digital Technologies		
<b>Future Options:</b>	<ul style="list-style-type: none"> <li>• Further Certificate courses at TAFE in Business</li> <li>• Employment as Office Administrator, Clerical Worker, Data Entry Operator, Junior Personal Assistant, Word Processing Operator, Receptionist in Administration, Legal, Banking, Tourism, Event Management Hospitality, Insurance, Health Care and Travel industries</li> </ul>		
<p>This is an excellent course for any student who wants to be employable in Business Administration, or who wants to operate their own small business. We conduct this course in a simulated business scenario. A total of 8 QCE points is possible for students who complete this Certificate course.</p> <p><b>RTO:</b> Robina State High School                      <b>Provider Number:</b> 30341</p> <p><b>Competencies:</b></p> <p>BSBITU307      Develop keyboarding speed and accuracy          BSBWHS201    Contribute to health and safety of self and others          BSBADM307    Organise schedules          BSBITU312    Create electronic presentations          BSBITU313    Design and produce digital text documents          BSBITU314    Design and produce spreadsheets          BSBITU306    Design and produce business documents          BSBITU309    Produce desktop published documents          BSBWRT301    Write simple documents          BSBDIV301    Work effectively with diversity          BSFFIA301    Maintain financial records          BSBINN201    Contribute to workplace innovation          BSBWOR301    Organise personal work priorities and development</p> <p>An important component of this course is its relationship to industry. Industry visits and structured work placement is recommended in Year 11 &amp; 12.</p>			
<b>Mandatory Aspects:</b>	N/A		
<b>Expectations:</b>	Willingness and capacity to work independently and in a team, under timeline pressures		
<b>Additional Costs:</b>	TBA		
<b>Updates:</b>	<ul style="list-style-type: none"> <li>• Updates and more information about this course and the competencies studied</li> <li>• For students: G:\Curriculum\Common\Business Education\Curriculum\Cert III in Business Administration\Course Information</li> <li>• For parents: Detailed information about the modules in this course can be found at <a href="http://www.training.gov.au">www.training.gov.au</a></li> </ul>		



# CHC30113 – CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE

(VEC)

<b>Faculty:</b>	Applied Technologies	<b>Type:</b>	VET Certificate
<b>QCE Credits:</b>	8 Core	<b>ATAR</b>	May be used to calculate an ATAR
<b>Future Options:</b>	Career in childcare as an educator or further study in Early Childhood Education at TAFE or University.		
<p>Certificate III in Early Childhood Education &amp; Care is delivered at school through a Registered Training Organisation who will issue the certificate upon completion. The course consists of two components; theory completed at school and practical application completed in the workplace during work placement.</p> <p>Students complete the following units of competence over 7 terms:</p> <p><b>RTO:</b> Charlton Brown                      <b>Provider Number:</b> 2508</p> <p><b>Competencies:</b></p> <p>CHCECE013    Use information about children to inform practice            CHCECE011    Provide experiences to support children’s play and learning            CHCECE012    Support children to connect to their world            CHCECE007    Develop positive and respectful relationships with children            CHCECE009    Use an approved learning framework to guide practice            CHCECE010    Support the holistic development of children in early childhood            CHCECE002    Ensure health and safety of children            CHCECE003    Provide care for children            CHCECE004    Promote and provide healthy foods and drinks            CHCECE005    Provide care for babies and toddlers            CHCECE001    Develop cultural competence            HLTHIR404D    Work effectively with Aboriginal and or Torres Strait Islander people            BSBWOR301    Organise personal work priorities and development            HLTHIR403C    Work effectively with culturally diverse clients and co-workers            CHCCS400C    Work within a relevant legal and ethical framework            CHCPRT001    Identify and respond to children and young people at risk            HLTWHS001    Participate in work health and safety            CHCORG303C    Participate effectively in the work environment            HLTAID004    Provide an emergency first aid response in an education and care setting in Year 12 by a separate provider</p> <p>Part of this qualification includes a minimum of 120 and up to 250 hours of work placement which must be undertaken at a registered education and care centre over the 7 terms of the course. For successful completion students must complete work placement.</p>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Completion of module booklets and assessable activities</li> <li>• Activities could include: practical demonstrations, resource folios &amp; written tasks</li> <li>• Demonstration of competencies during work placement</li> </ul>		
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Students will need to participate in at least 120 hours and up to 250 hours of work experience in a centre on Fridays</li> <li>• Students to obtain a blue card (processed through the school)</li> </ul>		
<b>Invoiced Fees:</b>	<p>\$350 per year. External tuition and work placement.</p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT.</b></p> <p><b>STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		
<b>Additional Costs:</b>	<ul style="list-style-type: none"> <li>• USB stick</li> </ul>		
<b>Information is true at time of printing</b>			



# SIS30315 – CERTIFICATE III IN FITNESS

(VFD)

<b>Faculty:</b>	HPE	<b>Type:</b>	VET Certificate
<b>QCE Credits:</b>	8 Core	<b>ATAR</b>	May be used to calculate an ATAR
<b>Subject</b>	C in English and Science		
<b>Pre-Requisites:</b>	B in Physical Education (or recommendation by HPE Teacher)		
<b>Other Pre-Requisites:</b>	<ul style="list-style-type: none"> <li>• Language, Literacy and Numeracy skills to be able to understand content</li> <li>• A high capacity and interest in physical activity is essential</li> </ul>		
<b>Future Options:</b>	Entry Level Qualification required for employment in the fitness industry. Certificate IV in Fitness Diploma of Fitness Alternative entry to some bachelor courses (provided other prerequisites are met)		
<p>Whilst Robina staff delivers this course the Registered Training Organisation will issue the certificate upon completion. Some of the skills and knowledge that are developed in the course include being able to:</p> <ul style="list-style-type: none"> <li>• Identify clients' fitness requirements and advice on facilities and services</li> <li>• Develop basic fitness programs for fitness industry clients</li> <li>• Provide the applied exercise science required for fitness instructors</li> <li>• Educate clients on the application of basic anatomy and physiology and understand the functional significance of these structures in relation to movement and exercise</li> <li>• Provide basic nutritional information and advice to fitness industry clients, who have no dietary or nutritional concerns</li> <li>• Instruct and supervise clients in fitness using basic fitness industry equipment</li> </ul> <p><b>RTO:</b> Alma 1 trading as the Human Performance Centre (HPC)                      <b>Provider No:</b> 41071</p> <p><b>Competencies achieved include:</b></p> <p><b>CORE UNITS</b></p> <p>SISFFIT001 Provide health screening and fitness orientation                      SISFFIT003 Instruct fitness programs                      SISFFIT002 Recognise and apply exercise considerations for specific populations                      SISFFIT014 Instruct exercise to older clients                      SISFFIT004 Incorporate anatomy and physiology principles into fitness programming                      SISXCCS001 Provide quality service                      SISXFAC001 Maintain equipment for activities                      SISIND001 Work effectively in sport, fitness and recreation environments                      SISFFIT005 Provide healthy eating information</p> <p><b>ELECTIVE UNITS</b></p> <p>SISFFIT006 Conduct fitness appraisals                      BSBRSK401 Identify risk and apply risk management processes                      HLTWHS001 Participate in workplace health and safety                      HLTAID001 Provide CPR                      HLTAID003 Provide first aid                      SISFFIT012 Instruct movement programs to children aged 5 to 12 years                      SSSSCO307 Provide nutrition information to athletes</p>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Assignments (clusters)</li> <li>• Practical Assessment</li> <li>• Structured Work Placement (in students own time)</li> </ul>		
<b>Expectations:</b>	Students must complete a total of 16 units of competency. Use of a personal laptop (BYOD) is required as the majority of the course is completed online.		
<b>Invoiced Fees:</b>	\$350 per year; gym fees, group fitness training, first aid qualification, additional transport & equipment. Course delivery is in conjunction with an RTO. <p style="text-align: center;"><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE                      12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE                      SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.                      NON-REFUNDABLE AFTER COURSE COMMENCEMENT.                      STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY                      IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		



# CUA31015 - CERTIFICATE III IN SCREEN & MEDIA

(VSM)

<b>Faculty:</b>	The Arts	<b>Type:</b>	VET Certificate
<b>QCE Credits:</b>	6 Core	<b>ATAR</b>	May be used to calculate an ATAR
<b>Recommended Study:</b>	Year 10 Certificate II in Creative Industries or Digital Technologies or Film, Television & New Media. Only recommended it is not compulsory to have studied these subjects.		
<b>Future Options:</b>	On successful completion of this qualification your career prospects may include entry level positions in any of the following: <ul style="list-style-type: none"> <li>• Graphic Design Company</li> <li>• Photography Company requiring photo manipulation/correction skills</li> <li>• 2D animation (Digital animator)</li> <li>• Web design</li> <li>• Freelance graphic artist</li> </ul>		

## Learn essential skills of DIGITAL MEDIA and GRAPHIC DESIGN in this exciting course!

This course has been especially designed to meet the demands of the technical industry. It is also ideal for anyone wanting to upgrade their current computer skills to gain a recognized qualification.

Students completing this course will be required to participate in both simulated and real work experiences in the digital media/graphic design industry to complete their competencies.

Students will develop key digital-communication skills in graphic design, communication, project management, and web technology. This course covers the skills required to create and manage digital media including digital imaging, graphic design, website construction & 2D animations, with the focus on using the industry software packages, **Adobe Illustrator**, **Adobe Photoshop**, **Adobe Dreamweaver** and **Adobe Flash** amongst others.

**RTO:** Robina State High School

**Provider Number:** 30341

### Competencies:

BSBWHS201	Contribute to health and safety of self and others
BSBCRT301	Develop and extend critical and creative thinking skills
CUAIND301	Work effectively in the creative arts industry
CUADIG303	Produce & prepare photo images
CUADIG304	Create visual design components
BSBDES201	Follow a design process
BSBDES302	Explore and apply the creative design process to 2D forms
CUAANM301	Create 2D digital animations
CUADIG302	Author interactive sequences
CUADIG201	Maintain interactive content
ICTICT308	Use advanced features of computer applications



(Con't) Certificate III in Screen and Media

<b>Assessment:</b>	<ul style="list-style-type: none"><li>• Develop photographic images and collages, app designs, web sites, flash animations, graphic artwork for print such as brochures, posters and pamphlets</li><li>• Create graphic art folios in response to client briefs</li><li>• Create digital narratives, electronic portfolios, interactive animations</li><li>• Written work in project management, research and communication</li></ul>
<b>Expectations:</b>	<ul style="list-style-type: none"><li>• Ability to attend early and late classes and follow computer use agreement</li><li>• Preparedness to work collaboratively in groups</li><li>• Willingness to commit to all elements of the course, both written and practical</li></ul>
<b>Invoiced Fees:</b>	<p>\$120 per year Mac Lab, hardware costs.</p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p> <p><i>(Please note that to complete this course at TAFE would cost \$1200. RSHS is the only school in the southern collegiate offering this Certificate.)</i></p>
<b>Additional Costs:</b>	<ul style="list-style-type: none"><li>• 32 GB USB or portable hard drive</li><li>• Display folio</li></ul>
<b>Optional Costs:</b>	Still camera would be advantageous but not compulsory.

## CUA40113 – CERTIFICATE IV IN DANCE

(VDA)

<b>Faculty:</b>	Arts	<b>Type:</b>	VET Certificate																												
<b>QCE Credits:</b>	8 Core	<b>ATAR</b>	May be used to calculate an ATAR																												
<b>Pre-Requisites:</b>	<p>A competent level of skill in one or more dance styles.                  Students must be enrolled in Dance in Practice to partake in this course.  <b>Students must audition to take part in this course (Global Dance Company usually auditions in Term 4 for the following year intake).</b></p>																														
<b>Future Options:</b>	<p>Dance Fitness Instructor                  Dancer (ensemble and solo)                  Dancer/Choreographer                  Dance Teacher (private dance studio)                  QUT – (Kelvin Grove) offers a Bachelor of Fine Arts (Dance), and Bachelor of Fine Arts (Dance Performance)</p>																														
<p>This course is delivered in conjunction with Global Dance Pro (<a href="http://www.globaldancepro.com">www.globaldancepro.com</a>) on behalf of the RTO who will issue the qualification. The course is designed to be completed within 12 months and includes both practical and theoretical components. Students in this course must be enrolled in Dance in Practice, which is a two-year course (Year 11 &amp; 12).</p> <p><b>RTO:</b> National Health and Fitness Academy    <b>Provider Number:</b> 31894                  Certificate IV in Dance (14 units)</p> <p><b>Units of Competencies:</b></p> <table border="0"> <tr> <td>CUAOHS401A</td> <td>Develop expertise in jazz dance technique</td> </tr> <tr> <td>CUADAN408</td> <td>Develop expertise in ballet technique</td> </tr> <tr> <td>CUADTM403</td> <td>Apply safe dance teaching methods</td> </tr> <tr> <td>CUAPRF407</td> <td>Develop expertise in musical theatre</td> </tr> <tr> <td>CUADAN409</td> <td>Develop expertise in contemporary dance technique</td> </tr> <tr> <td>CUADAN407</td> <td>Develop expertise in dance performance technique</td> </tr> <tr> <td>CUAPRF404</td> <td>Refine movement skills for performance</td> </tr> <tr> <td>CUADAN303</td> <td>Develop dance partnering techniques</td> </tr> <tr> <td>CUACHR403</td> <td>Develop choreography skills</td> </tr> <tr> <td>CUAPRF405</td> <td>Rehearse technique for performance</td> </tr> <tr> <td>CUAPPR404</td> <td>Develop self as artist</td> </tr> <tr> <td>CUAPRF304</td> <td>Develop audition techniques</td> </tr> <tr> <td>CUACIR301</td> <td>Perform basic on-ground acrobatics techniques</td> </tr> <tr> <td>CUAWHS401</td> <td>Apply movement and behavioural principles to physical conditioning</td> </tr> </table>				CUAOHS401A	Develop expertise in jazz dance technique	CUADAN408	Develop expertise in ballet technique	CUADTM403	Apply safe dance teaching methods	CUAPRF407	Develop expertise in musical theatre	CUADAN409	Develop expertise in contemporary dance technique	CUADAN407	Develop expertise in dance performance technique	CUAPRF404	Refine movement skills for performance	CUADAN303	Develop dance partnering techniques	CUACHR403	Develop choreography skills	CUAPRF405	Rehearse technique for performance	CUAPPR404	Develop self as artist	CUAPRF304	Develop audition techniques	CUACIR301	Perform basic on-ground acrobatics techniques	CUAWHS401	Apply movement and behavioural principles to physical conditioning
CUAOHS401A	Develop expertise in jazz dance technique																														
CUADAN408	Develop expertise in ballet technique																														
CUADTM403	Apply safe dance teaching methods																														
CUAPRF407	Develop expertise in musical theatre																														
CUADAN409	Develop expertise in contemporary dance technique																														
CUADAN407	Develop expertise in dance performance technique																														
CUAPRF404	Refine movement skills for performance																														
CUADAN303	Develop dance partnering techniques																														
CUACHR403	Develop choreography skills																														
CUAPRF405	Rehearse technique for performance																														
CUAPPR404	Develop self as artist																														
CUAPRF304	Develop audition techniques																														
CUACIR301	Perform basic on-ground acrobatics techniques																														
CUAWHS401	Apply movement and behavioural principles to physical conditioning																														
<b>Assess:</b>	<ul style="list-style-type: none"> <li>Satisfactory completion of all competencies</li> <li>14 units</li> </ul>																														
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>Attend all scheduled classes</li> <li>Complete theory modules online</li> <li>Personal dance practice, outside of class hours</li> </ul>																														
<b>Additional Costs:</b>	<p>Cert IV course fees (14 units):</p> <ul style="list-style-type: none"> <li>\$3295 (if paid in full)</li> <li>\$3600 (if on payment plan)</li> </ul>	(Costs are paid directly to Global Dance Pro)																													



# CUA40915 – CERTIFICATE IV IN MUSIC INDUSTRY

(VMB)

<b>Faculty:</b>	Arts	<b>Type:</b>	VET Certificate
<b>QCE Credits:</b>	8 Core	<b>ATAR</b>	May be used in calculating an ATAR
<b>Pre-Requisites:</b>	A competent level of musicianship in one or more instruments (can include voice) <b>OR</b> the ability to read music effectively.		
<b>Future Options:</b>	Griffith University offers bachelor and certificate courses (Brisbane- Conservatorium of Music). TAFE also offers bachelor and certificate courses in Composing, Song Writing, Arranging, Recording and Mixing. QUT (Kelvin Grove) offers a Bachelor of Music with is largely popular music focused.		
<p><b>Learn the essential skills of song-writing and performing and how to record a demo.</b> This course is delivered in conjunction the Registered Training Organisation who will issue the qualification.</p> <p><b>RTO:</b> The QLD College of Music Pty Ltd                      <b>Provider Number:</b> 40821</p> <p>Certificate IV in Music Industry (14 units)</p> <div style="display: flex; justify-content: space-between;"> <div> <p><b>Core competencies:</b></p> <p>BSBCRT401      Articulate, present and debate ideas</p> <p>BSBIPR401      Use and respect copyright</p> <p>BSBSMB301     Investigate micro-business opportunities</p> <p>CUAWHS302     Apply work health and safety practices</p> </div> <div style="text-align: center;">  <p>NATIONALLY RECOGNISED TRAINING</p> </div> </div> <p><b>Elective competencies:</b></p> <p>CUAMCP402     Develop techniques for composing music</p> <p>CUAMPF304     Make a music demo</p> <p>CUAMPF405     Develop instrumental techniques</p> <p>CUAMPF302     Prepare for performances</p> <p>CUAMPF401     Rehearse music for group performances</p> <p>CUAMPF404     Perform music as part of a group</p> <p>CUAMPF406     Perform music as a soloist</p> <p>CUARES402     Conduct Research</p> <p>BSBSUS201     Participate in environmentally sustainable work practices</p> <p>BSBLDR403     Lead team effectiveness</p> <p>This course is available to General and Applied students and may be chosen in conjunction with Music, or Music in Practice, or separately.</p> <p style="text-align: center;"><b>A completed Certificate IV course gives a student an automatic scaled score for their ATAR</b></p>			
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>• Satisfactory completion of all competencies</li> <li>• 4 core units</li> <li>• 10 elective units for Cert IV</li> </ul>		
<b>Expectations:</b>	Personal instrumental practice, outside of class hours		
<b>Additional Costs:</b>	QCM admin fees: \$100. Audition fee: \$70 Students pay \$60 per completed unit for their course. Total cost of Cert IV (14 units): \$1010 N.B. Subject to change (depending on 2021 price)		



# SAT – SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP

(STP)

<b>Faculty:</b>	Student Pathways
<b>QCE Credits:</b>	4 – 8 Core Certificate II = 4 credits Certificate III = 5-8 credits Certificate IV = 8 credits Apprenticeship up to 6 credits
<b>Other Pre-Requisites:</b>	<ul style="list-style-type: none"> <li>• Provide own transport to work place</li> <li>• Specific Industry requirements e.g. White Card (construction)</li> </ul>
<b>Context:</b>	School-based Apprenticeships and Traineeships can be started at any time in Years 10 & 11 and first term of Year 12. SATs are advertised through the school's Newsletter, on our website under Careers and Senior Schooling Dashboard. Students apply for these via the Industry Liaison Officer (ILO), Mrs Allen. Students are selected by the <b>employer</b> using resume, interview and sometimes work trialling. The process is coordinated by the ILO. Students who have a family business or friends with a trade/industry business who will take a student on as a SAT need only bring their details to the ILO to arrange a sign up.
<b>Advantages &amp; Future Options:</b>	<ul style="list-style-type: none"> <li>• Qualified direct entry into an industry area</li> <li>• Permanent/part time traineeship or apprenticeship. Advancement to higher qualification</li> <li>• Completed VET qualifications at AQF Cert III level or above can contribute to an ATAR</li> </ul>
<p><b>SATs, a combination of paid work, training and school study, are available in over 800 areas. Students undertaking a SAT work at least one day/shift a week and attend school for other scheduled classes. <i>Each SAT arrangement is flexible and individually negotiated between the student, employer and school.</i></b></p> <p>Training with a Registered Training Organisation selected by the employer takes place in the work place, school or at an outside venue.</p> <p>In some cases students are able to turn their part-time job into a SAT. Others work in a family company whilst most apply through the school for one of the advertised SAT positions.</p> <p>Students may elect to study a reduced timetable but must maintain their QCE eligibility.</p> <p><b>STUDENTS MUST STILL SELECT 6 SCHOOL SUBJECTS for SUBJECT SELECTION from Year 10 into 11 even if they are already signed into a SAT.</b> Adjustments will be made to a student's timetable to acknowledge this extra study when they have completed the probationary period of the SAT. They may drop a subject at that time, or later, depending on QCE eligibility.</p>	
<b>Assessment:</b>	Training assessment/competency items as per certificate requirements
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Adhere to workplace health and safety requirements</li> <li>• Excellent attendance at workplace, training and school</li> <li>• Notification of any changed circumstance or difficulty with SAT</li> <li>• Completion of all school subject assessment</li> </ul>
<b>Additional Costs:</b>	Some industries may require specific clothing or equipment and /or own transport. Funding of SATs changes from time to time but there is no cost to a SAT student for the delivery of their certified training course.



<b>TAFE SCHOOLS PROGRAM</b>		<b>(STP)</b>												
<b>Faculty:</b>	Student Pathways													
<b>QCE Credits:</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Cert I</td> <td style="width: 30%;">Preparatory</td> <td style="width: 40%;">2-3 credits</td> </tr> <tr> <td>Cert II</td> <td>Core</td> <td>4 credits</td> </tr> <tr> <td>Cert III – Cert IV</td> <td>Core</td> <td>5-8 credits</td> </tr> <tr> <td>Diploma</td> <td>Complementary</td> <td>8 credits</td> </tr> </table>		Cert I	Preparatory	2-3 credits	Cert II	Core	4 credits	Cert III – Cert IV	Core	5-8 credits	Diploma	Complementary	8 credits
Cert I	Preparatory	2-3 credits												
Cert II	Core	4 credits												
Cert III – Cert IV	Core	5-8 credits												
Diploma	Complementary	8 credits												
<b>Other Pre-Requisites:</b>	<ul style="list-style-type: none"> <li>Keen interest in course, own transport to TAFE or RTO's campus</li> <li>Independent learner as some school-based classes may be missed to attend.</li> </ul>													
<b>Advantages &amp; Future Options:</b>	<ul style="list-style-type: none"> <li>Use of completed VET certificate AQF Level III or above may be used in calculating an ATAR and QCE credits</li> <li>Use for entry to some further tertiary courses such as more advanced Certificate and Diploma courses</li> <li>Articulation into/credit towards some University studies</li> <li>Direct qualified entry into some industries at entry level</li> <li>Employability skills</li> </ul>													
<p>The TAFE &amp; other RTO's Schools Program involves students enrolling in a VET certificate I, II, III, IV or Diploma courses as offered by TAFE Gold Coast, TAFE Brisbane, Prestige Services Training and other RTOs. Courses are completed <b>one day per week</b> at the relevant RTO's campus. Depending on the qualification the course will run for 1 year, 18 months or 2 years.</p> <p>Most Certificate III or higher courses take place over two years, therefore students need to apply for these in Year 10, usually by September. Enrolments are on an electronic application basis in Term 3/4 for commencement the following year. There is a mid-year Year 11 intake in some courses as well. Students apply in the year before course commencement so these are open only to Year 10 &amp; 11 students.</p> <p>See the 2020 TAFE Schools Program booklet and other brochures at Student Pathways in the Support House, the Careers and Senior Schooling Dashboard on Robina SHS's website or GCIT website for available courses.</p> <p><b>YEAR 10 STUDENTS MUST STILL SELECT 6 SCHOOL SUBJECTS at the time of Subject Selection</b>, even if they are applying for an external course. Not all students are successful.</p> <p><b>PLEASE NOTE:</b> Most certificate I &amp; II course are funded under VETiS. As students can only access this funding ONCE, enrolling in a Cert I or II with TAFE or another provider will preclude them from taking a range of certificates as school subjects. Please check the coding at the top of certificate pages.</p> <p>Students may study a reduced school timetable while maintaining QCE eligibility if undertaking a Certificate II or higher.</p> <p>Adjustments will be made to a student's timetable to acknowledge a TAFE/external RTO course when they have completed four weeks of the certificate course. They may drop a subject at that time or later, depending on QCE eligibility.</p>														
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>Written/spoken assessment/tests</li> <li>Module work booklets and/or</li> <li>Demonstrated industry competencies</li> </ul>													
<b>Expectations:</b>	Excellent attendance at certificate course whilst managing to keep up to date with school based subjects. Absences for external courses are noted on a student's school record as Acknowledged absences. Absences from TAFE are Unauthorised													
<b>Costs:</b>	<ul style="list-style-type: none"> <li>Some are fee free whilst others have a cost depending on the course. This is payable to TAFE or other RTO on enrolment. Transport to campus is not provided by Robina SHS.</li> <li>Specialised equipment outlined prior to enrolment</li> </ul>													



<b>UNIVERSITY SEMESTER COURSES (Year 12 only)   (STP)</b>	
<b>Faculty:</b>	Student Pathways
<b>QCE Credits:</b>	Up to 2 points per course
<b>Other Pre-Requisites:</b>	Strong academic progress in General subjects (Generally B standard in ATAR subjects minimum requirement)
<b>Advantages &amp; Future Options:</b>	<ul style="list-style-type: none"> <li>• QCE credits</li> <li>• Reduced HECs costs (public university courses are free)</li> <li>• Taste of university life</li> <li>• Begin tertiary studies early</li> <li>• Credit towards courses at other public universities</li> <li>• Scholarship advantage</li> </ul>
<p>Students enroll in and attend lectures/tutorials for a semester course offered through the “Student for a Semester” Bond University Program; the Griffith University “GUESTS At-School” in Science or Health; START QUT; Southern Cross University’s Head Start and Access program.</p> <p>Applications are processed in Semester 1, 2 &amp; 3 of the two-year senior school course, depending on the universities’ timelines and the types of programs offered. Students may withdraw up to Week 4 of a course without penalty. Please refer to the relevant university’s websites for more specific course information.</p> <p><b>STUDENTS MUST STILL SELECT 6 SCHOOL SUBJECTS as university courses are offered late in Year 11 for Year 12 intake.</b> Adjustments will be made to a student’s timetable to acknowledge extra study when they have completed 3 weeks of the course. They may drop a subject at that time or later depending on QCE eligibility.</p> <p>Whilst there are advantages for students accessing university semester courses, universities no longer offer Direct Entry or Guaranteed Entry to Bachelor degrees.</p>	
<b>Assessment:</b>	Dependent on semester course undertaken: <ul style="list-style-type: none"> <li>• Extended written assignments</li> <li>• Exams</li> <li>• Group tasks</li> <li>• Presentations</li> </ul>
<b>Expectations:</b>	<ul style="list-style-type: none"> <li>• Independent study skills</li> <li>• Maintain academic progress in school-based subjects</li> </ul>
<b>Costs:</b>	<ul style="list-style-type: none"> <li>• Bond Student for a Semester from \$250.00</li> <li>• Griffith and other public universities’ courses are free</li> <li>• Transport to campus</li> <li>• Text books</li> <li>• Stationery supplies</li> </ul>

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### **Instrument-specific marking guides**

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

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

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

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

### **External assessment**

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

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

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

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

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

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

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

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

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

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

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

## **Senior External Examinations**

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

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

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

The Senior External Examination is for:

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

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

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

## **Assessment**

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

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

# Short Courses

## Course overview

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

Short Courses are available in:

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

## Assessment

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

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

# QCAA senior syllabuses

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## Technologies

### General

- Design
- Digital Solutions
- Food & Nutrition

### Applied

- Furnishing Skills
- Hospitality Practices
- Industrial Graphics Skills
- Industrial Technology Skills

## Languages

### General

- Japanese

## English

### General

- English
- English as an Additional Language
- Literature
- English & Literature Extension (Year 12 only)

### Applied

- Essential English

## Health and Physical Education

### General

- Physical Education

### Applied

- Sport & Recreation
- Sport & Recreation – Baseball
- Sport & Recreation – Golf
- Sport & Recreation – Futsal/ Football
- Sport & Recreation – Netball
- Sport & Recreation - Triathlon

## The Arts

### General

- Drama
- Music
- Music Extension (Composition) – Year 12 only
- Music Extension (Performance) – Year 12 only
- Visual Art

### Applied

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

## Humanities

### General

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies

### Applied

- Business Studies
- Social & Community Studies
- Tourism

## Science

### General

- Biology
- Chemistry
- Marine Science
- Physics

### Applied

- Aquatic Practices

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

# English as an Additional Language

## General senior subject

General

English as an Additional Language is designed for students for whom English is not their first or home language. It develops students' knowledge, understanding and language skills in Standard Australian English (SAE), and provides them with opportunities to develop higher-order thinking skills and to interpret and create texts for personal, cultural, social and aesthetic purposes.

Students have opportunities to engage with language and texts to foster the skills to communicate effectively in SAE for the purposes of responding to and creating literary and non-literary texts. They develop the language skills required to be competent users of written and spoken English in a variety of contexts, including academic contexts suitable for tertiary studies.

Students make choices about generic structures, language, textual features and technologies to best convey intended meaning in the most appropriate medium and genre. They explore the ways literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences. Students develop empathy for others and appreciation of different perspectives through a study of a range of literary texts from diverse cultures and periods.

### Pathways

A course of study in English as an Additional Language promotes not only language and literacy skills, but also open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Language, text and culture</b> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to a variety of media and literary texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Perspectives in texts</b> <ul style="list-style-type: none"> <li>Examining and shaping perspectives in texts</li> <li>Responding to literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul>	<b>Issues, ideas and attitudes</b> <ul style="list-style-type: none"> <li>Exploring representations of issues, ideas and attitudes in texts</li> <li>Responding to literary and persuasive texts</li> <li>Creating analytical and persuasive texts</li> </ul>	<b>Close study of literary texts</b> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul>

## Assessment

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

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

### Summative assessments

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

# Literature

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# English & Literature Extension (Year 12 only)

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Extended response — reading and defence</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — academic research paper</li></ul>	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Extended response — complex transformation and defence</li></ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — theorised exploration of unseen text</li></ul>	25%

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Accounting

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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): • Project — cash management	25%
Summative internal assessment 2 (IA2): • Examination — short response	25%	Summative external assessment (EA): • Examination — short response	25%

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul>

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

### Pathways

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

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

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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 focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Investigation — argumentative essay</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — inquiry report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%

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

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

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

### Pathways

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

### Structure

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

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

### Objectives

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

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

## Assessment

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

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

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

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

# Tourism

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Structure

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

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

### Objectives

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

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

## Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul>

# Design

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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%

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

# Furnishing Skills

## Applied senior subject

Applied

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

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

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

### Pathways

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

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

### Objectives

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

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

### Structure

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

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

## Assessment

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

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

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

<b>FURNISHING SKILLS – Applied Senior Subject</b>	
<b>Invoiced Fees:</b>	<p>\$100 per year: <i>Project materials</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>

# Hospitality Practices

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Structure

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

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

## Objectives

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

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

## Assessment

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

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

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

# Industrial Graphics Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

structural drafter, civil drafter and survey drafter.

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

# Industrial Technology Skills

## Applied senior subject

Applied

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

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

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

### Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills,

automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

### Objectives

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

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

## Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul>	Aeroskills	<ul style="list-style-type: none"> <li>• Aeroskills mechanical</li> <li>• Aeroskills structures</li> </ul>
	Automotive	<ul style="list-style-type: none"> <li>• Automotive mechanical</li> <li>• Automotive body repair</li> <li>• Automotive electrical</li> </ul>
	Building and construction	<ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Plastering and painting</li> <li>• Concreting</li> <li>• Carpentry</li> <li>• Tiling</li> <li>• Landscaping</li> </ul>
	Engineering	<ul style="list-style-type: none"> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> <li>• Fitting and machining</li> </ul>
	Furnishing	<ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>
	Industrial graphics	<ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Building and construction drafting</li> <li>• Furnishing drafting</li> </ul>
	Plastics	<ul style="list-style-type: none"> <li>• Thermoplastics fabrication</li> <li>• Thermosetting fabrication</li> </ul>

## Assessment

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

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

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

<b>INDUSTRIAL TECHNOLOGY SKILLS – Applied Senior Subject</b>	
<b>Invoiced Fees:</b>	<p>\$100 per year: <i>Project materials</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT.</b></p> <p><b>STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>

# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

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

<b>SPORT &amp; RECREATION – BASEBALL</b>			
<b>Faculty:</b>	Robina Sports Academy	<b>Type:</b>	Applied
<b>QCE Credits:</b>	4 Core	<b>Field Weightings:</b>	Not Applicable
<b>Other Pre-Requisites:</b>	Written application and interview with the Sports Academy Director and Baseball Coordinator. Must be a current member of a Baseball Club.		
<b>Future Options:</b>	Study in University/TAFE courses relating to health and fitness, recreation, education personal training and coaching. Study in US Colleges is a viable option available to students who study this subject.		
Baseball is a Robina Sports Academy program aimed at the high level player. Expert coaching will be provided to ensure students develop all facets of the game. The course will consist of practical skill developments, strength and conditioning and several theory units. Units include: Biomechanics, Nutrition, Training Program Design, Career Pathways and Sport Psychology.			
<b>Assessment:</b>	Physical testing data, athletic performance, theory tasks.		
<b>Expectations:</b>	Full participation in practical and theoretical classes. Adhering to the Sports Academy Athlete Agreement.		
<b>Invoiced Fees:</b>	<p>\$550 per year: <i>Professional coaching fees, grounds maintenance, equipment, gym membership.</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		

<b>SPORT &amp; RECREATION – FUTSAL / FOOTBALL</b>			
<b>Faculty:</b>	HPE	<b>Type:</b>	Applied
<b>QCE Credits:</b>	4 Core	<b>Field Weightings:</b>	Not Applicable
<b>Other Pre-Requisites:</b>	Written application and interview with the Sports Academy Director and Futsal/Football Coordinator. Must be a current member of a Baseball Club.		
<b>Future Options:</b>	Study in University/TAFE courses relating to health and fitness, recreation, education personal training and coaching. Study in US Colleges is a viable option available to students who study this subject.		
<p>Futsal/Football is a Robina Sports Academy program aimed at the high level player. Students will study both Football (Soccer) and Futsal. At various stages throughout the year matches will become a greater focus, depending on the tournament structure. The course will consist of practical skill developments, strength and conditioning and several theory units. Units include: Biomechanics, Nutrition, Training Program Design, Career Pathways and Sport Psychology.</p>			
<b>Assessment:</b>	Physical testing data, athletic performance, theory tasks.		
<b>Expectations:</b>	Full participation in practical and theoretical classes. Adhering to the Sports Academy Athlete Agreement.		
<b>Invoiced Fees:</b>	<p>\$340 per year - <i>Tournaments, transport, equipment, coaching aides, coaches</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		



<b>SPORT &amp; RECREATION – NETBALL</b>			
<b>Faculty:</b>	HPE	<b>Type:</b>	Applied
<b>QCE Credits:</b>	4 Core	<b>Field Weightings:</b>	Not Applicable
<b>Other Pre-Requisites:</b>	Written application and interview with the Sports Academy Director and Netball Coordinator. Must be a current member of a Netball Club.		
<b>Future Options:</b>	Study in University/TAFE courses relating to health and fitness, recreation, education personal training and coaching.		
<p>This course is a Robina Sports Academy program aimed at the high level player. Expert coaching will be provided to ensure students develop all facets of the game. The course will consist of practical skill developments, strength and conditioning and several theory units. Units include: Biomechanics, Nutrition, Training Program Design, Career Pathways and Sport Psychology.</p>			
<b>Assessment:</b>	Physical testing data, athletic performance, theory tasks.		
<b>Expectations:</b>	Full participation in practical and theoretical classes. Adhering to the Sports Academy Athlete Agreement.		
<b>Invoiced Fees:</b>	<p>\$370 per year - <i>Professional coaching fees, equipment, gym membership.</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		

<b>SPORT &amp; RECREATION – TRIATHLON</b>			
<b>Faculty:</b>	HPE	<b>Type:</b>	Applied
<b>QCE Credits:</b>	4 Core	<b>Field Weightings:</b>	Not Applicable
<b>Other Pre-Requisites:</b>	Written application and interview with the Sports Academy Director and Triathlon Coordinator.		
<b>Future Options:</b>	Study in University/TAFE courses relating to health and fitness, recreation, education personal training and coaching. Study in US Colleges is a viable option available to students who study this subject.		
<p>This course is a Robina Sports Academy program aimed at the high level athlete. Expert coaching will be provided to ensure students develop all facets of the sport. The course will consist of practical skill developments, strength and conditioning and several theory units. Units include: Biomechanics, Nutrition, Training Program Design, Career Pathways and Sport Psychology.</p>			
<b>Assessment:</b>	Physical testing data, athletic performance, theory tasks.		
<b>Expectations:</b>	Full participation in practical and theoretical classes. Adhering to the Sports Academy Athlete Agreement.		
<b>Invoiced Fees:</b>	<p>\$670 per year - <i>Professional coaching fees, equipment, gym membership, pool hire.</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>		

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Marine Science

## General senior subject

General

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and

employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Oceanography</b> <ul style="list-style-type: none"><li>• An ocean planet</li><li>• The dynamic shore</li></ul>	<b>Marine biology</b> <ul style="list-style-type: none"><li>• Marine ecology and biodiversity</li><li>• Marine environmental management</li></ul>	<b>Marine systems — connections and change</b> <ul style="list-style-type: none"><li>• The reef and beyond</li><li>• Changes on the reef</li></ul>	<b>Ocean issues and resource management</b> <ul style="list-style-type: none"><li>• Oceans of the future</li><li>• Managing fisheries</li></ul>

## Assessment

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

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

### Summative assessments

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

<b>MARINE SCIENCE - General Senior Subject</b>	
<b>Invoiced Fees:</b>	<p>\$150 per year: <i>Marine excursions, transport &amp; activities, fishing &amp; kayaking</i>  <i>NOTE: - Marine camp is NOT included in this fee.</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT.</b>  <b>STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Aquatic Practices

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

The Aquatic Practices course is designed around:

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

Unit 1	Unit 2	Unit 3	Unit 4
<b>Module 1</b> Safety on our beaches	<b>Module 3</b> The marine environment	<b>Module 5</b> Coastal navigation and sailing	<b>Module 7</b> Food from the sea
<b>Module 2</b> Coastlines and culture	<b>Module 4</b> Snorkelling in an underwater world	<b>Module 6</b> Cruising with power	<b>Module 8</b> Employment in the marine industry

## Assessment

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

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

<b>AQUATIC PRACTICES - Applied Senior Subject</b>	
<b>Invoiced Fees:</b>	<p>\$350 per year: <i>Surfing, kayaking, snorkelling excursions and equipment, transport and entry to venues, access to boating/fishing equipment, and certification for boat licence/bronze medallion and outside provider fees for Certificate II In Public Safety (Aquatic Rescue).</i></p> <p><b>INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE 12 NOVEMBER 2020 ALONG WITH FULL/INSTALMENT PAYMENT OF 2021 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.</b></p> <p><b>NON-REFUNDABLE AFTER COURSE COMMENCEMENT.</b></p> <p><b>STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.</b></p>

# Japanese

## General senior subject

General

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

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

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

### Pathways

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

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## 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			

# Music

## General senior subject

General

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

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

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

### Pathways

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

industries, public relations and science and technology.

### Objectives

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

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

## Assessment

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

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

### Summative assessments

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

# Music Extension (Composition)

## General senior subject

General

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

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

## Pathways

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

## Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

## Structure

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

## Assessment

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

### Summative assessments

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

# Music Extension (Performance)

## General senior subject

General

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

### Summative assessments

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

# Visual Art

## General senior subject

General

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

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

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

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

### Pathways

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

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Dance in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

dance teaching, choreography, performance and event production.

### Objectives

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

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

### Structure

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

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

## Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution and folio or choreographic work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>The Project in Dance in Practice requires:</p> <ul style="list-style-type: none"> <li>• a dance performance: 1½ – 2 minutes</li> <li>• at least one other component from the following               <ul style="list-style-type: none"> <li>- written: 500–900 words</li> <li>- spoken: 2½–3½ minutes</li> <li>- multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes</li> </ul> </li> </ul> </li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Dance performance: 2–3 minutes</li> <li>• Production performance: variable conditions</li> <li>• Teaching performance: variable conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Design solution and folio: variable conditions</li> <li>• Choreographic work: 2–3 minutes</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>- non-presentation: 10 A4 pages max (or equivalent)</li> <li>- presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Drama in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

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

## Assessment

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance onstage (stage acting) <ul style="list-style-type: none"> <li>– 2–4 minutes: individual</li> <li>– 1½–3 minutes: group</li> </ul> </li> <li>• performance onstage (screen acting) <ul style="list-style-type: none"> <li>– 2–3 minutes: individual</li> <li>– 1½–2 ½ minutes: group</li> </ul> </li> <li>• performance offstage (directing, designing) <ul style="list-style-type: none"> <li>– 4–6 minutes: individual (excluding actors delivering text)</li> </ul> </li> <li>• workshop performance (other): variable conditions</li> <li>• product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• acting performance (stage) <ul style="list-style-type: none"> <li>– 3–5 minutes: individual</li> <li>– 2–4 minutes: group</li> </ul> </li> <li>• acting performance (screen) <ul style="list-style-type: none"> <li>– 2½–3½ minutes: individual</li> <li>– 2–3 minutes: group</li> </ul> </li> <li>• directing performance <ul style="list-style-type: none"> <li>– 5–7 minutes: individual (excluding actors delivering text)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• variable conditions</li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul>

# Media Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Structure

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

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

## Objectives

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

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

## Assessment

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

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

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

# Music in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Structure

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

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

### Objectives

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

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

## Assessment

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

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

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

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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