ST TERESA'S
CATHOLIC COLLEGE

inspiring a life-long love of learning

2026

SENIOR LEARNING HANDBOOK

45 Sea Eagle Drive, Noosaville Ph: (07) 5474 0022 Email: snoosaville@bne.catholic.edu.au www.stteresa.qld.edu.au

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Please note:

- Information inside this Handbook is correct at the time of publication. Last Modified on Thursday, 17 July 2025.
- The current version of this document with updated subject and course information can be accessed via the St Teresa's Catholic College website at https://www.stteresa.qld.edu.au/Learning/curriculum/Pages/default.aspx.
- Some subjects and courses included in this handbook may not operate in 2026/27

Principal's Welcome

Dear Parents, Guardians and Students,

Students currently in Year 10 are about to embark on the final two years of their secondary education journey. It marks the end of the compulsory phase of learning and the start of the *earning or learning* compulsory participation phase. This transition will require students to make decisions about possible pathways for their future and select appropriate subjects and/or courses to ensure success in their chosen pathway.

Students are already aware that the senior phase of learning is demanding and challenging. As students move into Year 11, I encourage them to thrive on the responsibilities and commitments that they will face and to undertake their studies knowing that their chosen pathways will provide a springboard into their future living, learning and employment.

It is hoped that students feel prepared to make these decisions based on the breadth of learning and opportunities offered by the College to date. The College careers program is designed to provide students with increasing clarity and self-awareness around their goals and areas of possible interest to explore in their post-compulsory schooling. Ultimately, students should choose a package of subjects and/or courses that make the most of their special talents, interests and abilities.

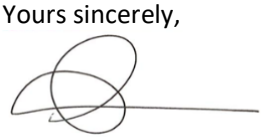
This handbook is designed to assist students and their parents/guardians in choosing an appropriate pattern of study for Years 11 and 12. At this level of education students are encouraged to be realistic in their choices and take responsibility for their own learning. The Senior Learning Handbook contains information about options after senior schooling and how best to prepare for work or tertiary education. It also includes specific information about each subject and advice on how best to choose subjects for Years 11 and 12.

The handbook is part of a planned process of subject selection for Years 11 and 12. It is complemented by the student information sessions and discussions with teachers, Pathways staff, Assistant Principal: Teaching and Learning and the Guidance Counsellors. Other sources of information such as the QTAC (Queensland Tertiary Admissions Centre) website and My Path program will also assist you. This process of discernment will culminate in the completion of a Senior Education and Training Plan (SET Plan) which will be the focus of an interview conducted in Term 3, 2025 with a school SET Planner, student and their parent/guardian.

St Teresa's Catholic College offers a broad range of subjects and experiences, forming purposeful pathways for our learners. The curriculum is designed to enable students to select a pattern of study that will allow a graduate of St Teresa's Catholic College to move from secondary education to their "natural next step", be that university or other tertiary study, apprenticeships and traineeships, meaningful employment or a combination of these.

Students, Years 11 and 12 are vital, challenging and exciting years of secondary school. Remember you are selecting subjects for a **two-year course** and need to realistically consider the options available. Accept the guidance of your parents and teachers and use your own knowledge about yourself in finding a course that is most suited to you. Choosing well will not only affect your results, but also how you feel about yourself.

Yours sincerely,



Mr Sam Anderson
Principal

SENIOR CERTIFICATION AND QUALIFICATIONS

Students studying at St Teresa's Catholic College are expected to exit Year 12 with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement, and
- a Queensland Certificate of Education (QCE), or
- A Queensland Certificate of Individual Achievement (QCIA).

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

Additionally, students are expected to achieve either:

- an Australian Tertiary Admission Rank (ATAR), or
- at least one Vocational Education & Training (VET) qualification.

Senior Statement

Students are issued with a Senior Statement in the December following the completion of a Queensland Curriculum and Assessment Authority (QCAA) developed course of study. A new Senior Statement of results is issued to students after each QCAA-developed course of study is completed. A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

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

More information about the QCE is available at https://myqce.qcaa.qld.edu.au/

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.

Vocational Education and Training (VET) qualifications

All VET courses, whether provided through the College or another Registered Training Organisation (RTO), deliver nationally accredited and recognised qualifications. Upon successful completion of a certificate or diploma, students will be issued with the qualification by the relevant RTO. Where a qualification is partially completed, students will be issued with a Statement of Attainment listing units of competency attained.

Australian Tertiary Admission Rank (ATAR)

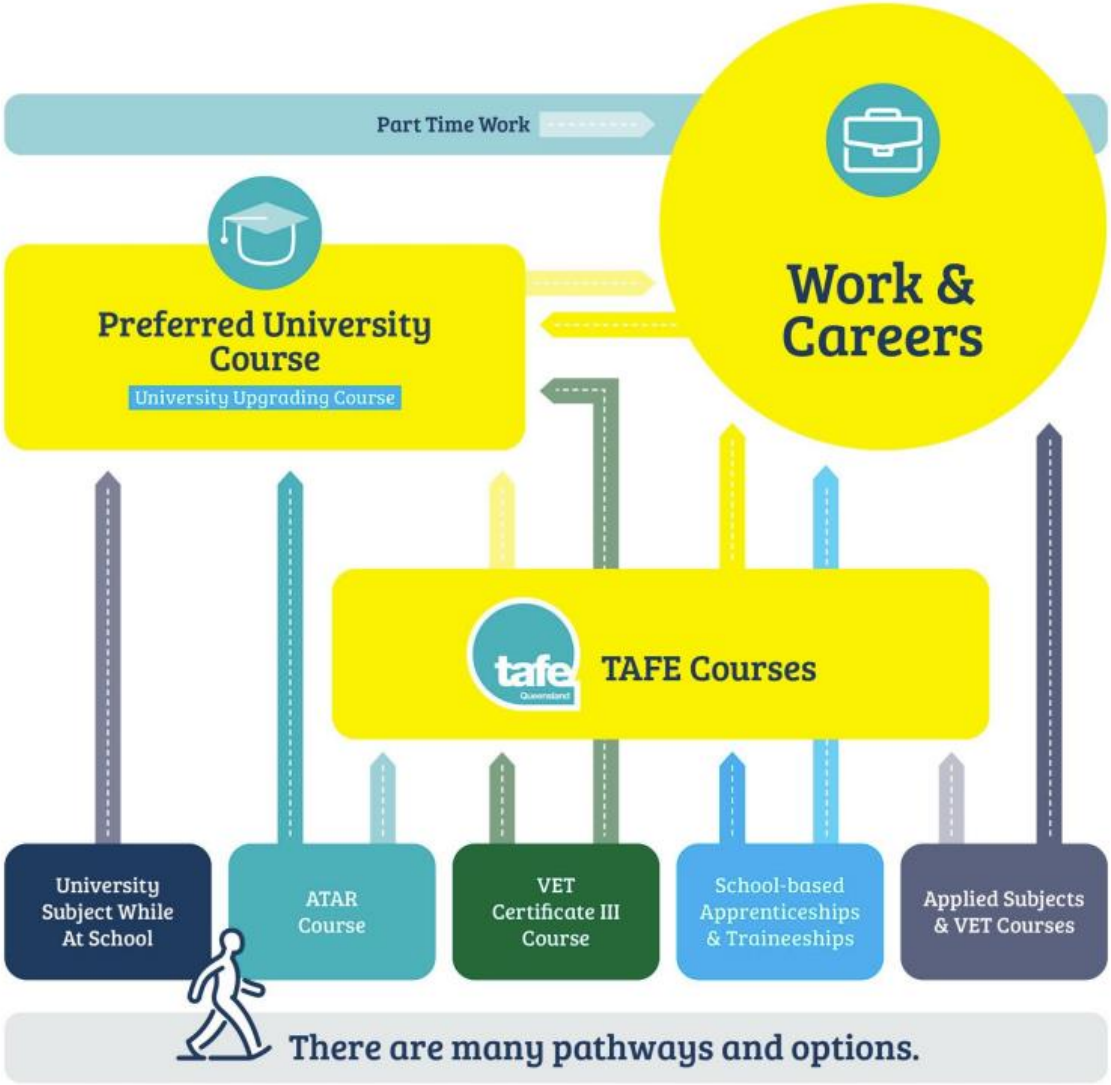
The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students.

The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0.00, in steps of 0.05. ATARs below 30 will be reported as '30.00 or less'.

The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school leavers.

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATAR online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

More information about ATAR is available at https://www.qtac.edu.au/application-services/



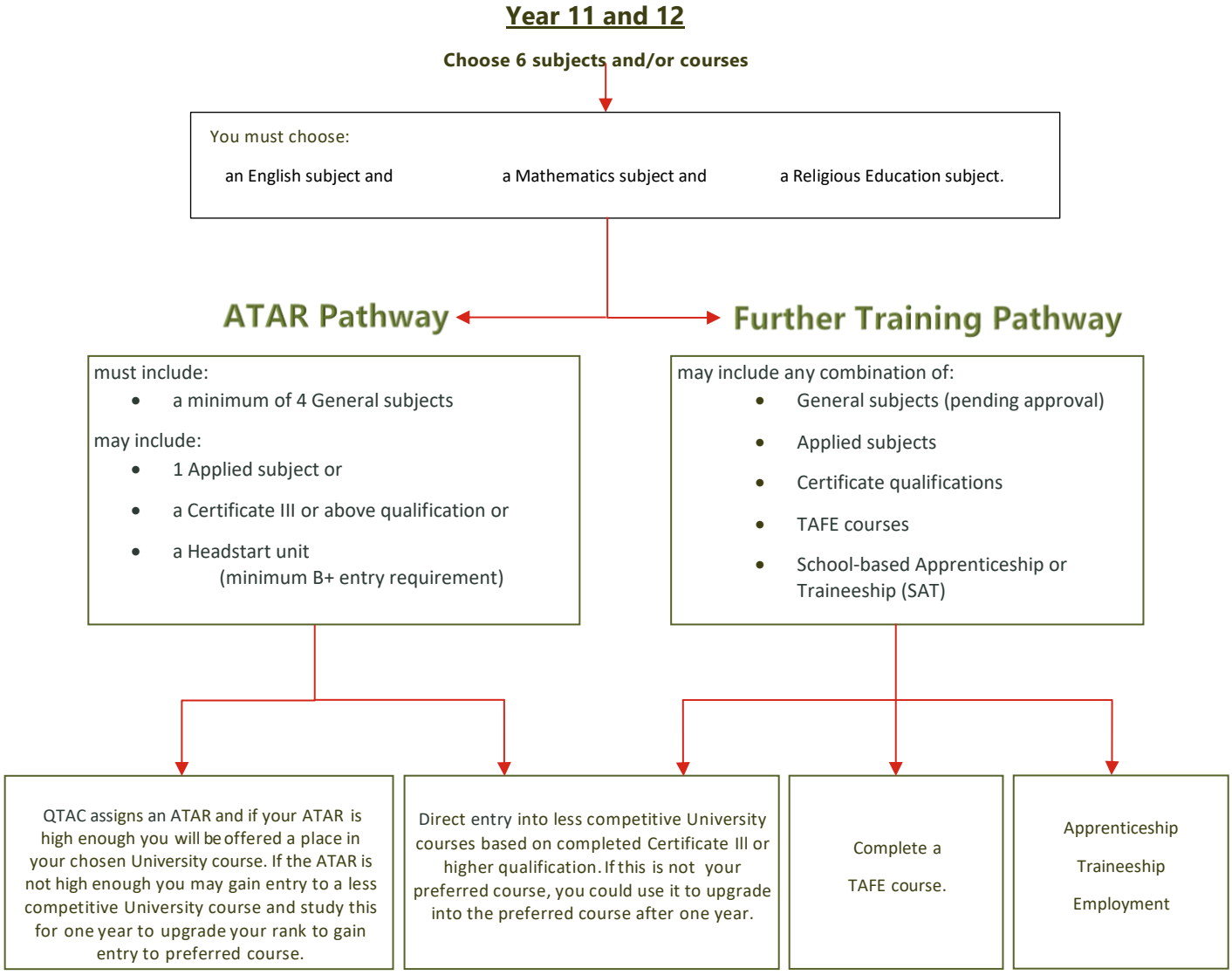
SENIOR SCHOOL PATHWAYS

The end of Year 10 marks the completion of compulsory education. Beyond this is the exciting commencement of post compulsory education. By law, students are required to be *earning or learning* for a further two years. It is referred to as the compulsory participation phase of young people's education.

In selecting a pathway, students are asked to keep the following points in mind:

- Be **realistic** about expectations – use your existing achievement data.
- **Challenge** yourself to optimise your talents and opportunities.
- Be prepared to **commit** yourself to your choices.
- Maintain **flexibility.**

Students at St Teresa's Catholic College can undertake one of two pathways shown below.



ATAR Pathway

In choosing this pathway, students see themselves as having the interest and ability to study at a Bachelor's degree level immediately following their Senior Phase of Learning.

Current skills acquired, subject interests, academic dispositions and standards achieved are the most accurate predictors of future successes. Therefore, Year 10 grades are the most accurate predictors of success in this pathway. An overall average of 'B' is the minimum recommended standard when selecting this pathway.

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 minimum grade of C or better in units 3 and 4 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.

Further Training / Study Pathway

This pathway offers students the outcome of progressing directly to TAFE Queensland or another place of study to further their learning with a Diploma or higher-level certificate course or moving directly to work following senior schooling.

Students will typically complete a VET qualification that articulates to a range of post school options at TAFE, other places of further training and learning, or university. For example, students can use this pathway to commence studying at TAFE or another RTO in a Diploma Course and transfer to university using recognition/transfer of prior learning.

Students combine their VET course with other suitably chosen General and / or Applied subjects and / or other VET qualifications.

For students wishing to move directly to employment following school, participating in a school-based apprenticeship or traineeship (SAT) during their senior phase of learning can facilitate the transition. As a school-based apprentice or trainee, students combine paid on-the-job training with required learning at a RTO, while completing their senior school studies. Students will combine their SAT with other General, Applied and VET subjects and courses.

The literacy and numeracy demands of VET qualifications assume a minimum achievement of a pass in Year 10 English and Mathematics, with qualifications at level III and above requiring more complex skill and knowledge applications. Students entering a school-based apprenticeship in electrotechnology require documented evidence of a pass in Year 10 Mathematics, English and Science.

SENIOR SUBJECTS AND COURSES

St Teresa's offers three types of senior subject syllabuses developed by the QCAA - General, Applied and Short Courses. The College also offers Vocational Education & Training (VET) qualifications accredited through the https://www.aqf.edu.au/

Results in General and Applied subjects and VET qualifications 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 or VET qualification (at level III or higher) 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 courses.

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.

All senior syllabuses and VET courses are underpinned by literacy and numeracy. General syllabuses and short courses are also underpinned by 21st century skills needed to prepare students for higher education, work, and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills. In addition to literacy and numeracy, applied syllabuses are also underpinned by applied learning, community connections and core skills for work. All VET units of competency include foundation skills – the range of skills needed to communicate at work, at home and in the community.

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.

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. In Units 3 and 4, students complete a total of four summative assessments - three internal and one external - which count towards the overall subject result in each General subject. Student's results in the internal 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%.

Extension syllabuses

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

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.

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the courses 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.

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

Applied syllabuses do not use external assessment.

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. Short courses in Literacy and Numeracy will be identified as appropriate for individual students by senior staff.

For more information about the ACSF see: https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework

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.

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

Vocational Education and Training (VET) Qualifications

Successful completion of VET provides students with nationally recognised qualifications that deliver the skills and knowledge required for specific industries and occupations. The benefits of VET include but are not limited to:

- obtaining practical experience from work and developing employability skills
- gaining familiarity on how workplaces operate
- allowing students to explore a potential career path they would like to pursue

Completion of certificate courses provide students with qualifications that lead to the possibility of a wide variety of further training as well as the possibility of employment due to the nature of the competencies taught. **Vocational placement is featured in many VET courses, requiring time spent for training and assessment in a real or simulated workplace. This may be scheduled during or out of school hours.**

Completed VET qualifications may be used for tertiary selection in two ways:

- as one of the five inputs into a student's ATAR (only completed Certificate III level or higher); and/or
- as a stand-alone basis for tertiary admission, institution policies vary and should be consulted for more detail.

In addition to the VET qualifications included in this Handbook, students may consider those offered by TAFE Queensland. *The link to the TAFE at School 2026 Course Guide is currently unavailable but will be uploaded as soon as TAFE have finalised this guide.*

Further advice can be sought from **SNOO Pathways** regarding VET courses.

School-based Apprenticeships and Traineeships (SATs)

As a school-based apprentice or trainee, students can work for an employer, and get paid, train toward a nationally recognised qualification and complete their senior secondary school studies. School-based apprenticeships and traineeships:

- help students transition from school to work.
- provide students with opportunities to develop skills and knowledge relating to actual employment situations.
- allow students to start, and in some cases, complete a vocational qualification while still at school.
- improve students post-schooling employment and training opportunities and pathways.
- are best suited to students who are interested in gaining a qualification and experience in a particular work industry.

More information about school-based apprenticeships and traineeships can be accessed via https://www.qld.gov.au/education/apprenticeships/school-based and by contacting the Pathways office.

PATHWAY PLANNING

What is a SET plan?

A Senior Education and Training (SET) Plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning and career pathways.

The purpose of a SET Plan is to help students:

- set and achieve their learning goals in Years 11 and 12.
- include flexible and coordinated pathway options in their course of senior study.
- think about their education, training and career options after Year 12 and make decisions about their learning pathways.
- structure their learning around their abilities, interests, and ambitions.
- communicate with their parents, teachers and career advisers about their learning pathways and post-school plans.

The SET planning process

Year 10 students complete their SET Planning activities and SET Plan at school and at home.

Students will prepare for their SET Plan meeting by selecting their senior school subjects and courses using the internet-based booking system, Subject Selection Online (SSO). At the end of the process, students must book an interview time with their SET Plan mentor.

SET Plan mentors then review these plans, and pathway and subject and course selections are confirmed during an interview with the student, parents/carers, and mentors. The plan is finalised by the end of Year 10 and is updated if changes occur.

Students can engage in a range of career education activities to explore the world of work, identify job clusters they are interested in and may be suited to, research pathways, and build career development skills they will need throughout their working lives.

Online resources students access include:

- STCC Careers - https://www.stcccareers.com/
  - St Teresa's career website will connect users to current information on careers, post-school pathways, training and study options across Australia, scholarships, job vacancies and much more.
- myfuture - https://myfuture.edu.au/home
  - an extensive Australian database on occupations, courses, case studies and career insights
- TAFE Queensland myPROFILER - https://myprofiler.tafeqld.edu.au/
  - a quick, easy to use tool that connects student interests to work clusters and certificate and diploma courses.
- Jobs and Skills Australia -- https://www.jobsandskills.gov.au/
  - provides information about Australian careers, labour market trends and employment projections.

Choosing subjects and courses

Students should consider:

- passions and interests – what subjects and learning areas do they enjoy?
- strengths – what subjects and learning areas do they achieve well in? Students should review their Individual Career Pathway (ICP), results and assessment reflections to date.
- goals and ambitions – short and long term.
- pre-requisites and recommended study – what subjects do they need for entry into tertiary courses and what subjects and courses will assist them in further study, training, and work.

Tertiary prerequisites, assumed knowledge and recommended study

The QTAC Year 10 Guide for tertiary prerequisite information by institution includes details on prerequisites, assumed knowledge and recommended study for courses starting in 2028. The link to this guide will be provided when available.

Senior phase subject change process

While for most students their SET Plan remains valid throughout senior school, there may be circumstances where a subject or pathway change is required. In these circumstances it is important to maintain patterns of study required for QCE eligibility and to maximise potential pathway options. Therefore, the following timings and procedures for subject and course changes apply:

General and Applied subjects	
Change of subject timing	**Change of subject requirement**
An application to change a subject may be made at the end of Unit 1 or the end of Unit 2	• Meeting of recommended achievement levels in Year 10 for senior subject • Completion of work to date or demonstration of new subject requirements
No transfer is available between Units 3 and 4 as the QCAA (Queensland Curriculum & Assessment Authority) combines the credit for Units 3 and 4	
VET courses	
Week 3, Term 1 Year 11 is the general cut off for applying to move into a VET course. This is subject to class capacity and RTO approval.	• Meeting of recommended achievement levels in Year 10 for senior subject • Completion of work to date in new course

Recommended Minimum Achievement levels in Year 10 for Senior Subjects in 2026

Mathematics		
General	**10 Mathematics**	**10 Mathematical Methods**
General Mathematics	B	C
Mathematical Methods	A	B
Specialist Mathematics	A	B
Applied		
Essential Mathematics	C	C

English	
General	**Year 10 English**
English	B-
Literature	B-
English and Literature Extension (Students can only enrol in this subject for Units 3 and 4)	Units 1 & 2 of English or Literature B
Applied	
Essential English	C

Humanities and Social Sciences					
General	**English (advised)**	**History**	**Science**	**Mathematics (advised)**	**Religion**
Business	B-			C	
Legal Studies	B-	B-			
Modern History	B-	B-			
Study of Religion	B-				B
Applied					
Religion and Ethics	C				C
VET Qualifications					
Certificate III in Business	C			C	
Diploma in Business	B			C	
Certificate II / III in Tourism	C				

Health and Physical Education		
General	**English (advised)**	**HPE**
Physical Education	B	B
Applied		
Sport & Recreation	C	C
VET Qualification		
Certificate III in Fitness	C	C

Technologies			
General	**English**	**Mathematics (advised)**	**Science (advised)**
Design	B-		
Food & Nutrition	B-	C	C
Applied			
Industrial Graphics Skills	C	C	
VET Qualifications			
Certificate I in Construction / Certificate II in Construction Pathways	C	C	
Certificate II in Engineering Pathways	C	C	
Certificate II in Hospitality	C	C	

Science			
General	**Science**	**Mathematics (advised)**	**10 Mathematical Methods (advised)**
Biology	B-	B-	
Chemistry	B-	B-	
Marine Science	B-	B-	
Physics	B-		B-
Psychology	B-	B-	
Applied			
Science in Practice	C	C	

Languages		
General	**English (advised)**	**French**
French	B-	C

The Arts	
General	**English**
Dance	C+
Film, Television & New Media	C+
Music	C+
Visual Art	C+
Applied	
Dance in Practice	C
Drama in Practice	C
Visual Arts in Practice	C

QCAA SENIOR SYLLABUSES AND VET QUALIFICATIONS

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Technologies

General

- Design
- Food and Nutrition

Applied

- Industrial Graphics Skills

VET Qualifications

- Certificate I in Construction / Certificate II in Construction Pathways
- Certificate II in Engineering Pathways
- Certificate II in Hospitality

The Arts

General

- Dance
- Film, Television and New Media
- Music
- Visual Art

Applied

- Dance in Practice
- Drama in Practice
- Visual Arts in Practice

English

General

- English
- Literature
- English & Literature Extension

Applied

- Essential English

Health & Physical Education

General

- Physical Education

Applied

- Sport & Recreation

VET Qualifications

- Certificate II in Sport & Recreation[1]
- Certificate III in Fitness[1]

Humanities and Social Sciences

General

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

Applied

- Religion & Ethics

VET Qualifications

- Certificate II Tourism[2]
- Certificate III in Tourism[2]
- Certificate III in Business
- Diploma of Business

Science

General

- Biology
- Chemistry
- Physics
- Marine Science
- Psychology

Applied

- Science in Practice

Languages

General

- French

Notes:

1 - Certificate II in Sport & Recreation is only offered in Year 11. Students who successfully complete it will be automatically enrolled into Certificate III in Fitness for Year 12.

2 - Certificate II in Tourism is only offered in Year 11. Students who successfully complete it will be automatically enrolled in into Certificate III in Tourism for Year 12.

General Mathematics

General subject

General

The major domains of mathematics in General Mathematics are Number and Algebra, Measurement and Geometry, Statistics and networks and Matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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

Students have the opportunity to learn:

- Recall mathematical knowledge - recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge - put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems - analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement algebra and linear equations • Consumer arithmetic • Shape and measurement • Similarity and scale • Algebra • Linear equations and their graphs	**Applications of linear equations and trigonometry, matrices and univariate data analysis** • Applications of linear equations and their graphs • Applications of trigonometry • Matrices • Univariate data analysis	**Bivariate data and time series analysis, sequences and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments, and annuities • Graphs and networks • Networks and decision mathematics

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination – short response</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Mathematical Methods

General subject

General

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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

Students have the opportunity to learn:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Surds,algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability •	**Calculus and further functions** • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	**Further calculus and introduction to statistics** • Differentiation of exponential and logarithmic functions Further differentiation and applications 2 • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables.	**Further calculus, trigonometry and statistics** • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

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<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Specialist Mathematics

General subject

General

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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

Students have the opportunity to learn:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.
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- .

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, proof vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in 2 and 3 dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • Statistical inference

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
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<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Essential Mathematics

Applied subject

Applied

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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

Students have the opportunity to:

- Recall mathematical knowledge – recognise relevant concepts, rules, definitions, techniques and algorithms
- Use mathematical knowledge – put into effect relevant concepts, rules, definitions, techniques and algorithms
- Communicate mathematical knowledge using mathematical language (terminology, symbols, conventions and representations) and everyday language
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve mathematical problems – analyse the context of the problem to translate information into mathematical forms. Make decisions about the concepts, techniques and technology to be used and apply these to develop a solution.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number,data and money • Fundamental topic: Calculations • Number • Representing data • Managing money	**Data and travel** • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	**Measurement, scales and chance** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	**Graphs, data and loans** • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • Loans and compound interest

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination – short response

English

General subject

General

The subject 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

• skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts

• skills to 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

• enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style

• creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others

• critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences

• empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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

Students have the opportunity to learn:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating texts for a variety of purposes and audiences	**Texts and culture** • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	**Textual connections** • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	**Close study of literary texts** • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Literature

General subject

General

The subject 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 have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to 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 imaginati ve and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers

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

Students have the opportunity to learn:

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Intertextuality** • Ways literary texts connect with each other - genre, concepts and contexts • Ways literary texts connect with each other - style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • 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 extended written response	25%

English & Literature Extension

General subject

General

English & Literature Extension is an extension of both the English and the Literature syllabuses and should be read in conjunction with those syllabuses. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to 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.

In English & Literature Extension, 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 extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks

Students wishing to study English & Literature Extension in Year 12 can select, if they wish both English and Literature for study in Year 11.

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

Students have the opportunity to learn:

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

Structure

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

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of a complex transformation	**Exploration and evaluation** • Extended academic research paper • Theorised exploration of texts

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response - Reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response - Academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response – Defence of a complex transformation	20%	Summative external assessment (EA): • Examination –extended response in the form of a theorised close reading of an unseen text	25%

Essential English

Applied subject

Applied

The subject 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. The subject encourages students to recognise language and texts as relevant in their lives now and in the future and enables them to understand, accept or challenge the values and attitudes in these texts.

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts

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

Students have the opportunity to learn:

- 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 opinions and/or ideas in texts, according to purpose.
- 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 language choices according to register informed by purpose, audience and context
- Use mode-appropriate language features to achieve particular purposes across modes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Create texts using a range of mediums and digital technologies to communicate ideas and information.	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Create texts using a range of mediums and digital technologies to communicate ideas and information.	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and/or concepts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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): • Extended persuasive, reflective or imaginative response – spoken or signed	Summative internal assessment 3 (IA3): • Extended response - Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response - Written response

Business

General subject

General

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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

Students have the opportunity to learn:

- Describe business environments and situations and the internal, external operating and macro business environments
- Explain business concepts and strategies relating to the key business functions using business terminology and provide examples to demonstrate their understanding
- Analyse and interpret business situations, environments and the key business functions by selecting relevant data and information using analytical tools and interpret relationships and trends from the analysis to draw conclusions and implications for a business situation
- Evaluate business strategies – use analysis and interpretation to form judgments using business criteria, make decisions and propose recommentations for a business solution
- Create responses that communicate meaning to suit audience, context and purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Legal Studies

General subject

General

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and 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 develop are universally valued in business, health, science and engineering industries.

Objectives

Students have the opportunity to learn:

- Comprehend legal concepts, principles and processes - identify, describe and explain legal features, concepts, principles and processes, using relevant legal terminology, to demonstrate their understanding of the Australian and/or Queensland legal system/s.
- Select legal information from sources - choose legal information from primary and/or secondary sources, for example, case law, legal databases, legislation, government and other institutional websites, published reports, media and expert commentaries
- Analyse legal issues - use legal information to apply legal concepts, principles and processes to determine the nature and scope of the legal issue and to examine different associated viewpoints and their consequences
- Evaluate legal situations - use knowledge from analysis to present legal alternatives then make a recommendation in response to the situation. Students synthesise information to justify the recommendation using legal criteria, then discuss the implications of the recommendation
- Create responses that communicate meaning to suit the intended purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • Human rights • Australia's legal response to international law and human rights • Human rights in Australian contexts

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Modern History

General subject

General

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

Students have the opportunity to learn:

- Devise historical questions and conduct research - develop and apply key inquiry questions. Select evidence from historical sources and acknowledge different perspectives.
- Comprehend terms, concepts and issues- show an understanding of historical and general concepts and explain issues related to historical questions
- Analyse evidence from historical sources – examine and interpret evidence from historical sources
- Evaluate evidence from historical sources - make judgments about the usefulness and reliability of evidence
- Synthesise evidence from historical sources – develop historical arguments and justify decisions in relation to the historical argument
- Communicate to suit purpose.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Russian Revolution, 1905–1920s	**Movements in the modern world** • Independence movement in Vietnam, 1945–1975 • Environmental movement since the 1960s	**National experiences in the modern world** • Germany,1914–1945 • Israel, since 1917	**International experiences in the modern world** • Australian engagement with Asia since 1945 • Cold War and its aftermath, 1945–2014

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Study of Religion

General subject

General

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and postschool participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

Pathways

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

Objectives

Students have the opportunity to learn:

- Explain features and expressions of religious traditions - identify the distinguishing features of religions and religious traditions, describe characteristics of religious traditions and explain the ways religion is expressed in the lives of adherents.
- Analyse perspectives about religious expressions - examine perspectives about religious expressions that form and inform responses to issues or situations, using a selection of information from sacred texts and other authoritative sources. Identify distinct beliefs and practices within and, where appropriate, across traditions, ex explaining characteristics, similarities and differences evident in religious expressions.
- Evaluate the significance and influence of religion - use information from analysis to make judgments about the significance of religion and its influence on individuals, groups and society. Synthesise valid perspectives and ideas about the role of religion in situations or within issues, drawing conclusions and justifying judgments with reasoning and evidence.
- Communicate to suit purpose
-

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Personal ethics	**Religion - rights and relationships** • Religion and the nation–state • Human existence and rights

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Religion & Ethics

Applied subject

Applied

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

Pathways

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

Objectives

Students have the opportunity to learn:

- Explain principles and practices that inform religious, spiritual and ethical views
- Examine religious, spiritual and ethical information - select and use information to identify principles and practices in religious, spiritual and ethical scenarios and draw meaning from the principles and practices identified.
- Apply religious, spiritual and ethical knowledge – apply knowledge to determine options and consider each option to form positions related to religious, spiritual and ethical scenarios
- Communicate responses - present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects - reflect on and discuss the effectiveness of plans, processes and outcomes. Make judgments to explain improvements that could be made to plans, processes and outcomes.

Structure

The Religion & Ethics course is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

Unit Option B	Unit Option C	Unit Option D	Unit Option E
Social Justice • Social and structural inequalities • Human dignity	**Meaning, purpose and expression** • Belonging in groups • How religions, spiritualities and ethics give meaning and purpose	**World religions and spiritualities** • How spiritualities and world religions shape ethics of adherents and communities • Perspectives and approaches to diversity	**Peace** • Peace, justice and conflict • Religious, spiritual and ethical approaches to peace and conflict

Assessment

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

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

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Extended responses	Investigation	Projects
Social Justice **Expressions of Spirituality** **Keeping the peace**	**Religious or spiritual expression**	**Religious and spiritual diversity** **Human Dignity** **Meaning and purpose** **Peace Promotion**
Response one of: • Multimodal (at least 2 modes delivered at the same time) : up to 7 minutes, up to 10 A4 pages or equivalent digital media • Spoken up to 7 minutes • Written up to 1000 words	Response one of: • Multimodal (at least 2 modes delivered at the same time) : up to 7 minutes, up to 10 A4 pages or equivalent digital media • Spoken up to 7 minutes • Written up to 1000 words	Response one of: • Multimodal (at least 2 modes delivered at the same time) : up to 5 minutes, up to 6 A4 pages or equivalent digital media • Spoken up to 4 minutes • Written up to 600 words

Certificate II in Tourism SIT20122
Certificate III in Tourism SIT30122

Dual VET Qualification

VET

SMARTSKILL PTY LTD
RTO 5710

These qualifications provide students with the skills and knowledge to work in the exciting and ever-changing tourism industry and will ensure they are competent and confident in their skill level when seeking entry into the workplace.

Students will be involved in a range of hands-on projects including planning and implementing tours for exchange students, researching and marketing holiday destinations and packages, and volunteering at local tourism events such as the Noosa Triathlon.

A major focus of the study in Year 12 is on tourism office operation and coordination, developed and assessed via a project involving the research and preparation of an international itinerary for a customer (a member of the College staff). Students are required to set up a travel expo on their destination and sell the associated products and services.

Assessment

Assessment is competency based. Students must satisfactorily complete all competencies to be awarded this qualification.

Pathways

This qualification provides a pathway to further education including multiple higher level tertiary qualifications, training and employment in the tourism and leisure industries.

The Certificate II in Tourism completed in Year 11, allows enrolment into the Certificate III in Tourism delivered in Year 12.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- client and customer service
- cultural services and events
- tourism delivery
- analysing tourism issues and opportunities
- communication and teamwork
- applying tourism concepts and information from a local, national and global perspective
- communicating meaning and information using language conventions and features relevant to tourism contexts
- generating plans based on consumer and industry needs
- evaluating information within the tourism industry
- drawing conclusions and making recommendations.
- International destinations
- development of professional business documents

Certificate III in Business BSB30120

VET Qualification

VET

BINNACLE TRAINING
RTO 31319

This qualification reflects the role of individuals in a variety of Business Services job roles.
The program is delivered through class based tasks as well as both simulated and real business environments at the school – involving the delivery of a range of projects and services withing the school community

This program includes the following:

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project – Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery.

Students gain practical skills to work effectively in an office or business environment.
The online learning platform provides students with access to business information and trends and enables students to engage in a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience.

Entry Requirements

Students must have a passion for and/or interest in working in the Business Services Industry and/or pursuing further tertiary pathways (e.g., Certificate IV, Diploma and Bachelor of Business). Students must have good quality written and spoken communication skills and motivation to participate in a range of projects.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Assessment

Assessment will be competency based. Students must satisfactorily complete all competencies to be awarded this Qualification.

Pathways

Successful completion of the Certificate III in Business provides students with the skills to seek entry-level employment in the Business Services Industries; for example: customer service adviser, duty manager, administration officer.
Further study: Certificate IV in Business, Diploma of Business, Bachelor of Business

Objectives

Skills acquired:

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Business documentation
- Financial Literacy

Students can achieve:

- BSB30120 Certificate III in Business
- Successful completion of the Certificate III in Business may contribute towards a student's ATAR.

IMPORTANT Program Disclosure Statement (PDS)	This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides as RTO provides and those services carried out by the School as Third party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, visit: *http://www.binnacletraining.com.au/rto* and select 'RTO Files'.

Diploma of Business BSB50120

VET Qualification

VET

PRESTIGE SERVICE TRAINING
RTO 31981

This is an 18-month course.

The Diploma of Business course is a comprehensive learning experience tailored for high school students in Queensland. It provides an in-depth understanding of fundamental business concepts and practices. The program is structured to provide a balanced mix of theoretical learning and practical application, ensuring students are well-equipped to handle real-world business challenges.

The Diploma of Business teaches various aspects of domestic and international environments that will assist students with identifying and creating business plans. The Diploma reflects the wide range of business functions that organisations need to operate effectively. Based around a real-world business scenario, students will work on relevant marketing, HR management, operations and finance units, equipping them with a good understanding of basic business concepts.

Access to laptop and internet is a compulsory requirement for virtual classes.

The delivery options of this course at St Teresa's Catholic College are subject to enrolment class sizes:

- In school Face to Face class delivered by external trainer and assessor – up to three 1-hour classes per week
- Virtual classroom - online 2-hour lesson per week outside of school hours
- Remaining classes in the timetable are independent study blocks to complete ongoing Diploma work

Assessment

Assessment is based on competency through a combination of demonstrated evidence that includes knowledge questions and project tasks submitted via an online learning management platform.

Entry Requirements

Due to the independent nature of this course, students will be required to complete an Expression of Interest and a follow up interview with the Pathways team before enrolment. **Students must have good organisational and communication skills and be self-motivated.**

A Year 10 average B result in all subjects is highly recommended; specifically having a minimum B result in English.

Confirmation of enrolment in the Diploma requires students to successfully achieve the AQTF Level 3 Language, Literacy and Numeracy and Digital (LLND) Assessment, sent via email during the enrolment process.

Fees directly administered with Prestige Service Training. No VET Fee Help or student loans. Payment plans available.

Pathways

The Diploma articulates into Business related Bachelor degrees (refer individual Universities). Electives studied cover a range of major study areas in a degree program including human resource management, marketing, operations and finance. It provides an avenue to pursue entrepreneurship and professional development.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- gathering market research
- developing marketing ideas from research
- developing marketing communication plans
- managing business through controls
- project management
- team management

Design

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

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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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

Students have the opportunity to learn:

- Describe design problems and design criteria
- Represent ideas, design concepts and design information using visual representation skills
- Analyse needs, wants and opportunities using data
- Devise ideas in response to design problems
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems
- 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
Stakeholder-centred design • Designing for others	**Commercial design influences** • Responding to needs and wants	**Human-centred design** • Designing with empathy	**Sustainable design influences** • Responding to opportunities

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – design challenge</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project</td><td>30%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

Food & Nutrition

General subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. 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. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will 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.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions.

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

Students have the opportunity to learn:

- 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
Food science of vitamins, minerals and protein • Introduction to the food system • Vitamins and minerals • Protein	**Food drivers and emerging trends** • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumers	**Food science of carbohydrate and fat** • Carbohydrate • Fat	**Food solution development for nutrition consumer markets** • Formulation and reformulation for nutrition consumer markets • Nutrition consumer markets

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination – combination response</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project – food and nutrition solution</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project – food and nutrition solution</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – combination response</td></tr>
</table>

Industrial Graphics Skills

Applied subject

Applied

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Industrial Graphics Skills includes the study of drafting industry practices and production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by drafting enterprises to manage production processes and the associated manufacture or construction of products from raw materials. Production processes include the drafting skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, drafting, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drafting skills and procedures in relation to production processes. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

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

Students have the opportunity to learn:

- Demonstrate practices, skills and procedures that relate to enterprises, workplace health and safety, personal and interpersonal skills, product quality, tools and materials, sketches and drawings
- Interpret client briefs and technical information - use knowledge of industry practices and production processes to draw meaning from elements and critical features of client briefs.
- Select practices, skills and procedures
- Sequence processes - use knowledge and understanding of industry practices to decide on the combination and order of production processes.
- Evaluate skills and procedures, and drawings - determine the efficiency and effectiveness of production skills and procedures in relation to industry practices and specific drafting task requirements
- Adapt plans, skills and procedures - modify and improve drafting plans based on identified strengths, implications and limitations.

Structure

Unit Option A	Unit Option B	Unit Option C	Unit Option E
Drafting for residential building • Pathways • Client briefs and technical information • Production processes • Industry practices	**Computer-aided manufacturing drafting** • Pathways • Client briefs and technical information • Production processes • Industry practices	**Computer-aided drafting - modelling** • Pathways • Client briefs and technical information • Production processes • Industry practices	**Graphics for the engineering industry** • Pathways • Client briefs and technical information • Production processes • Industry practices

Assessment

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

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

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Assessment Types for all Unit Options A, B, C and E	Practical demonstration	Project
	Multimodal (at least 2 modes delivered at the same time) : • up to 3 minutes • 6 A4 pages or • equivalent digital media	Multimodal (at least 2 modes delivered at the same time) : • up to 5 minutes • 8 A4 pages or • equivalent digital media

Certificate I in Construction CPC10120

Certificate II in Construction Pathways CPC20220

VET Qualification

VET

BLUE DOG TRAINING 31193

The dual construction qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the dual qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Training and Assessment Delivery

Students are enrolled with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. The program is delivered in the College workshops during normal school hours as a part of the student's regular timetabled classes over a period of 2 years by Blue Dog Training's qualified trainers and assessors.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the College workshop. Trainers and assessors attend the College on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

Assessment is competency based. Students must satisfactorily complete all competencies to be awarded this dual qualification. Theoretical knowledge is assessed via questions and quizzes on Blue Dog Training's online platform. Demonstration of skill is via practical projects.

Pathways

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship

The dual qualification can establish a basis for further training and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, steel fixer, landscaper and electrician.

Objectives

By the conclusion of the course of study, students should be able to:

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

Certificate II in Engineering Pathways MEM20422

VET Qualification

VET

BLUE DOG TRAINING 31193

The qualification provides students with an introduction to an engineering or related working environment. Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Training and Assessment Delivery

Students are enrolled with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training. The program is delivered in the College workshops during normal school hours as a part of the student's regular timetabled classes over a period of 2 years by Blue Dog Training's qualified trainers and assessors.
Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the College workshop. Blue Dog Training trainers and assessors attend the College on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.
Assessment is competency based. Students must satisfactorily complete all competencies to be awarded this qualification. Theoretical knowledge is assessed via questions and quizzes on Blue Dog Training's online platform. Demonstration of skill is via practical projects.

Pathways

This two-year practical qualification is intended to provide exposure to people aiming to enter employment in an engineering or related working environment. Completion of this qualification is a useful step towards apprenticeships, traineeships or general employment in the following career pathways:

- Engineering – Fabrication Trade (Boilermaking/Welding)
- Engineering – Fabrication Trade (Sheetmetal working)
- Engineering – Mechanical Trade (Fitting and/or turning)
- Engineering – Mechanical Trade (Machining)
- Engineering – Mechanical Trade (Diesel Fitting/Fixed & Mobile Plant Mechanic)

Objectives

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc, not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

Certificate II in Hospitality SIT20322

VET Qualification (VETiS funded)

VET

SMARTSKILL PTY LTD
5710

This course will give students an excellent opportunity to be job-ready for employment in the Hospitality industry.

The qualification provides students with the skills and knowledge to work in this ever-changing industry and will ensure they are competent and confident in their skill level for ease of entry into the workplace.

Assessment

Training and assessment is project and task based. This training and assessment will be delivered at school through a combination of demonstrated evidence such as knowledge questions and project tasks submitted via an online learning management platform, along with simulated workplace practices in the College commercial kitchen.

Workplace commitment

Vocational placement is a structured learning experience where theory delivered in the classroom is translated into practice within a work environment. It provides students with the opportunity to undertake tasks related to the their course and apply them to achieve an acceptable level of compentency.

Note: Students must be prepared to undertake 12 compulsory Front of House service shifts. This work placement is to be completed out of school hours.

Pathways

Upon successful completion of this training program students will be ready for work in various hospitality settings such as restaurants, hotels, motels, catering operations, clubs, cafes and coffee shops. Further training in the industry is available via a Diploma of Hospitality Management.

Objectives

By the conclusion of the course of study, students should develop skills and knowledge in:

- undertaking mise en place prior to service
- serving food and beverage to table
- preparing and serving drinks at a bar
- effective teamwork
- quality customer service
- self-management
- communication and interpersonal skills
- kitchen work
- front of house operation

Physical Education

General 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. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions. In becoming physically educated, students learn to see 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.

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.

Physical Education fosters an appreciation of the values and knowledge with and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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

Students have the opportunity to learn:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics in physical activity • Motor learning in physical activity • Functional anatomy and biomechanics in physical activity	**Sport psychology and equity in physical activity** • Sport psychology in physical activity • Equity – barriers and enablers	**Tactical awareness and ethics in physical activity** • Tactical awareness in physical activity • Ethics and integrity in physical activity	**Energy, fitness and training in physical activity** • Energy, fitness and training integrated in physical activity

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Project – folio</td><td>25%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project – folio</td><td rowspan="2">25%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Investigation – report</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – combination response</td></tr>
</table>

Sport & Recreation

Applied subject

Applied

Sport & Recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

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

Students have the opportunity to learn:

- Investigate activities and strategies to enhance outcomes - actively participate in sport and recreation to identify and interpret information about activities and strategies.
- Plan activities and strategies to enhance outcomes - Students make decisions to design a framework to guide them as they carry out activities and strategies to solve a problem, provide a solution, develop a course of action or prepare instructions to enhance outcomes in authentic tasks.
- Perform activities and strategies to enhance outcomes - initiate a course of action in a purposeful and controlled way
- Evaluate activities and strategies to enhance outcomes - examine and assess what has happened, then consider how they applied decision-making and problem-solving strategies to enhance or maintain positive outcomes in authentic tasks.

Structure

Unit Option A	Unit Option D	Unit Option H	Unit Option F
Aquatic recreation Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in aquatic recreation	**Coaching and officiating** Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in coaching and officiating	**Fitness for sport and recreation** Investigate, plan, perform and evaluate activities and strategies to enhance outcomes in fitness for sport and recreation	**Emerging trends in sport, fitness and recreation** Investigate the key drivers of emerging trends and analyse contextual factors, including resources, barriers and enablers, that affect outcomes.

Assessment

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

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

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus

Assessment Types for all Unit Options A, D, E and H	Performance	Project
	Performance up to 4 minutes	Performance up to 4 minutes
	Performance planning and evaluation	**Project evaluation**
	One of the following: Multimodal (at least 2 modes delivered at the same time) : • up to 3 minutes • 6 A4 pages or • equivalent digital media Spoken up to 3 minutes Written up to 500 words	One of the following: Multimodal (at least 2 modes delivered at the same time) : • up to 3 minutes • 6 A4 pages or • equivalent digital media Spoken up to 3 minutes Written up to 500 words

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

Certificate II in Sport and Recreation SIS20122

Certificate III in Fitness SIS30321

Dual VET Qualification

VET

BINNACLE TRAINING 31319

This dual fitness qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms and leisure and community centres. Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).
Students facilitate programs within their school community:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

The online learning platform provides students with access to the latest health and fitness information and trends and enables students to engage in a combination of classroom and project-based learning, online learning (self-study) and practical work-related experience. The College gym facility allows access to modern fitness equipment and provides an industry experience similar to commercial establishments in the community. This ensures that students are work ready at the completion of the course.

Entry Requirements

Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in physical activity sessions.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures if required.

Assessment

Assessment is competency based. Students must satisfactorily complete all competencies to be awarded both qualifications.

Objectives

Students can achieve:

- SIS30321 Certificate III in Fitness
- Entry qualification SIS20122 Certificate II in Sport and Recreation
- Nationally recognised First Aid competency HLTAID011 Provide First Aid
- Community Coaching – Essential Skills Course (non accredited), issued by Australian Sports Commission.

Skills acquired:

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

Pathways

Successful completion of the Certificate III in Fitness may contribute towards a student's ATAR.

A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness or SIS50321 Diploma of Sport .

IMPORTANT Program Disclosure Statement (PDS)	This document is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides as RTO provides and those services carried out by the School as Third party (i.e., the facilitation of training and assessment services). To access Binnacle's PDS, visit: *http://www.binnacletraining.com.au/rto* and select 'RTO Files'.

Biology

General subject

General

Students enrolling in Biology are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.

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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigations

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and waste • Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** • Homeostasis – thermoregulation and osmoregulation • Infectious disease and epidemiology	**Biodiversity and the interconnectedness of life** • Describing biodiversity and populations • Functioning ecosystems and succession	**Heredity and continuity of life** • Genetics and heredity • Continuity of life on Earth

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination – combination response</td></tr>
</table>

Chemistry

General subject

General

Students enrolling in Chemistry are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.

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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigations

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals - structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions - reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Marine Science

General subject

General

Students enrolling in Marine Science are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.

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

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 and they engage with the concept of marine biology. Students study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked in with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries. Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Marine science aims to develop students' sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment. Students develop their understanding of how marine systems interact and are interrelated; the flow of matter and energy through and between these systems, and the processes by which they persist and change.

Pathways

Marine Science is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography • An ocean planet • The dynamic shore	**Marine biology** • Marine ecology and biodiversity • Marine environmental management	**Marine systems — connections and change** • The reef and beyond • Changes on the reef	**Ocean issues and resource management** • Oceans of the future • Managing fisheries

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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Summative assessments

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• Examination – combination response</td></tr>
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Physics

General subject

General

Students enrolling in Physics are strongly recommended to be enrolled in Mathematical Methods and NOT enrolled in either General Mathematics or Essential Mathematics.

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 natter 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

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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Psychology

General subject

General

Students enrolling in Psychology are strongly recommended to be enrolled in General Mathematics or Mathematical Methods and NOT enrolled in Essential Mathematics.

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

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

Psychology aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. Students appreciate the complex interactions, involving multiple parallel processes that continually influence human behaviour. Students develop an understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations.

Pathways

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

Objectives

Students have the opportunity to learn:

- Describe ideas and findings - use scientific representations and language in appropriate genres to give a detailed account of scientific phenomena, concepts, theories, models and systems.
- Apply understanding of scientific concepts, theories, models and systems within limitations
- Analyse data - consider scientific information from primary and secondary sources to identify trends, patterns, relationships, limitations and uncertainty.
- Interpret evidence - compare, deduce, extrapolate, infer, justify and make predictions based on their analysis of data.
- Evaluate conclusions, claims and processes - use the quality of the evidence to evaluate the validity and reliability of inquiry processes and suggest improvements and extensions for further investigation
- Investigate phenomena - develop rationales and research questions for experiments and investigation

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	**Individual behaviour** • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Brain function • Sensation and perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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• Examination – combination response</td></tr>
</table>

Science in Practice

Applied subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines - Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

Students have the opportunity to learn:

- Desribe ideas and phenomena - give an account of scientific ideas and phenomena and the skills and processes used to complete a scientific task.
- Execute procedures demonstrating skills and processes to complete a scientific task while following workplace health and safety procedures and ethical and environmental considerations
- Analyse information - identify the key features and components of information and apply processes to identify patterns, relationships, errors and limitations
- Interpret information - draw conclusions from analysis of information from experiments and research
- Evaluate conclusions and outcomes – make judgements about conclusions and outcomes in terms of criteria such as efficiency, effectiveness, cost, safety, industry standards or social, ethical, cultural or environmental impacts.
- Plan investigations and projects - make decisions about methodologies, sources and processes to reach conclusions and achieve outcomes.

Structure

Four Unit options from:

Unit Option A	Unit Option B	Unit Option C	Unit Option D	Unit Option E	Unit Option F
Consumer science	**Ecology**	**Forensic science**	**Disease**	**Sustainability**	**Transport**

Assessment

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

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

In Units 1 and 2, schools:

- Develop at least two but not more than four assessments
- Complete at least one assessment for each unit
- Ensure that each unit objective is assessed at least once

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

<table>
<tr><th rowspan="2">Assessment Types for all Unit Options</th><th>Applied investigation</th><th>Practical project</th></tr>
<tr><td>One of the following:
Multimodal (at least 2 modes delivered at the same time) :
• up to 7 minutes
• 10 A4 pages or
• equivalent digital media
Written up to 1000 words</td><td>One of the following:
Product: 1
Performance: up to 4 minutes

Documented process

Multimodal (at least 2 modes delivered at the same time) :
• up to 5 minutes
• 8 A4 pages or
• equivalent digital media</td></tr>
</table>

French

General subject

General

French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French 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

Students have the opportunity to learn:

- Comprehend French to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of language elements of French to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives
- Communicate using contextually appropriate French

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers • Peers • Education	**L'exploration du monde** **Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre société; culture et identité** **Our society; culture and identlty** • Lifestyle and leisure • The arts, entertainment and sports • Groups in society	**Mon présent; mon avenir** **My present; my future** • The present • Future choices

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Examination - short response</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Multimodal presentation and interview</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – extended response</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – combination response</td></tr>
</table>

Dance

General subject

General

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

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

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills. Dance develops individuals who are culturally sensitive, creative, complex and reflective thinkers.

Pathways

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

Objectives

Students have the opportunity to learn:

- Demonstrate an understanding of dance concepts and skills - recognise dance concepts and dance skills (technical and expressive) through making and responding to dance
- Apply literacy skills - select appropriate language conventions for particular purposes and contexts
- Organise and apply the dance concepts - improvise, select and arrange movement into sequences and sections to structure the dance work
- Analyse and interpret dance concepts and skills - break down and examine movement, critically identifying sections and connections between the elements of dance, structure and production elements
- Apply technical skills - demonstrate physical capabilities and execution of genres and styles.
- Realise meaning through expressive skills - perform genre- and style-specific techniques or movements to communicate meaning of an idea or concept (whether representational or abstract) using the expressive skills.
- Create dance to communicate meaning - problem-solve, improvise, critically reflect, plan and make decisions in the choreographing of dance using elements of dance and structure (choreographic devices and form) to shape movement in different genres and styles
- Evaluate dance, justifying the use of dance concepts and skills - make judgments about the ideas, dance concepts and dance skills evident in dance works in relation to meaning, purpose and context.

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Moving bodies
How does dance communicate meaning for different purposes and in different contexts?
• Genres:
  ○ contemporary
  ○ at least one other genre
• Subject matter:
  ○ meaning, purpose and context
  ○ historical and cultural origins of focus genres
	Moving through environments
	How does the integration of the environment shape dance to communicate meaning?
	• Genres:
	  ○ Contemporary
	  ○ at least one other genre
	• Subject matter:
	  ○ physical dance environments including site-specific dance
	  ○ virtual dance environments
		Moving statements
		How is dance used to communicate viewpoints?
		• Genres:
		  ○ Contemporary
		  ○ at least one other genre
		• Subject matter:
		  ○ social, political and cultural influences on dance
			Moving my way
			How does dance communicate meaning for me?
			• Genres:
			  ○ fusion of movement styles
			• Subject matter:
			  ○ developing a personal movement style
			  ○ personal viewpoints and influences on genre

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

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

Film, Television & New Media

General subject

General

Film, Television & New Media fosters creative and expressive communication. Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

Pathways

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

Objectives

Students have the opportunity to learn:

- Design moving-image media products – use specific conventions of pre-production formats such as storyboards, treatments and scripts.
- Create moving-image media products - engage in production processes to realise plans made in pre-production.
- Resolve film, television and new media ideas, elements and processes - address key concepts and contexts of production and use to consolidate conceptual, technical or creative purpose in a moving-image media product
- Apply literacy skills - select key terminology and appropriate language conventions for particular purposes and contexts
- Analyse moving-image media products - dissect and describe characteristics of the key concepts that operate in contexts of production and use to influence production practices and processes
- Evaluate film, television and new media products, practices and viewpoints - make judgments and draw conclusions about the worth, significance or status of film, television and new media and justify by researching and examining moving-image media products, practices and viewpoints

Structure

Unit 1	Unit 2	Unit 3	Unit 4

Foundation
• Technologies
  ○ How are tools and associated processes used to create meaning?
• Institutions
  ○ How are institutional practices influenced by social, political and economic factors?
• Languages
  ○ How do signs and symbols, codes and conventions create meaning?
	Stories
	• Representations
	  ○ How do representations function in story forms?
	• Audiences
	  ○ How does the relationship between story forms and meaning change in different contexts?
	• Languages
	  ○ How are media languages used to construct stories?
		Participation
		• Technologies
		  ○ How do technologies enable or constrain participation?
		• Audiences
		  ○ How do different contexts and purposes impact the participation of individuals and cultural groups?
		• Institutions
		  ○ How is participation in institutional practices influenced by social, political and economic factors?
			Artistry
			• Technologies
			  ○ How do media artists experiment with technological practices?
			• Representations
			  ○ How do media artists portray people, places, events, ideas and emotions?
			• Languages
			  ○ How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

Music

General subject

General

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

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment.

Objectives

Students have the opportunity to learn:

- Demonstrate technical skills in performance that are specific to the instrument or sound source.
- Identify, select and combine music elements and concepts in the compositional process.
- Analyse music - examine and consider the relationship between music elements and concepts, compositional devices and stylistic characteristics for the purpose of finding meaning.
- Apply compositional devices - use knowledge and understanding to create a composition.
- Apply literacy skills - select appropriate language for particular purposes and contexts
- Interpret music elements and concepts - shape music elements and concepts in performance of music to communicate style and character of the music.
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas - express music ideas to communicate meaning in performance.
- Resolve music ideas - express music ideas to consolidate and communicate meaning in composition.

Structure

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

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

Visual Art

General subject

General

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives. Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication.

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

Students have the opportunity to learn:

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate influences - art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create visual responses using knowledge and understanding of art media
- Realise responses to communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

The assessment in Units 1 and 2 will reflect the type of assessments completed in Units 3 and 4.

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation - inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project - inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project - inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

Dance in Practice

Applied subject

Applied

In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for specific purposes and contexts. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

Pathways

Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative workers, who can work collaboratively in a variety of context.

A course of study in Dance in Practice can establish a basis for further education and employment areas across a range of fields, such as educator, performer, dance therapist, exercise physiologist, choreographer, costume designer, and critic.

Objectives

Students have the opportunity to learn:

- Use dance practices –students use dance concepts and dance skills to choreograph and perform dance works
- Plan dance works – when responding, students analyse key features of purpose and context to plan dance works. They make decisions, explore solutions and select strategies to achieve goals
- Communicate ideas - choreograph and perform dance works that suit purpose and context. Dance works may communicate representations, thoughts, feelings, experiences or observations. Students manipulate dance concepts to synthesise movement ideas into sequences to make a dance work that conveys ideas
- Evaluate dance works - when responding, students appraise strengths, implications and limitations of their own work and the work of others. They make judgments and justify how ideas are communicated for audiences, purpose and contexts. Studens select and use dance terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Celebration Celebrations can be an opportunity to acknowledge, honour, remember, show respect, entertain or express something special and enjoyable.	**Industry** Explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences	**Health** Develop knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. Investigate and develop an understanding of using dance with diverse groups.	**Technology** Investigate how technology can affect a choreographer's creative process and how a performer's use of dance skills differs in these contexts.

Assessment

The assessment in Units A and B will reflect the type of assessments completed in Units C and D and are categorised as:

- Choreographic Projects
- Performance

Choreographic Projects	Performance
Choreography (live or recorded): Up to 4 minutes Planning and evaluation of choreography using one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes	Performance of dance work (live or recorded) • up to 4 minutes

Drama in Practice

Applied subject

Applied

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also 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. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts.

Pathways

Drama in practice students identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience. Learning is connected to relevant industry practice and opportunities, promoting future employment, and preparing students as agile, competent, innovative workers, who can work collaboratively in a variety of context.

A course of study in Drama in Practice can establish a basis for further education and employment areas across a range of fields, such as performance, directing, stage management, theatre production, film and television, arts administration, event management, community arts projects, drama education, voiceover work, scriptwriting, and technical production.

Objectives

Students have the opportunity to learn:

- Use drama practices – use dramatic language to devise, direct and perform drama works
- Plan drama works - analyse key features of purpose and context to plan drama works. They make decisions, explore solutions and select strategies to achieve goals.
- Communicate ideas - use dramatic languages to devise, direct and perform drama works that suit purpose, context and audience.
- Evaluate drama works - make judgments and justify how ideas are communicated for purpose and contexts. Select and use drama terminology and language conventions when producing written or spoken evaluations

Structure

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Collaboration Drama is a collaborative art form, involving a variety of stakeholders to imagine, devise, shape, rehearse and present performance works to diverse audiences for many different contexts and purposes	**Community** Students engage in authentic interactions by accessing and participating in drama activities that relate to the lives and interests of a community	**Contemporary** Engage and develop an appreciation of current and emerging styles, conventions and technologies with the aim of becoming more informed and discerning participants in theatre	**Commentary** Explore and respond to the issues and events that affect our lives on a local, national and global scale. Create and present performance works with the purpose of educating

Assessment

The assessment in Units A and B will reflect the type of assessments completed in Units C and D and are categorised as:

- Directorial Projects
- Devising Projects
- Performance

Directorial Projects	Devising Projects	Performance
Director's brief: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of director's brief using one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes	Devised scene: • up to 4 minutes (rehearsed) Planning and evaluation of devised scene using one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes	Performance (live or recorded) • up to 4 minutes

Visual Arts in Practice

Applied subject

Applied

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Pathways

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

A course of study in Visual Arts in Practice can establish a basis for further education and employment areas across a range of fields, such as visual art production, graphic design, illustration, photography, interior styling, community arts projects, art gallery and museum operations, event styling, advertising, and digital content creation.

Objectives

Students have the opportunity to learn:

- Use visual arts practices – use art-making modes, media, technologies and skills to create artworks
- Plan artworks – when responding, students analyse key features of purpose and context to plan artworks. They make decisions, explore solutions and select strategies to achieve goals
- Communicate ideas - use visual language to create artworks for specific purposes and in specific contexts. Artworks may communicate representations, thoughts, feelings, experiences or observations.
- Evaluate artworks - when responding, students make judgments about their own and others' visual arts ideas and artworks, reflecting on strengths, implications and limitations and applying their learning to planning for future artworks. Students select and use visual arts terminology and language conventions when producing written, spoken or signed evaluations.

Structure

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit Option A	Unit Option B	Unit Option C	Unit Option D
Looking inwards (self) Identify figurative and non-figurative ways to create representations of self. Figurative visual language may communicate explicit likeness, whereas non-figurative visual language is coded or symbolic.	**Looking outwards (others)** Explore issues and concerns within times, places and spaces, and the impact these have on themselves and others in the community. Students provide their own commentary on the world around them through art-making processes	**Clients** Work collaboratively with a client to develop criteria and designs for artworks that meet clients' needs and expectations, and agree on essential visual language, media, technologies and/or skills	**Transform and Extend** Respond to an artist or artisan's ways of working by collating and analysing artworks of a chosen practitioner.

Assessment

The assessment in Units A and B will reflect the type of assessments completed in Units C and D and are categorised as:

- Projects (planning, making and evaluating an artwork)
- Resolved artwork (making an artwork)

Project	Resolved artwork
Experimental folio: • Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based Planning and evaluation using one of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes	• Up to 4 artworks: 2D, 3D, digital (static) and/or time-based media

Assessment conditions are based on the chosen mode: Modes may include:
• 2D — analogue photography, artist books, collage, drawing, mixed media, painting (including murals) and printmaking • 3D — assemblage, ceramics, installation, sculpture, small object and jewellery and wearable art • digital (static) — blogs or websites, digital photography, graphic art and designed objects • time-based — animation, film, interactive technologies and multimedia, e.g. video, film, slide, audio, smart-device or computer-based technologies.

Assessment Glossary

Assessment Type	Explanation
Collection of work	A response to a series of tasks relating to a single topic in a module of work.
Examination	A response that answers several provided questions, scenarios and/or problems.
Extended response	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
Investigation	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
Performance	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.
Product (Artwork)	A technique that assesses a range of skills in the creation of an original product (artwork0 that expresses a personal aesthetic.
Project	A response that answers several provided questions, scenarios and/or problems.