

# IONA COLLEGE



## Senior Studies Subject Guide

July 2019

Iona College seeks to provide a dynamic Catholic learning community within the Oblate spirit, so that its members are faith filled, resilient, courageous, well-balanced and prepared to make a difference.



IONA COLLEGE  
2020-2021 Senior Studies Guide

# Contents

<b>Message from the Rector</b>	<b>1</b>
<b>Senior Education Profile</b>	<b>2</b>
Statement of results.....	2
Queensland Certificate of Education (QCE) .....	2
Queensland Certificate of Individual Achievement (QCIA) .....	2
<b>Senior subjects</b>	<b>2</b>
Underpinning factors .....	3
Vocational education and training (VET) .....	3
Australian Tertiary Admission Rank (ATAR) eligibility .....	4
<b>General syllabuses</b>	<b>6</b>
Structure.....	6
Assessment.....	6
<b>Applied syllabuses</b>	<b>8</b>
Structure.....	8
Assessment.....	8
Senior External Examinations.....	9
Assessment.....	9
Iona College Senior Subjects Prerequisites.....	11

# **Message from the Rector**

When a student at Iona College enters Years 11 and 12, he embarks on the post-compulsory phase of schooling. This is a very exciting stage in a boy's education but with this comes great responsibility. Subjects are studied in greater depth and with more rigor so students will need to show a correspondingly higher degree of personal responsibility, enthusiasm and effort. Study at the next level will require more diligence, organisation and discipline with participation, homework, assignments and study. We require all students to demonstrate that they are ready to undertake this higher level of study by gaining a mid-Sound Achievement or better.

At Iona, we want to work closely with families to help students to select appropriate pathways for their individual skills and abilities and to ensure that they are ready to advance to the next stage of their schooling.

Success in the senior years demands a responsible choice of subjects tailored to post schooling options that are desirable and realistic. A realistic assessment of capabilities and fulfilment of the subject pre-requisites required for future courses of study, are two essential aspects of subject choice. The pre-requisites are not arbitrary but based on experience of student achievement. To gain the minimum pre-requisite is also not a guarantee of success.

Please study this booklet carefully and become familiar with all the subjects offered. This should be done with an open mind so that choices will not be made on any preconceived notions. It is only after all the choices are submitted that we can make final decisions on what subjects will be able to be offered, and on what lines they will be offered. We are often constrained by class size, and sometimes a student may have to be prepared to adjust his initial choice.

As a Catholic school we believe that each person has God-given gifts, talents, identity and dignity. We sincerely hope that this process enhances the development of each of these qualities.

Please seek as much help as you need from teachers of the individual subjects, or teachers with whom you feel comfortable in discussing your choices.

Many students experience their senior years of study as being among the best of their lives. A key element in this is their participation in and contribution to a multitude of aspects of the college life. I would encourage our students again to be prepared to be involved, as much as possible, in the religious life and other activities at the College which enhance their general intellectual and human development such as debating, public speaking, community service, sport and the like. Such involvement, co-operative effort and trust will add much happiness, support and friendship to these busy years.

**FR M Twigg O.M.I.  
RECTOR**

# Senior Education Profile

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

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

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

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

## Senior subjects

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

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

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

## **General syllabuses**

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

## **Applied syllabuses**

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

## **Senior External Examination**

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

## **Underpinning factors**

All senior syllabuses are underpinned by:

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

## **General syllabuses and Short Courses**

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

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

## **Applied syllabuses**

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

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

## **Vocational education and training (VET)**

Students can access VET programs through the school if it:

- is a registered training organisation (RTO)

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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

# Introduction to Cognitive Verbs

With the release of new syllabuses for implementation from 2019, the Queensland Curriculum and Assessment Authority (QCAA) has advanced a suite of senior syllabuses underpinned by a new taxonomy.

Marzano and Kendall's The New Taxonomy of Educational Objectives (2007) sets out this taxonomy and presents the basis for the design and construction of educational objectives. At the centre of this taxonomy is a model of behaviour and a cognitive system describing levels of information processing by learners.

The taxonomy and the cognitive system provided the foundation for syllabus redevelopment and the development of objectives for each syllabus. These objectives align with the levels of processing established in the cognitive system and use a common language across the suite.

This language includes a defined set of cognitive verbs.

Cognitive verbs, referred to as academic vocabulary, signal the type of mental operations that students are expected to perform (Marzano, 2013). Teachers use cognitive verbs as tools for eliciting student responses that demonstrate learning and cognitive processes. These cognitive processes are embedded in all levels of the taxonomy across the suite of senior syllabuses.

By using a defined set of cognitive verbs to describe student learning and the depth which students are expected to engage with knowledge, the suite of senior syllabuses for implementation in 2019 embeds a consistent approach to teaching and learning.

## Syllabus objectives inform units and assessment

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives. Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments.

## Objectives and cognitive processes

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of three levels: retrieval and comprehension, analytical processes, and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes.

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

### **External assessment**

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

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

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

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

### Instrument-specific standards matrixes

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

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

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

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

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

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

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

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

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

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

## **Senior External Examinations**

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

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

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

The Senior External Examination is for:

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

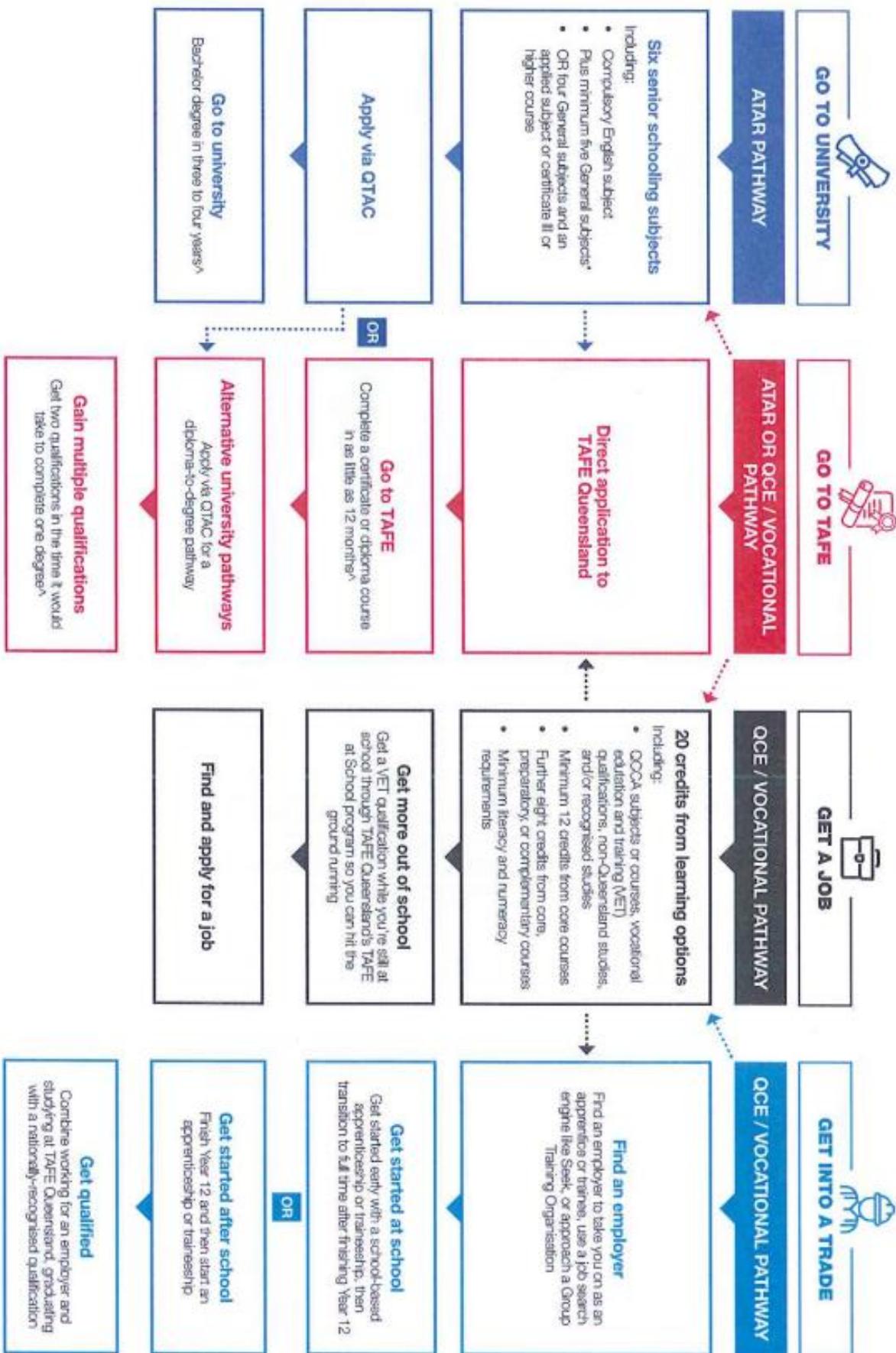
Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

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

## **Assessment**

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

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



# Iona College Senior Subjects Prerequisites

Each of the subjects at Iona will have a prerequisite that a student needs to meet before selecting this course. Prerequisites are a crucial part of post school options and reaching a particular standard will be a key skill for all learners.

	Subject		Prerequisite (minimum requirement)		Subject		Prerequisite (minimum requirement)
Religion and Society	Ancient History	General	C in History and English	Design and Innovation	Aerospace Systems	General	C in English and Mathematics
	Modern History	General	C in History and English		Building and Construction Skills	Applied	Demonstration of safe practice in the College workshops and laboratories in Years 9 & 10
	Religion & Ethics	Applied	Nil		Cert III in ICT	Applied	Payment of course fee
	Study of Religion	General	C in English, History and Religious Education		Design	General	C in English
Languages	English	General	C in English		Digital Solutions	General	Nil
	Essential English	Applied	Nil		Engineering Skills	Applied	Demonstration of safe practice in the College workshops and laboratories in Years 9 & 10
	Japanese	General	C in Japanese		Industrial Graphics Skills	Applied	Nil
	Literature	General	C in English	Commerce	Accounting	General	C in Mathematical Methods or General Mathematics, and English
Mathematics	Essential Mathematics	Applied	Nil		Business	General	C in English
	General Mathematics	General	C+ in General Mathematics		Cert III in Business	(VET)	Payment of course fee of approx. \$240
	Mathematical Methods	General	C+ in Mathematical Methods		Economics	General	C in Mathematical Methods or General Mathematics, and English
	Specialist Mathematics	General	B in Mathematical Methods		Legal Studies	General	C in English
Science and Health	Biology	General	C in Physical / Life Science	Arts	Drama in Practice	Applied	Nil
	Cert III in Fitness	(VET)	Payment of course fee of approx. \$300 **		Drama	General	C in Drama
	Cert III in Sport & Recreation	(VET)	Payment of course fee of approx. \$300 **		Film, Television & New Media	General	C in English
	Chemistry	General	C in Physical Science and C in Mathematical Methods		Music	General	C in Music
	Marine Science	General	C in Physical / Life Science		Visual Art	General	C in Visual Art
	Physics	General	C in Physical Science and Mathematical Methods		Visual Arts in Practice	Applied	Nil
	Physical Education	General	C in Physical Education or Life Science, and English	** Cannot choose both Cert III in Fitness and Cert III in Sport & Recreation			

# Senior Syllabuses

Adapted from the QCAA subject guide

## Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

### Applied

- Essential Mathematics

## English and Language

### General

- English
- Japanese
- Literature

### Applied

- Essential English

## Religion and Society

### General

- Ancient History
- Modern History
- Study of Religion

### Applied

- Religion & Ethics

## Science and Health

### General

- Biology
- Chemistry
- Marine Science
- Physics
- Physical Education

### VET

- Cert III in Fitness\*\*
- Cert III in Sport & Recreation\*\*

## Design and Innovation

### General

- Aerospace Systems
- Design
- Digital Solutions

### Applied

- Building and Construction Skills
- Engineering Skills
- Industrial Graphics Skills

## Commerce

### General

- Accounting
- Business
- Economics
- Legal Studies

### VET

- Cert III in Business

## Arts

### General

- Drama
- Film, Television & New Media
- Music
- Visual Art

### Applied

- Drama in Practice
- Visual Arts in Practice

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

General Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• comprehend</li> <li>• recall</li> <li>• select</li> <li>• use</li> </ul>		<ul style="list-style-type: none"> <li>• evaluate</li> <li>• justify</li> <li>• solve</li> </ul>

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Mathematical Methods		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>comprehend</li> <li>recall</li> <li>select</li> <li>use</li> </ul>		<ul style="list-style-type: none"> <li>evaluate</li> <li>justify</li> <li>solve</li> </ul>

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Problem-solving and modelling task</li></ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Examination</li></ul>	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"><li>• Examination</li></ul>			

Specialist Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"><li>• comprehend</li><li>• recall</li><li>• select</li><li>• use</li></ul>		<ul style="list-style-type: none"><li>• evaluate</li><li>• justify</li><li>• solve</li></ul>

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

### Pathways

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

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

Essential Mathematics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • recall • select • use		• evaluate • justify • solve

# English

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

English		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• select</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• organise</li> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• synthesise</li> </ul>

# Japanese

## General senior subject

General

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

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

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

### Pathways

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

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

Japanese		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • identify • understand • use	• analyse • apply • infer • sequence • structure	• evaluate • justify • synthesise

# Literature

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Literature		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>select</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> <li>organise</li> <li>sequence</li> </ul>	<ul style="list-style-type: none"> <li>create</li> <li>synthesise</li> </ul>

# Essential English

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Essential English		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• explain</li> <li>• select</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• sequence</li> </ul>	<ul style="list-style-type: none"> <li>• construct</li> </ul>

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

<b>Ancient History</b>		
<b>Retrieval and comprehension</b>	<b>Analytical processes</b>	<b>Knowledge utilisation</b>
<ul style="list-style-type: none"> <li>comprehend</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> </ul>	<ul style="list-style-type: none"> <li>conduct</li> <li>create</li> <li>devise</li> <li>evaluate</li> <li>synthesise</li> </ul>

# Modern History

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li><li>• Age of Enlightenment, 1750s–1789</li><li>• Industrial Revolution, 1760s–1890s</li><li>• American Revolution, 1763–1783</li><li>• French Revolution, 1789–1799</li><li>• Age of Imperialism, 1848–1914</li><li>• Meiji Restoration, 1868–1912</li></ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Independence movement in India, 1857–1947</li><li>• Workers' movement since the 1860s</li><li>• Women's movement since 1893</li><li>• May Fourth Movement in China, 1919</li><li>• Independence movement in Algeria, 1945–1962</li></ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1707–1837</li><li>• France, 1799–1815</li><li>• New Zealand, 1841–1934</li><li>• Germany, 1914–1945</li><li>• United States of America, 1917–1945</li><li>• Soviet Union, 1920s–1945</li><li>• Japan, 1931–1967</li><li>• China, 1931–1976</li><li>• Indonesia, 1942–1975</li><li>• India, 1947–1974</li></ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</li><li>• Search for collective peace and security since 1815</li><li>• Trade and commerce between nations since 1833</li><li>• Mass migrations since 1848</li><li>• Information Age since 1936</li><li>• Genocides and ethnic cleansing since 1941</li><li>• Nuclear Age since 1945</li><li>• Cold War, 1945–1991</li></ul>

Unit 1	Unit 2	Unit 3	Unit 4
		• Israel, 1948–1993	
<ul style="list-style-type: none"> <li>• Boxer Rebellion, 1900–1901</li> <li>• Russian Revolution, 1905–1920s</li> <li>• Xinhai Revolution, 1911–1912</li> <li>• Iranian Revolution, 1977–1979</li> <li>• Arab Spring since 2010</li> <li>• Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Independence movement in Vietnam, 1945–1975</li> <li>• Anti-apartheid movement in South Africa, 1948–1991</li> <li>• African-American civil rights movement, 1954–1968</li> <li>• Environmental movement since the 1960s</li> <li>• LGBTIQ civil rights movement since 1969</li> <li>• Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Struggle for peace in the Middle East since 1948</li> <li>• Cultural globalisation since 1956</li> <li>• Space exploration since 1957</li> <li>• Rights and recognition of First Peoples since 1982</li> <li>• Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Assessment

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

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

### Summative assessments

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

Modern History		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• comprehend</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> </ul>	<ul style="list-style-type: none"> <li>• conduct</li> <li>• create</li> <li>• devise</li> <li>• evaluate</li> <li>• synthesise</li> </ul>

# Study of Religion

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Study of Religion		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • describe	• analyse • consider • differentiate • organise	• create • evaluate

# Religion & Ethics

## Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

### 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

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

### Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

Core topics	Elective topics	
<ul style="list-style-type: none"><li>• Who am I? the personal perspective</li><li>• Who are we? the relational perspective</li><li>• Is there more than this? the spiritual perspective</li></ul>	<ul style="list-style-type: none"><li>• The Australian scene</li><li>• Ethics and morality</li><li>• Good and evil</li><li>• Heroes and role models</li><li>• Indigenous Australian spiritualities</li></ul>	<ul style="list-style-type: none"><li>• Peace and conflict</li><li>• Religion and contemporary culture</li><li>• Religions of the world</li><li>• Religious citizenship</li><li>• Sacred stories</li></ul>

	<ul style="list-style-type: none"> <li>• Meaning and purpose</li> <li>• Social justice</li> <li>• Spirituality</li> </ul>
--	---

## Assessment

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

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

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

Religion and Ethics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• describe</li> <li>• explain</li> <li>• identify</li> <li>• recognise</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• organise</li> </ul>	<ul style="list-style-type: none"> <li>• appraise</li> <li>• make decisions</li> </ul>

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Biology		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Chemistry		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>describe</li> <li>explain</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> <li>apply</li> <li>interpret</li> </ul>	<ul style="list-style-type: none"> <li>evaluate</li> <li>investigate</li> </ul>

# Marine Science

## General senior subject

General

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

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

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

### Pathways

A course of study in Marine Science can establish a basis for further education and

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

Marine Science		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain	• analyse • apply • interpret	• evaluate • investigate

# Physics

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Physics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• describe</li> <li>• explain</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate</li> <li>• investigate</li> </ul>

# Physical Education

## General senior subject

General

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Investigation — report</li> </ul>	20%
	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>
	30%
	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>
	25%

Physical Education		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• demonstrate</li> <li>• explain</li> <li>• recognise</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> </ul>	<ul style="list-style-type: none"> <li>• devise</li> <li>• evaluate</li> <li>• justify</li> <li>• make decisions</li> <li>• synthesise</li> </ul>

# SIS30315 Certificate III in Fitness

VET

VET



This Certificate III in Fitness is delivered in partnership with Binnacle Training (RTO Number 31319).

## IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)

*This Subject Outline 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 and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).*

*To access Binnacle's PDS, visit:*

*<http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.*

**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.

**NOTE:** Each student must obtain a (free) 'Working with Children' Student Blue Card (application completed as part of enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

Students enrolled in this Certificate III course will be required to pay the course fee of approx. \$330 (\$82.50 per semester). This cost also includes a First Aid Certificate.

## REASONS TO STUDY THE SUBJECT

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

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes eight (8) credits towards a student's QCE. Successful completion of the Certificate II in Sport and Recreation (embedded qualification) contributes an additional four (4) credits towards a student's QCE.

This program also includes the following:

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

## TOPICS OF STUDY / LEARNING EXPERIENCES

YEAR 11			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"><li>• The Sport, Fitness and Recreation Industry</li><li>• Introduction to Anatomy and Physiology</li><li>• Developing Coaching Practices</li></ul>	<ul style="list-style-type: none"><li>• Conducting Health Assessments</li><li>• Work Health and Safety in Sport &amp; Fitness</li><li>• Delivering Community Fitness Programs</li><li>• First Aid and CPR certificate</li></ul>	<ul style="list-style-type: none"><li>• Customer Service in the Fitness Industry</li><li>• Conducting Group Fitness Sessions</li><li>• Anatomy and Physiology- Musculoskeletal and Cardiovascular Systems</li></ul>	<ul style="list-style-type: none"><li>• Learning Gym Exercises</li><li>• Fitness Programming and Instruction</li><li>• Work Effectively in the Sport, Fitness and Recreation Industry</li></ul>

YEAR 12			
TERM 5	TERM 6	TERM 7	TERM 8
<ul style="list-style-type: none"> <li>Anatomy and Physiology-Digestive System &amp; Energy Systems</li> <li>Nutrition-Providing Healthy Eating Information</li> </ul>	<ul style="list-style-type: none"> <li>Training Older Clients</li> </ul>	<ul style="list-style-type: none"> <li>Training Other Specific Population Clients</li> </ul>	<ul style="list-style-type: none"> <li>First Aid and/or CPR certificate</li> </ul> <p><b><i>Finalisation of qualification: SIS30315 Certificate III in Fitness</i></b></p>

### **LEARNING AND ASSESSMENT**

Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (high school and primary school students).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on sessions with participants
- Group work
- Practical experience within the school sporting programs and fitness facility
- Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: This program involves a mandatory 'outside subject' weekly component as follows:**

- TERM 5,6 or 7: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.**
- TERM 6: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.**

All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours.)

### **PATHWAYS**

The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:

- Exercise Physiologist
- Teacher-Physical Education
- Sport Scientist

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <https://www.qcaa.edu.au/senior/australian-tertiary-admission-rank-atar>**

Students may also choose to continue their study by completing the Certificate IV in Fitness

# Certificate III in Sport & Recreation

VET

VET



This Certificate III in Sport and Recreation is delivered in partnership with Binnacle Training (RTO Number 31319).

**IMPORTANT  
PROGRAM  
DISCLOSURE  
STATEMENT  
(PDS)**

This Subject Outline 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 and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

**PRE-REQUISITES** – Nil, however 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.

**NOTE:** Each student must obtain a (free) 'Working with Children' Student Blue Card (application completed as part of enrolment process). A student's official enrolment is unable to be finalised until their Student Blue Card has been issued.

Students enrolled in this Certificate III course will be required to pay the course fee of approx. \$300 (\$75 per semester). This cost also includes a First Aid Certificate.

<b>Vocational Education and Training in Schools (VETiS) initiative, funded by Queensland Government</b>	<p>Binnacle Training is approved as a Pre-qualified Supplier (PQS) to deliver the Certificate II in Sport and Recreation as a VETiS funded qualification. VETiS funded by the VET investment budget is fee-free for students. Binnacle Training offers VETiS funding for eligible students/schools undertaking the Certificate II in a <b>Sport Specialty Format</b> whereby students undertake a <u>sport-specific</u> accreditation in officiating and/or coaching.</p> <p>The VET investment budget will only fund one employment stream qualification. Where the student chooses the Binnacle Certificate II as their one VETiS funded qualification, this 'per participant' fee (including any applicable sport-specific accreditation fee and Certificate III fee) is 100% waived. Please refer to the Queensland Government's student fact sheet developed specifically for VETiS program: <a href="http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html">http://www.training.qld.gov.au/training-organisations/funded-programs/vetis.html</a></p>
---	---

Binnacle's Certificate III in Sport and Recreation 'Sport in Schools' program is offered as a senior subject where students participate in the delivery of a range of sport activities and programs within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement.

**QCE Credits:** Successful completion of the Certificate III in Sport and Recreation contributes eight (8) credits towards a student's QCE. Successful completion of the Certificate II in Sport and Recreation (embedded qualification) contributes an additional four (4) credits towards a student's QCE.

This program also includes the following:

- First Aid qualification and CPR certificate.
- Officiating accreditation (plus optional sport-specific accreditation)

- Coaching accreditation (plus optional sport-specific accreditation)
- A range of career pathway options
- Direct pathway into Certificate IV in Sport and Recreation (or Certificate IV in Fitness).

## TOPICS OF STUDY

YEAR 11 (Cert II)			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>• Communication in sport</li> <li>• Health and safety in sport</li> <li>• Officiating general principles</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment use and maintenance</li> <li>• Officiating practices</li> <li>• Conduct warm-up and cool down sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Officiating games or competitions</li> <li>• Use of social media tools for Sport and Recreation</li> <li>• Managing conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Emergency situation training</li> <li>• Assist with activity sessions</li> </ul>
YEAR 12			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>• Coaching fundamental movement skills</li> <li>• Work schedules</li> <li>• Customer service</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver and evaluate programs</li> <li>• Risk analysis of activities</li> <li>• Facilitate groups</li> </ul>	<ul style="list-style-type: none"> <li>• Deliver and evaluate programs</li> <li>• Identify personal development opportunities</li> <li>• First Aid and CPR</li> </ul>	

## LEARNING EXPERIENCES

- Following health and safety standards in the workplace.
- Developing creative thinking skills.
- Organising personal work schedules.
- Using social media tools for collaboration and engagement.
- Responding to emergency situations.
- Managing conflict
- Conducting a risk analysis
- Conducting sports coaching sessions
- Providing quality customer service
- Using and maintaining sport and fitness equipment.
- Conduct warm-up and cool-down sessions.
- Officiating games or competitions
- Developing and updating knowledge of coaching and officiating practices.
- Industry-recognised First Aid Certificate.

## LEARNING AND ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programs to real participants within the school community (high school and primary school students).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on sessions with participants
- Group work
- Practical experience within the school sporting programs [officiating and coaching games and competitions e.g. primary school sport)].

Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

## PATHWAYS

The Certificate III in Sport and Recreation will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer or activity assistant. Students may also choose to continue their study [e.g. by completing the Certificate IV or Diploma (e.g. Sport or Fitness)] with Australian Institute of Personal Trainers (AIPT) or Foundation Education for a Binnacle-exclusive price offer.

# Aerospace Systems

## General senior subject

General

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

## Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Aerospace Systems		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• describe</li> <li>• explain</li> <li>• recognise</li> <li>• symbolise</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• determine</li> </ul>	<ul style="list-style-type: none"> <li>• assess</li> <li>• evaluate</li> <li>• generate</li> <li>• make decisions</li> <li>• propose</li> <li>• synthesise</li> </ul>

# Design

## General senior subject

General

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

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Design		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • use	• analyse	• devise • evaluate • make decisions • propose • synthesise

# Digital Solutions

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4		
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Investigation — technical proposal</li> </ul>	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Project — folio</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Project — digital solution</li> </ul>	30%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination</li> </ul>	25%

Digital Solutions		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>describe</li> <li>explain</li> <li>recognise</li> <li>symbolise</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> <li>determine</li> </ul>	<ul style="list-style-type: none"> <li>evaluate</li> <li>generate</li> <li>make decisions</li> <li>synthesise</li> </ul>

# **Building & Construction Skills**

## **Applied senior subject**

Applied

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

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

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

### **Pathways**

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

plumber, steel fixer, landscaper and electrician.

### **Objectives**

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

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

## Structure

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

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

## Assessment

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

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

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

Building and Construction Skills		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"><li>• demonstrate</li><li>• describe</li><li>• select</li><li>• use</li></ul>	<ul style="list-style-type: none"><li>• analyse</li><li>• apply</li><li>• interpret</li><li>• organise</li></ul>	<ul style="list-style-type: none"><li>• create</li><li>• evaluate</li></ul>

# Engineering Skills

## Applied senior subject

Applied

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

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

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

### Pathways

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

mechanic, refrigeration mechanic or automotive mechanic.

### Objectives

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

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

### Structure

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

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

## Assessment

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

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

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

Engineering Skills		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• demonstrate</li> <li>• describe</li> <li>• select</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> <li>• organise</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• evaluate</li> </ul>

# Industrial Graphics Skills

## Applied senior subject

Applied

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

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

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

## Pathways

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

structural drafter, civil drafter and survey drafter.

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

Industrial Graphics Skills		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• demonstrate</li> <li>• describe</li> <li>• select</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> <li>• organise</li> </ul>	<ul style="list-style-type: none"> <li>• construct</li> <li>• create</li> <li>• evaluate</li> </ul>

# Accounting

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

Accounting		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend	• analyse • apply • interpret	• create • evaluate • make decisions • propose • solve • synthesise

# Business

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

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

Business		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• describe • explain • select	• analyse • interpret	• create • evaluate • make decisions • propose

# Economics

## General senior subject

General

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

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

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

### Pathways

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

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

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

### Objectives

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

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

### Structure

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

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Examination — combination response	25% Summative internal assessment 3 (IA3): • Examination — extended response to stimulus
Summative internal assessment 2 (IA2): • Investigation — research report	25% Summative external assessment (EA): • Examination — combination response

Economics		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • select	• analyse	• create • evaluate

# Legal Studies

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Legal Studies		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• comprehend • select	• analyse	• create • evaluate

# Certificate III in Business

VET

VET



This Certificate III in Business is delivered in partnership with Binnacle Training (RTO Number 31319).

## **IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)**

This Subject Outline 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 and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit:

<http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

PRE-REQUISITES – Nil, however students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects.

**NOTE** Project delivery may require a mandatory 'outside subject' component (e.g. before or after school or during breaks).

Students enrolled in this Certificate III course will be required to pay the course fee of approx. \$240 (\$60 per semester).

Binnacle's Certificate III in Business 'Business in Schools' program is offered as a senior subject where students learn what it takes to become a Business Professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community.

Micro business opportunities are also explored.

Upon successful completion, students are certified with 8 Queensland Certificate of Education (QCE) Credits. Graduates will be able to use their Certificate III in Business

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); *and*
- to improve their chances of gaining tertiary entrance.

## **TOPICS OF STUDY**

YEAR 11			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"><li>• Introduction to the Business Services industry.</li><li>• Develop an e-learning plan and undertake e-learning.</li><li>• Innovation: Enterprise and entrepreneurs; critical and creative thinking.</li></ul>	<ul style="list-style-type: none"><li>• Workplace Health and Safety</li><li>• Customer Service: Products and services; meeting customer needs.</li></ul>	<ul style="list-style-type: none"><li>• Leadership: Promote innovation in a team environment.</li><li>• Research a small business; identify products and services.</li></ul>	<ul style="list-style-type: none"><li>• Micro/Small Business: Identify micro business opportunities; profile business opportunity and area of interest.</li></ul>

YEAR 12			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> <li>Personal Management: Develop project plan</li> <li>Major Project: Evaluate business opportunities and prepare a Business Proposal.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and develop business documents.</li> <li>Deliver a service to a client group and report on service delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Financial Literacy – Be MoneySmart</li> </ul>	

#### LEARNING EXPERIENCES

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Controlling risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining micro business opportunities
- Financial literacy – Be MoneySmart

#### LEARNING AND ASSESSMENT

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Coordinator) – incorporating delivery of a range of projects and services within their school community. This includes participation in R U OK Mental Health Awareness Week – Team Project and a Major Project where students design and plan for a new product or service. Students may also be exposed to the [EarthMovers Foundation](#) - a project that helps young teenagers to create solutions to local and global issues.

A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks / experience
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

#### PATHWAYS

Students will be able to use their Certificate III in Business:

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer);
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business).

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

Drama		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>demonstrate</li> <li>use</li> </ul>	<ul style="list-style-type: none"> <li>analyse</li> <li>apply</li> <li>interpret</li> <li>organise</li> </ul>	<ul style="list-style-type: none"> <li>argue</li> <li>create</li> <li>evaluate</li> <li>justify</li> <li>manipulate</li> <li>synthesise</li> </ul>

# Film, Television & New Media

## General senior subject

General

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

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

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

### Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Foundation</b> <ul style="list-style-type: none"><li>• Concept: technologies</li><li>How are tools and associated processes used to create meaning?</li><li>• Concept: institutions</li></ul>	<b>Story forms</b> <ul style="list-style-type: none"><li>• Concept: representations</li><li>How do representations function in story forms?</li><li>• Concept: audiences</li><li>How does the relationship between story forms and</li></ul>	<b>Participation</b> <ul style="list-style-type: none"><li>• Concept: technologies</li><li>How do technologies enable or constrain participation?</li><li>• Concept: audiences</li><li>How do different contexts and purposes</li></ul>	<b>Identity</b> <ul style="list-style-type: none"><li>• Concept: technologies</li><li>How do media artists experiment with technological practices?</li><li>• Concept: representations</li></ul>

<p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>meaning change in different contexts?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How are media languages used to construct stories?</p>	<p>impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> <li>• Concept: institutions</li> </ul> <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> <li>• Concept: languages</li> </ul> <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
--	---	--	--

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Case study investigation</li> </ul>	<p>15%</p>
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Multi-platform project</li> </ul>	<p>25%</p>
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>	

<b>Film, Television and New Media</b>		
<b>Retrieval and comprehension</b>	<b>Analytical processes</b>	<b>Knowledge utilisation</b>
<ul style="list-style-type: none"> <li>• explain</li> <li>• symbolise</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• structure</li> </ul>	<ul style="list-style-type: none"> <li>• appraise</li> <li>• construct</li> <li>• experiment</li> <li>• solve</li> <li>• synthesise</li> </ul>

# Music

## General senior subject

General

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

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

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

### Pathways

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

industries, public relations and science and technology.

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Designs</b> 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?	<b>Identities</b> 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?	<b>Innovations</b> Through inquiry learning, the following is explored:  How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	<b>Narratives</b> Through inquiry learning, the following is explored:  How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Performance	20%
Summative internal assessment 2 (IA2): • Composition	20%
Summative external assessment (EA): 25% • Examination	

Music		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
• demonstrate • explain • use	• analyse • apply • interpret	• evaluate • justify • realise • resolve

# Visual Art

## General senior subject

General

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

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

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

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

### Pathways

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

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Art as lens</b> Through inquiry learning, the following are explored:	<b>Art as code</b> Through inquiry learning, the following are explored:	<b>Art as knowledge</b> Through inquiry learning, the following are explored:	<b>Art as alternate</b> Through inquiry learning, the following are explored: <ul style="list-style-type: none"><li>• Concept: evolving alternate</li></ul>

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

## Assessment

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

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

### Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Investigation — inquiry phase 1</li> </ul>	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project — inquiry phase 2</li> </ul>	25%
Summative external assessment (EA): 25% <ul style="list-style-type: none"> <li>• Examination</li> </ul>	

Visual Art		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• implement</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• evaluate</li> <li>• experiment</li> <li>• justify</li> <li>• realise</li> </ul>

# Drama in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.
At least two different components from the following:	<ul style="list-style-type: none"><li>• acting performance (stage) – 3–5 minutes:</li></ul>	<ul style="list-style-type: none"><li>• variable conditions</li></ul>	Presented in one of the following modes:	Presented in one of the following modes:

<ul style="list-style-type: none"> <li>written: 500–900 words</li> <li>spoken: 2½–3½ minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 8 A4 pages max (or equivalent)</li> <li>presentation: 3–6 minutes</li> </ul> </li> <li>performance onstage (stage acting) <ul style="list-style-type: none"> <li>2–4 minutes: individual</li> <li>1½–3 minutes: group</li> </ul> </li> <li>performance onstage (screen acting) <ul style="list-style-type: none"> <li>2–3 minutes: individual</li> <li>1½–2 ½ minutes: group</li> </ul> </li> <li>performance offstage (directing, designing) <ul style="list-style-type: none"> <li>4–6 minutes: individual (excluding actors delivering text)</li> </ul> </li> <li>workshop performance (other): variable conditions</li> <li>product: variable conditions.</li> </ul>	<ul style="list-style-type: none"> <li>individual <ul style="list-style-type: none"> <li>2–4 minutes: group</li> </ul> </li> <li>acting performance (screen) <ul style="list-style-type: none"> <li>2½–3½ minutes: individual</li> <li>2–3 minutes: group</li> </ul> </li> <li>directing performance <ul style="list-style-type: none"> <li>5–7 minutes: individual (excluding actors delivering text)</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>written: 600–1000 words</li> <li>spoken: 3–4 minutes</li> <li>multimodal <ul style="list-style-type: none"> <li>non-presentation: 10 A4 pages max (or equivalent)</li> <li>presentation: 4–7 minutes.</li> </ul> </li> </ul>
--	---	--	---	---

## Assessment

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

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

Drama in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• demonstrate</li> <li>• explain</li> <li>• identify</li> <li>• implement</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> <li>• organise</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• evaluate</li> <li>• generate</li> <li>• realise</li> </ul>

# Visual Arts in Practice

## Applied senior subject

Applied

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

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

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

### Pathways

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

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

### Objectives

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

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

### Structure

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

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

## Assessment

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

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

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

Visual Arts in Practice		
Retrieval and comprehension	Analytical processes	Knowledge utilisation
<ul style="list-style-type: none"> <li>• demonstrate</li> <li>• explain</li> <li>• recall</li> <li>• use</li> </ul>	<ul style="list-style-type: none"> <li>• analyse</li> <li>• apply</li> <li>• interpret</li> </ul>	<ul style="list-style-type: none"> <li>• create</li> <li>• evaluate</li> <li>• generate</li> <li>• make decisions</li> </ul>

