ROCHEDALE STATE HIGH SCHOOL
Performers for every stage expressing talents in every field

SENIOR SECONDARY SUBJECT GUIDE 2019
Introduction

Rochedale State High School is committed to offering our students a variety of learning opportunities in the Senior Phase of learning. Our curriculum offerings are designed to align to our school ethos of creating, ‘performers for every stage expressing talents in every field’.

The purpose of this guide is to support students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Rochedale State High School’s curriculum offerings.

In order to make the best use of your time in the Senior School, it would be useful to have a number of clear and realistic personal goals that you plan to achieve by certain stages during your Senior Schooling. The SET Planning process, conducted in Year 10, can help you to set clear and realistic personal goals by providing a focus for discussion with other students and with teachers on many aspects of the Senior School. If you are clear on your goals, and you are prepared to work to achieve them, you are well on the way to success.

Each student re-enrolls in the post compulsory phase of Senior Schooling through an interview with a staff member of the school and a parent or guardian. Interviews are in term three and give the individual family an opportunity to discuss issues raised through the SET planning process.

Monitoring of Senior Students’ commitment to work is an integral role of the Senior Secondary team. Interviews are held regularly with students and parents when issues arise.

In the senior school students are expected to conduct themselves as young adults. Displaying mutual respect, common courtesy and co-operation and upholding school values of Participation, Openness, Integrity, Success and Equality.

It is a privilege to work in the rewarding role of Senior Schooling, guiding students along their path to become valued and productive members of the wider community. I wish all students the best on their pathway in the Senior School at Rochedale State High School.

Mr Benjamin Luthe – HOD Senior Schooling
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The Senior Team

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About the QCE

The Queensland Certificate of Education (QCE) is Queensland’s senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements.

The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. Their school will help them develop their individual plans and a QCE learning account will be opened.

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

- Set amount
  - 12 credits from contributing courses of study, including:
    - QCE developed subjects or courses
    - Full or part qualification, or vocational education and training (VET) qualifications
    - Non-Queensland studies recognised by QCAA

- Set pattern
  - 20 credits from contributing courses of study, including:
    - QCE developed subjects or courses
    - Full or part qualifications or VET qualifications
    - Non-Queensland studies recognised by QCAA

- Set standard
  - Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent

- Literacy & numeracy
  - Students must meet literacy and numeracy requirements through any of the available learning options

More information

For more information about the QCE requirements, see the following fact sheets, which are available on the QCAA website at www.qcaa.qld.edu.au:

- QCE credit and duplication of learning
- QCE credits completed Core requirement
- QCE literacy and numeracy requirement

With the set pattern requirement, there are three categories of learning – Core, Preparatory, and Complementary. Within the set standards, a student’s learning account, the actual set pattern requirement with the QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 12 credits may come from a combination of Core, Preparatory, or Complementary courses of study.

Core: At least 12 credits must come from completed Core courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCE General Subjects and Applied subjects</td>
<td>up to 6</td>
</tr>
<tr>
<td>QCE General Electives subjects</td>
<td>up to 2</td>
</tr>
<tr>
<td>QCE General Electives Core Mathematics subjects</td>
<td>up to 8</td>
</tr>
<tr>
<td>Elective qualifications</td>
<td>up to 8</td>
</tr>
<tr>
<td>Electives (Direct Credit) (Endorsed Subjects)</td>
<td>up to 8</td>
</tr>
<tr>
<td>Specialised apprenticeships</td>
<td>up to 8</td>
</tr>
<tr>
<td>English and Languages</td>
<td>up to 8</td>
</tr>
</tbody>
</table>

Preparatory: A maximum of 4 credits can come from Preparatory courses of study

| QCE Short Courses                            | 1 to 4                  |
|                                              |                        |

Complementary: A maximum of 8 credits can come from Complementary courses of study

| QCE Short Courses                            | 1 to 8                  |
|                                              |                        |

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3. To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options.

Literacy

- QCE General or Applied English subjects
- QCE Short Course in Literacy
- Senior External Examination in QCE English subject
- QLD J113 Certificate II in Skills for Work and Vocational Pathways
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCE General or Applied Mathematics subjects
- QCE Short Course in Numeracy
- Senior External Examination in QCE Mathematics subject
- QLD J113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements
SET Planning

WHAT IS A SET PLAN? A SET Plan is a ‘Road Map’ to assist young people in achieving their learning goals during the Senior Phase of Learning. It assists young people to examine options across education, training and employment sectors and allows them to communicate with personnel at the school who work collaboratively to achieve their goals.

This online goal tracking platform is linked to the online job guide, making it easy for students to access this important information.

SET Plan Timeline at Rochedale State High School

Year 10 - Term 2

WRAP Program (Wellbeing, Resilience, Accomplishments and Pathways) lessons - Students are exposed to a variety of activities in WRAP which enables them to develop their SET Plan, SET Plans are also recorded electronically on ‘One School’ so can therefore be accessed at any time by both students and parents.

Parent Information Video – to inform parents and students of the pathways and ATAR

Year 10 SATE Forum – Q&A for students with a panel of key staff.

HOD Subject Talks – HOD’s present departmental offerings to students.

Year 10 – Term 3

Career Expo - A variety of career/ training and support organisations at an expo at Rochedale State High School.

Senior Pathways and Subject Information Evening – Compulsory evening for students and parents electing to re-enrol in a senior program at Rochedale SHS

Set Plan Interview and Senior Selection Pathway - Students along with their parent/ guardian are involved in a formal meeting to allow students to complete their SET Plan and select subjects for year 11. SET Plan interviews are conducted by trained staff.

Year 11 and 12 - Senior Phase of Learning

Review and Consultation, and Academic Coaching - At various stages in the senior phase of learning, students reflect on their set plan and realign academic and career goals.
Choosing your subjects

1. Think about your abilities, interests and ambitions
Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you’re good at and you enjoy.

<table>
<thead>
<tr>
<th>What do you want to do?</th>
<th>What learning options will get you there?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I plan to do further study</td>
<td>- QCAA General subjects</td>
</tr>
<tr>
<td>I’d like to learn a trade</td>
<td>- QCAA Applied subjects</td>
</tr>
<tr>
<td>I want to find a job</td>
<td>- QCAA Short Courses</td>
</tr>
<tr>
<td></td>
<td>- vocational education and training (VET) courses</td>
</tr>
<tr>
<td></td>
<td>- school-based apprenticeships and traineeships</td>
</tr>
<tr>
<td></td>
<td>- university subjects completed while at school</td>
</tr>
<tr>
<td></td>
<td>- workplace learning</td>
</tr>
<tr>
<td></td>
<td>- recognised certificates and awards</td>
</tr>
</tbody>
</table>

2. Check what you need for your QCE
To receive a Queensland Certificate of Education (QCE), you must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. You can choose from the learning options above.

3. Check tertiary entrance requirements and VET qualifications you may need

<table>
<thead>
<tr>
<th>Tertiary entrance</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>To get into many tertiary courses, you’ll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:</td>
<td>VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:</td>
</tr>
<tr>
<td>• satisfactorily complete an English subject</td>
<td>• a statement of attainment (when you complete one or more units)</td>
</tr>
<tr>
<td>• complete 5 General subjects, or 6 General subjects + 1 Applied subject or VET course at Certificate III or above.</td>
<td>• qualification/s and a record of results (when you meet all the requirements).</td>
</tr>
<tr>
<td>Some university courses also have other prerequisites.</td>
<td></td>
</tr>
</tbody>
</table>

4. Develop your plan
- Talk with your school about available courses, then explore your options and find your pathway at www.qcaa.qld.edu.au/senior/new-snr-assessment-te.
- Check the QTAC website for eligibility requirements.
Useful websites for senior pathway planning

The following websites contain useful information to help students make informed choices when planning career pathways.

Career exploration

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options. https://www.joboutlook.gov.au/CareerQuiz.aspx

- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests. http://www.myfuture.edu.au/

- **Open Colleges** contains career information, links and resources about career pathways and relevant online learning courses. https://www.opencolleges.edu.au/careers

- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests. http://myprofiler.tafeqld.edu.au/

Tertiary information

- **The Good Universities Guide** is a course comparison website that helps students find courses, explore careers and search for scholarships at Australian universities, TAFEs and training colleges. http://www.gooduniversitiesguide.com.au/

- The **Queensland Tertiary Admissions Centre (QTAC)** website provides information on tertiary study, such as course and institutions, prerequisites, fees and the new Australian Tertiary Admission Rank (ATAR). https://www.qtac.edu.au/

- **Study Assist** is an Australian Government website giving students information about assistance for financing tertiary study. https://www.studyassist.gov.au/

Vocational education and training

- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. https://training.qld.gov.au/apprenticeshipsinfo

- **Australian Apprenticeships** provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. https://www.australianapprenticeships.gov.au/


- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. http://www.myskills.gov.au/

- **Queensland Skills Gateway** contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways. http://www.skillsgateway.training.qld.gov.au/

Workforce

- **JobActive** includes job advertisements, information about training providers and tips on résumé writing and writing job applications. http://www.jobsearch.gov.au/

- **JobAccess** contains information about disability employment services, including job advertisements, financial support for workplace modifications and support for finding or changing jobs. http://www.jobaccess.gov.au/
Pathways at Rochedale – Red and Blue

Senior Education and Training (SET Plan)

RED Pathway (Tertiary)
- Choose a tertiary oriented program
- Choose subjects as per the RED Pathway requirements
- Receive an ATAR
- Apply to QTAC for University Entry

BLUE Pathway (Flexible)
- Choose a vocational oriented program
- Choose subjects as per the BLUE Pathway requirements
- VET Certificates
  - Traineeship or Apprenticeship
  - School based VET qualifications
  - External RTO VET qualifications
- - Work
- - Further tertiary training: TAFE, other RTO, continuing Apprenticeship
- - Access to some University Courses using a rank

All students obtain a QCE
### PATHWAYS OVERVIEW - 2019

- Every student, regardless of pathway, is expected to maintain progress towards the attainment of a QCE/QCIA at the end of year 12.
- Success Criteria for both pathways is based upon Year 10 Academic Results.
- Students will be informed of their pathway eligibility via a letter from the Principal.
- Any student who has not met the 92% attendance requirement necessary for both pathways will be allowed provisional enrolment only and will be subject to close monitoring to ensure attendance target is met and maintained.

#### Red Pathway
**ATAR: Australian Tertiary Admissions Rank**

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ English B or above</td>
<td></td>
</tr>
<tr>
<td>✅ Academic Grade Point Average 3.5 or above</td>
<td></td>
</tr>
<tr>
<td>✅ Individual Subject Prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria for success**

- ✅ Attendance 92% or above

**Description**

- * Six subjects are selected and the five ‘best’ subjects at exit will contribute to the ATAR
- * A minimum of five General subjects are selected, although six General subjects are recommended as weighting and final subject grades will be dependent upon external assessments
- * One Applied subject OR one on-campus Certificate III Vocational Education and Training subject can contribute to the ATAR, however this combination is generally not recommended.
- * Off-campus certificate courses (school-based traineeships, school-based apprenticeships, and TAFE Vocational courses) cannot be studied on the Red Pathway without prior Principal approval.
- * All General subjects have external assessment held in Term 4 of Year 12 and this assessment accounts for 25% of a student’s final grade per subject – except for Maths and Science subjects, where the external assessment accounts for 50%.

#### Blue Pathway
**Flexible Options, Workforce, TAFE, Apprenticeship, Traineeship**

<table>
<thead>
<tr>
<th>Criteria for success</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ English C or above</td>
<td></td>
</tr>
<tr>
<td>✅ Academic Grade Point Average 3.0 or above</td>
<td></td>
</tr>
<tr>
<td>✅ Attendance 92% or above</td>
<td></td>
</tr>
</tbody>
</table>

**Description**

- * Six subjects are selected
- * May select up to two General subjects (meeting subject prerequisites), which may include General English and General Mathematics
- * Must participate in external assessment for General subjects, which contribute 25% of a student’s final grade per subject – except for Maths and Science subjects, where the external assessment accounts for 50%
- * Off-campus certificate courses (school-based traineeships, school-based apprenticeships, TAFE, and Certificate courses) CAN be studied on the Blue Pathway
- * Essential English will be compulsory for students who have not achieved a C or above in Year 10 English

*All final pathway approvals are at the discretion of the Principal*
At Risk

Rochedale State High School expects that all students graduate with a Queensland Certificate of Education. Students at risk will be required to enrol in special short course and certificate offerings to ensure they gain their QCE upon graduation. These offerings not only ensure QCE attainment but also give students qualifications that will assist them in attaining a job or further tertiary qualification. See the table below for RSHS process in regards to QCE at risk.

<table>
<thead>
<tr>
<th>QCE At Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student not on track to gain in the range of 20 QCE points at exit</td>
</tr>
<tr>
<td>- Student not on track to gain 12 core QCE Points</td>
</tr>
<tr>
<td>- Student not on track to meet literacy and numeracy requirements of QCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>At Risk Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student suggested enrolment in at risk courses that become available on a needs basis. These may include Certificates and Short Courses.</td>
</tr>
<tr>
<td>- Students timetable modified.</td>
</tr>
<tr>
<td>- Withdrawal from Maths or English subject to complete a Literacy and/or Numeracy Short Course.</td>
</tr>
</tbody>
</table>
Enrolment Agreement – Senior Secondary

Parents/ Guardians and students must agree, adhere and sign the Rochedale State High School enrolment agreement. In post-compulsory schooling students will be held to account and expected to uphold the ethos, expectations and policies of Rochedale State High School.
POISE in Senior Secondary

**Participation**
Strive to represent the school and become an active member of the Rochedale State High School team

**Openness**
Engage with school communication through elearn.eq.edu.au, work experience, external RTO’s, TAFE, student wellbeing, WRAP, University, QTAC

**Integrity**
Model the Way – behaviour, work ethic and uniform, in and out of school grounds

**Success**
Prepare, Complete, Succeed

**Equality**
Behave in a manner that respects the rights of others including the right to learn
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).


Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.
Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

**General syllabuses**

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

**Applied syllabuses**

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

**Senior External Examination**

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

**Short Courses**

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


**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.

Privacy Notice

Under the Data Provision Requirements 2012, Rochedale SHS is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on this enrolment form), may be used or disclosed by Rochedale SHS for statistical, administrative, regulatory and research purposes. Rochedale SHS may disclose your personal information for these purposes to:

• Commonwealth and State or Territory government departments and authorised agencies; and
• NCVER.

Personal information that has been disclosed to NCVER may be used or disclosed by NCVER for the following purposes:

• populating authenticated VET transcripts;
• facilitating statistics and research relating to education, including surveys and data linkage;
• pre-populating RTO student enrolment forms;
• understanding how the VET market operates, for policy, workforce planning and consumer information; and
• administering VET, including program administration, regulation, monitoring and evaluation.

You may receive a student survey which may be administered by a government department or NCVER employee, agent or third party contractor or other authorised agencies. Please note you may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the National VET Data Policy and all NCVER policies and protocols (including those published on NCVER’s website at www.ncver.edu.au).

For more information about NCVER's Privacy Policy go to https://www.ncver.edu.au/privacy.
VETiS
Please refer to the Rochedale State High School VET handbook

VETiS Funding – Students are able to access any VETiS funded **ONCE for free**. Students need to base this decision on cost and potential job outcomes. Students can however elect to pay for a course even if it is VETiS funded.

**What is VETiS?**

Vocational Education and Training in Schools (VETiS) is delivery of nationally recognised qualifications to school students, providing them with the skills and knowledge required for employment in specific industries.

VETiS qualifications can be undertaken in years 10, 11 and 12, and can count towards the Queensland Certificate of Education.

**Certificate 3 Guarantee and fee-free training for Year 12 graduates**

Regardless of how it is funded, participation in VETiS or a SAT does not affect a student's access to fee-free training for Year 12 graduates or subsidised training post-school through the Certificate 3 Guarantee — even if the student has completed a certificate III level qualification at school.


**Australian Tertiary Admission Rank (ATAR) eligibility**

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

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

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

**English requirement**

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

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

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

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

Schools develop three internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.
The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students’ results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students’ overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

**Instrument-specific marking guides**

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

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

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

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

**External assessment**

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

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

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

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
• administered under supervised conditions
• marked by the school according to a common marking scheme developed by the QCAA.
The CIA is not privileged over the other summative internal assessment.

**Summative internal assessment — instrument-specific standards**
The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.
The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

**Senior External Examinations**

**Senior External Examinations course overview**
A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.
Results are based solely on students’ demonstrated achievement in examinations. Work undertaken before an examination is not assessed.
The Senior External Examination is for:
• low candidature subjects not otherwise offered as a General subject in Queensland
• students in their final year of senior schooling who are unable to access particular subjects at their school
• adult students (people of any age not enrolled at a Queensland secondary school)
  – to meet tertiary entrance or employment requirements
  – for personal interest.
Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.
For more information about the Senior External Examination, see: www.qcaa.qld.edu.au/senior/see.

**Assessment**
The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at: https://www.qcaa.qld.edu.au/senior/sep-calendar.
Results are based solely on students’ demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.
Short Courses

Course overview

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

Short Courses are available in:

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

Assessment

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

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.
# Rochedale State High School - Senior Subjects & Prerequisites

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Type</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Essential English</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Maths</td>
<td>General Maths</td>
<td>General</td>
<td>B Maths or C Extension Maths - $30 Exam Prep Book</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td>General</td>
<td>B Extension Maths- $30 Exam Prep Book</td>
</tr>
<tr>
<td></td>
<td>Specialist Mathematics</td>
<td>General</td>
<td>B Extension Maths - $30 Exam Prep Book</td>
</tr>
<tr>
<td></td>
<td>Essential Maths</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>HPE</td>
<td>Health</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Sport and Recreation</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Cert III in Fitness SIS30315 &amp; Cert II Sport &amp; Recreation SIS20115 First Aid HLTAID003</td>
<td>VET: RTO Binnacle Training #31319</td>
<td>Cost: $0 VETIS funded or $290* + $40 First Aid + $20 RSHS Admin fee</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>General</td>
<td>C Maths, B Science, B English - $30 Workbook</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>General</td>
<td>B Maths or C Extension Maths, B Science, B English - $30 Workbook</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>General</td>
<td>B Maths or C Extension Maths, B Science, B English - $30 Workbook</td>
</tr>
<tr>
<td></td>
<td>Aquatic Practices</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Science in Practice</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>Cert II Rural Operations AHC21216</td>
<td>VET: RTO RSHS #30342</td>
<td>Cost: Free</td>
</tr>
<tr>
<td>Humanities</td>
<td>Aboriginal and Torres Strait Islander Studies</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Ancient History</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td></td>
<td>Social and Community Studies</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Arts</td>
<td>Drama</td>
<td>General</td>
<td>C+ English AND</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
<td>General</td>
<td>C+ English AND</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>General</td>
<td>C+ English AND</td>
</tr>
</tbody>
</table>
### Senior Secondary Subject Guide 2018

**Rochedale State High School**

- Application to study subject with an interview with relevant staff (if not studied Music in Year 10)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>B English AND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art</td>
<td>General</td>
<td>- A demonstrated capacity in the Making Strand (B standard) in Year 10 Art, OR</td>
</tr>
<tr>
<td>Dance in Practice</td>
<td>Applied</td>
<td>- Application to study subject with an interview with relevant staff (if not studied Art in Year 10)</td>
</tr>
<tr>
<td>Drama in Practice</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Music in Practice</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Visual Arts in Practice</td>
<td>Applied</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Business

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>B English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td>Business</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td>Economics</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Tourism</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Cert III in Business BSB30115</td>
<td>VET: RTO Binnacle Training #31319</td>
<td>Cost: Binnacle $210 program + $20 Admin fee Total Cost: $230</td>
</tr>
</tbody>
</table>

### IT

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>B English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Film, Television and New Media</td>
<td>General</td>
<td>B English</td>
</tr>
<tr>
<td>Media Arts in Practice</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Information Communication Technology</td>
<td>Applied</td>
<td>Nil</td>
</tr>
</tbody>
</table>

### Industrial Technology

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>B English, C+ Maths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>General</td>
<td>C+ English, C+ Maths</td>
</tr>
<tr>
<td>Furnishing Skills</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Graphics</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Construction: Cert I Construction CPC10111 &amp; Cert II Skills for Work and Vocational Pathways FSK20113</td>
<td>VET: RTO RSHS #30342</td>
<td>Cost: $200 + $85.00 General Construction White Card</td>
</tr>
<tr>
<td>Engineering Excellence: Cert II Manufacturing, Cert II Engineering</td>
<td>VET: RTO RSHS #30342 &amp; Formula Student #41124</td>
<td>Formula Student Component: Cost: 0$ VETiS funded or $4,170* RSHS Component: $220</td>
</tr>
<tr>
<td>Engineering Pathways: Cert II Engineering</td>
<td>VET: RTO RSHS #30342</td>
<td>Cost: $220</td>
</tr>
</tbody>
</table>

### Home Economics

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Studies</td>
<td>Applied</td>
<td>Nil</td>
</tr>
<tr>
<td>Cert II Hospitality</td>
<td>VET: RTO SmartSkill #5710</td>
<td>$0 VETiS funded or $495*</td>
</tr>
</tbody>
</table>

### Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Level</th>
<th>B Chinese OR Native Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td>General</td>
<td>B Chinese OR Native Speaker</td>
</tr>
</tbody>
</table>

*Costs subject to change, please refer to 3rd party provider information regarding current pricing.
General Mathematics
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, measurement and relations</td>
<td>Applied trigonometry, algebra, matrices and univariate data</td>
<td>Bivariate data, sequences and change, and Earth geometry</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>• Consumer arithmetic</td>
<td>• Applications of trigonometry</td>
<td>• Bivariate data analysis</td>
<td>• Loans, investments and annuities</td>
</tr>
<tr>
<td>• Shape and measurement</td>
<td>• Algebra and matrices</td>
<td>• Time series analysis</td>
<td>• Graphs and networks</td>
</tr>
<tr>
<td>• Linear equations and their graphs</td>
<td>• Univariate data analysis</td>
<td>• Growth and decay in sequences</td>
<td>• Networks and decision mathematics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earth geometry and time zones</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Mathematical Methods
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong></td>
<td><strong>Calculus and further functions</strong></td>
<td><strong>Further calculus</strong></td>
<td><strong>Further functions and statistics</strong></td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences and series 1</td>
<td>• Exponential functions 2</td>
<td>• The logarithmic function 2</td>
<td>• Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Trigonometric functions 2</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Integrals</td>
<td>• Discrete random variables 2</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td>• Continuous random variables and the normal distribution</td>
<td></td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td>• Interval estimates for proportions</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>


Specialist Mathematics
General senior subject

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.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combinatorics, vectors and proof</td>
<td>Complex numbers, trigonometry, functions and matrices</td>
<td>Mathematical induction, and further vectors, matrices and complex numbers</td>
<td>Further statistical and calculus inference</td>
</tr>
<tr>
<td>• Combinatorics</td>
<td>• Complex numbers 1</td>
<td>• Proof by mathematical induction</td>
<td>• Integration and applications of integration</td>
</tr>
<tr>
<td>• Vectors in the plane</td>
<td>• Trigonometry and functions</td>
<td>• Vectors and matrices</td>
<td>• Rates of change and differential equations</td>
</tr>
<tr>
<td>• Introduction to proof</td>
<td>• Matrices</td>
<td>• Complex numbers 2</td>
<td>• Statistical inference</td>
</tr>
</tbody>
</table>

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Essential Mathematics
Applied senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, data and graphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamental topic: Calculations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Representing data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Money, travel and data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fundamental topic: Calculations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Managing money</td>
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<tr>
<td>Time and motion</td>
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<tr>
<td>Data collection</td>
<td></td>
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</tr>
<tr>
<td>Measurement, scales and data</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fundamental topic: Calculations</td>
<td></td>
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<tr>
<td>Measurement</td>
<td></td>
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<tr>
<td>Scales, plans and models</td>
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<tr>
<td>Summarising and comparing data</td>
<td></td>
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<tr>
<td>Graphs, chance and loans</td>
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<td></td>
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<tr>
<td>Fundamental topic: Calculations</td>
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<tr>
<td>Bivariate graphs</td>
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<tr>
<td>Probability and relative frequencies</td>
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<tr>
<td>Loans and compound interest</td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Problem-solving and modelling task</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment 4 (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Numeracy is integral to a person’s ability to function effectively in society. Students learn strategies to develop and monitor their own learning, identify and communicate mathematical information in a range of texts and real-life contexts, use mathematical processes and strategies to solve problems, and reflect on outcomes and the appropriateness of the mathematics used.

Students identify, locate, act upon, interpret and communicate mathematical ideas and information. They represent these ideas and information in a number of ways, and draw meaning from them for everyday life and work activities. Students use oral and written mathematical language and representation to convey information and the results of problem-solving activities.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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 and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment

Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — oral mathematical presentation (Internal assessment 1A)</td>
<td>• an examination — short response (Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal assessment 1B)</td>
<td>• a student learning journal (Internal assessment 2B).</td>
</tr>
</tbody>
</table>
English

General senior subject

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

Students 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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Perspectives and texts</strong>&lt;br&gt;• Examining and creating perspectives in texts&lt;br&gt;• Responding to a variety of non-literary and literary texts&lt;br&gt;• Creating responses for public audiences and persuasive texts</td>
<td><strong>Texts and culture</strong>&lt;br&gt;• Examining and shaping representations of culture in texts&lt;br&gt;• Responding to literary and non-literary texts, including a focus on Australian texts&lt;br&gt;• Creating imaginative and analytical texts</td>
<td><strong>Textual connections</strong>&lt;br&gt;• Exploring connections between texts&lt;br&gt;• Examining different perspectives of the same issue in texts and shaping own perspectives&lt;br&gt;• Creating responses for public audiences and persuasive texts</td>
<td><strong>Close study of literary texts</strong>&lt;br&gt;• Engaging with literary texts from diverse times and places&lt;br&gt;• Responding to literary texts creatively and critically&lt;br&gt;• Creating imaginative and analytical texts</td>
</tr>
</tbody>
</table>

### Assessment

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

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

#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):&lt;br&gt;• Extended response — written response for a public audience</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Extended response — persuasive spoken response</td>
<td>25%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language that works</strong></td>
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<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Texts and human experiences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Creating spoken and written texts</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Language that influences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responding to texts that seek to influence audiences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Representations and popular culture texts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Responding to popular culture texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Creating representations of Australian identities, places, events and concepts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td></td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Extended response — Multimodal response</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment (IA4):</td>
<td></td>
</tr>
<tr>
<td>• Extended response — Written response</td>
<td></td>
</tr>
</tbody>
</table>
Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

Literacy is integral to a person’s ability to function effectively in society. It involves the integration of speaking, listening and critical thinking with reading and writing.

Students learn strategies to develop and monitor their own learning, select and apply reading and oral strategies to comprehend and make meaning in texts, demonstrate the relationships between ideas and information in texts, evaluate and communicate ideas and information, and learn and use textual features and conventions.

Students identify and develop a set of knowledge, skills and strategies needed to shape language according to purpose, audience and context. They select and apply strategies to comprehend and make meaning in a range of texts and text types, and communicate ideas and information in a variety of modes. Students understand and use textual features and conventions, and demonstrate the relationship between ideas and information in written, oral, visual and multimodal texts.

Pathways
A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

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

- evaluate and integrate information and ideas to construct meaning from texts and text types
- select and apply reading strategies that are appropriate to purpose and text type
- communicate relationships between ideas and information in a style appropriate to audience and purpose
- select vocabulary, grammatical structures and conventions that are appropriate to the text
- select and use appropriate strategies to establish and maintain spoken communication
- derive meaning from a range of oral texts
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies.

Structure and assessment
Schools develop two assessment instruments to determine the student’s exit result.

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — written (Internal</td>
<td>• an extended response — short response</td>
</tr>
<tr>
<td>assessment 1A)</td>
<td>(Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal</td>
<td>• a reading comprehension task (Internal</td>
</tr>
</tbody>
</table>

Senior Secondary Subject Guide 2018
Rochedale State High School
Aboriginal & Torres Strait Islander Studies
General senior subject

Aboriginal & Torres Strait Islander Studies recognises, and is a study of, the two distinct and diverse Indigenous groups in Australia: Aboriginal peoples and Torres Strait Islander peoples. It makes students aware of diversity and complexity in Aboriginal cultures and Torres Strait Islander cultures in a way that informs understanding of the past, present and future.

Aboriginal & Torres Strait Islander Studies takes a holistic approach that explores how people, animals, plants and places are related to each other physically and spiritually. Students come to understand that people have custodial responsibilities that relate to maintaining the natural order of the universe. This enables them to consider how connectedness — of culture, society and history — is fundamental to the identity and wellbeing of Aboriginal peoples and Torres Strait Islander peoples.

Students learn through an inquiry approach and develop critical thinking skills, including those of interpretation, analysis and evaluation, as well as communication skills. They learn to value and appreciate the worldviews of Aboriginal peoples and Torres Strait Islander peoples as a necessary condition for understanding a shared history in Australia. Through recognising this, students develop empathy and respect for the ways people think, feel and act, as well as informed awareness of the diversity that exists locally and globally.

Pathways
A course of study in Aboriginal & Torres Strait Islander Studies can establish a basis for further education and employment in the fields of anthropology, the arts, education, health, journalism, law, politics, psychology, sociology, social work and tourism.

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

- define and use terminology
- demonstrate an understanding of Aboriginal societies and Torres Strait Islander societies
- analyse worldviews of Aboriginal peoples and Torres Strait Islander peoples
- consider and organise information from sources
- evaluate the significance of cultural interactions relating to Aboriginal peoples and Torres Strait Islander peoples
- create responses that communicate meaning to suit purpose.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Culture, identity and connections</strong></td>
<td><strong>Continuity, change and influences</strong></td>
<td><strong>Responses and contributions</strong></td>
<td><strong>Moving forward</strong></td>
</tr>
<tr>
<td>Students are introduced to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies using a holistic approach. There are no discrete topics in this unit.</td>
<td>• Resistance</td>
<td>• Rights and freedoms</td>
<td>• Resilience</td>
</tr>
<tr>
<td></td>
<td>• Social and political change</td>
<td>• Land rights</td>
<td>• Reconciliation and recognition</td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Investigation — inquiry response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Accounting
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Real world accounting</strong>&lt;br&gt;• Accounting for a service business — cash, accounts receivable, accounts payable and no GST&lt;br&gt;• End-of-month reporting for a service business</td>
<td><strong>Management effectiveness</strong>&lt;br&gt;• Accounting for a trading GST business&lt;br&gt;• End-of-year reporting for a trading GST business</td>
<td><strong>Monitoring a business</strong>&lt;br&gt;• Managing resources for a trading GST business — non-current assets&lt;br&gt;• Fully classified financial statement reporting for a trading GST business</td>
<td><strong>Accounting — the big picture</strong>&lt;br&gt;• Cash management&lt;br&gt;• Complete accounting process for a trading GST business&lt;br&gt;• Performance analysis of a listed public company</td>
</tr>
</tbody>
</table>
Assessment

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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Project — cash management</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Ancient History
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the ancient world</td>
<td>Personalities in their time</td>
<td>Reconstructing the ancient world</td>
<td>People, power and authority</td>
</tr>
<tr>
<td>• Digging up the past</td>
<td>• Hatshepsut</td>
<td>• Thebes — East and West, 18th</td>
<td>Schools choose one study of</td>
</tr>
<tr>
<td>• Ancient societies — Slavery</td>
<td>• Akhenaten</td>
<td>Dynasty Egypt</td>
<td>power from:</td>
</tr>
<tr>
<td>• Ancient societies — Art and</td>
<td>• Xerxes</td>
<td>• The Bronze Age Aegean</td>
<td>• Ancient Egypt — New Kingdom</td>
</tr>
<tr>
<td>architecture</td>
<td>• Perikles</td>
<td>• Assyria from Tiglath Pileser</td>
<td>Imperialism</td>
</tr>
<tr>
<td>• Ancient societies — Weapons</td>
<td>• Alexander the Great</td>
<td>III to the fall of the Empire</td>
<td>• Ancient Greece — the Persian</td>
</tr>
<tr>
<td>and warfare</td>
<td>• Hannibal Barca</td>
<td>• Fifth Century Athens (BCE)</td>
<td>Wars</td>
</tr>
<tr>
<td>• Ancient societies — Technology and engineering</td>
<td>• Cleopatra</td>
<td>• Philip II and Alexander III of Macedon</td>
<td></td>
</tr>
<tr>
<td>• Ancient societies — The family</td>
<td>• Agrippina the Younger</td>
<td></td>
<td>• Ancient Rome — the Punic Wars</td>
</tr>
<tr>
<td></td>
<td>• Nero</td>
<td></td>
<td>• Ancient Rome — Civil War and</td>
</tr>
<tr>
<td></td>
<td>• Boudica</td>
<td></td>
<td>the breakdown of the Republic</td>
</tr>
<tr>
<td></td>
<td>• Cao Cao</td>
<td></td>
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</tr>
</tbody>
</table>
### Assessment

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

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#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):  
• Investigation — historical essay based on research | 25% |
| Summative internal assessment 2 (IA2):  
• Independent source investigation | 25% | Summative external assessment (EA):  
• Examination — short responses to historical sources | 25% |
Business
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business creation</strong></td>
<td><strong>Business growth</strong></td>
<td><strong>Business diversification</strong></td>
<td><strong>Business evolution</strong></td>
</tr>
<tr>
<td>Fundamentals of business</td>
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<tr>
<td>Creation of business ideas</td>
<td></td>
<td></td>
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<tr>
<td>Establishment of a business</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Entering markets</td>
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<tr>
<td>Competitive markets</td>
<td></td>
<td></td>
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<tr>
<td>Strategic development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repositioning a business</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Transformation of a business</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Examination — combination response | 25%  
  Summative internal assessment 3 (IA3):  
  • Extended response — feasibility report | 25% |
| Summative internal assessment 2 (IA2):  
  • Investigation — business report | 25%  
  Summative external assessment (EA):  
  • Examination — combination response | 25% |
Economics
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markets and models</td>
<td>Modified markets</td>
<td>International economics</td>
<td>Contemporary macroeconomics</td>
</tr>
<tr>
<td>• The basic economic problem</td>
<td>• Markets and efficiency</td>
<td>• The global economy</td>
<td>• Macroeconomic objectives and theory</td>
</tr>
<tr>
<td>• Economic flows</td>
<td>• Case options of market measures and strategies</td>
<td>• International economic issues</td>
<td>• Economic management</td>
</tr>
</tbody>
</table>
**Assessment**

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

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Examination — combination response | 25%  
  Summative internal assessment 3 (IA3):  
  • Examination — extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2):  
  • Investigation — research report | 25%  
  Summative external assessment (EA):  
  • Examination — combination response | 25% |
Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responding to risk and vulnerability in hazard zones</strong>&lt;br&gt;• Natural hazard zones&lt;br&gt;• Ecological hazard zones</td>
<td><strong>Planning sustainable places</strong>&lt;br&gt;• Responding to challenges facing a place in Australia&lt;br&gt;• Managing the challenges facing a megacity</td>
<td><strong>Responding to land cover transformations</strong>&lt;br&gt;• Land cover transformations and climate change&lt;br&gt;• Responding to local land cover transformations</td>
<td><strong>Managing population change</strong>&lt;br&gt;• Population challenges in Australia&lt;br&gt;• Global population change</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — data report</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beyond reasonable doubt</strong></td>
<td><strong>Balance of probabilities</strong></td>
<td><strong>Law, governance and change</strong></td>
<td><strong>Human rights in legal contexts</strong></td>
</tr>
<tr>
<td>Legal foundations</td>
<td>Civil law foundations</td>
<td>Governance in Australia</td>
<td>Human rights</td>
</tr>
<tr>
<td>Criminal investigation process</td>
<td>Contractual obligations</td>
<td>Law reform within a dynamic society</td>
<td>The effectiveness of international law</td>
</tr>
<tr>
<td>Criminal trial process</td>
<td>Negligence and the duty of care</td>
<td></td>
<td>Human rights in Australian contexts</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

| Summative internal assessment 2 (IA2):                                  | Summative external assessment (EA):                                     |
| • Investigation — inquiry report                                       | • Examination — combination response                                   |
| 25%                                                                    | 25%                                                                    |
Modern History
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the modern world</strong></td>
<td><strong>Movements in the modern world</strong></td>
<td><strong>National experiences in the modern world</strong></td>
<td><strong>International experiences in the modern world</strong></td>
</tr>
<tr>
<td>- Australian Frontier Wars, 1788–1930s</td>
<td>- Australian Indigenous rights movement since 1967</td>
<td>- Australia, 1914–1949</td>
<td>- Australian engagement with Asia since 1945</td>
</tr>
<tr>
<td>- Industrial Revolution, 1760s–1890s</td>
<td>- Workers’ movement since the 1860s</td>
<td>- France, 1799–1815</td>
<td>- Trade and commerce between nations since 1833</td>
</tr>
<tr>
<td>- American Revolution, 1763–1783</td>
<td>- Women’s movement since 1893</td>
<td>- New Zealand, 1841–1934</td>
<td>- Mass migrations since 1848</td>
</tr>
<tr>
<td>- French Revolution, 1789–1799</td>
<td>- May Fourth Movement in China, 1919</td>
<td>- Germany, 1914–1945</td>
<td>- Information Age since 1936</td>
</tr>
<tr>
<td>- Age of Imperialism, 1848–1914</td>
<td></td>
<td>- United States of America, 1917–1945</td>
<td>- Genocides and ethnic cleansings since 1941</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Soviet Union, 1920s–1945</td>
<td>- Nuclear Age since 1945</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Japan, 1931–1967</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
• Examination — essay in response to historical sources | 25% | Summative internal assessment 3 (IA3):  
• Investigation — historical essay based on research |
| 25% | 25% |
| Summative internal assessment 2 (IA2):  
• Independent source investigation | 25% | Summative external assessment (EA):  
• Examination — short responses to historical sources |
| 25% | 25% |
Business Studies
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology</td>
<td>• Entertainment</td>
</tr>
<tr>
<td>• Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</td>
<td>• Events management</td>
</tr>
<tr>
<td>• Financial services</td>
<td>• Financial services</td>
</tr>
<tr>
<td>• Health and well-being</td>
<td>• Health and well-being</td>
</tr>
<tr>
<td>• Insurance</td>
<td>• Insurance</td>
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<tr>
<td>• Legal</td>
<td>• Legal</td>
</tr>
<tr>
<td></td>
<td>• Not-for-profit</td>
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<tr>
<td></td>
<td>• Real estate</td>
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<tr>
<td></td>
<td>• Retail</td>
</tr>
<tr>
<td></td>
<td>• Rural</td>
</tr>
<tr>
<td></td>
<td>• Sports management</td>
</tr>
<tr>
<td></td>
<td>• Technical, e.g. manufacturing, construction, engineering</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| At least two different components from the following:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal: 3–6 minutes  
  - performance: continuous class time  
  - product: continuous class time. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. |  
  - 60–90 minutes  
  - 50–250 words per item on the test |
Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

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

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

Pathways

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

Objectives

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

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

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

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal skills — Growing and developing as an individual</td>
<td>The Arts and the community</td>
</tr>
<tr>
<td>Interpersonal skills — Living with and relating to other people</td>
<td>Australia’s place in the world</td>
</tr>
<tr>
<td>Citizenship skills — Receiving from and contributing to community</td>
<td>Gender and identity</td>
</tr>
<tr>
<td></td>
<td>Health: Food and nutrition</td>
</tr>
<tr>
<td></td>
<td>Health: Recreation and leisure</td>
</tr>
<tr>
<td></td>
<td>Into relationships</td>
</tr>
<tr>
<td></td>
<td>Legally, it could be you</td>
</tr>
<tr>
<td></td>
<td>Money management</td>
</tr>
<tr>
<td></td>
<td>Science and technology</td>
</tr>
<tr>
<td></td>
<td>Today’s society</td>
</tr>
<tr>
<td></td>
<td>The world of work</td>
</tr>
</tbody>
</table>

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>50–250 words per item on the test</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
</tr>
<tr>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Presented in one of the following modes:                                    | Presented in one of the following modes:                           | Presented in one of the following modes:                           | 60–90 minutes                                                               |
| • written: 600–1000 words                                               | • written: 600–1000 words                                          | • written: 600–1000 words                                          | 50–250 words per item on the test                                           |
| • spoken: 3–4 minutes                                                   | • spoken: 3–4 minutes                                               | • spoken: 3–4 minutes                                               |                                                                             |
| • multimodal: 4–7 minutes                                               | • multimodal: 4–7 minutes                                          | • multimodal: 4–7 minutes                                          |                                                                             |
Tourism
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism as an industry</td>
<td>Technology and tourism</td>
</tr>
<tr>
<td>The travel experience</td>
<td>Forms of tourism</td>
</tr>
<tr>
<td>Sustainable tourism</td>
<td>Tourist destinations and attractions</td>
</tr>
<tr>
<td></td>
<td>Tourism marketing</td>
</tr>
<tr>
<td></td>
<td>Types of tourism</td>
</tr>
<tr>
<td></td>
<td>Tourism client groups</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Design
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design in practice</td>
<td>Commercial design</td>
<td>Human-centred design</td>
<td>Sustainable design</td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>• Project</td>
</tr>
<tr>
<td>15%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project</td>
<td>• Examination — design challenge</td>
</tr>
<tr>
<td>35%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Furnishing Skills
Applied senior subject

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

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

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

Pathways
A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry.

With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Industry practices</td>
<td>• Cabinet-making</td>
</tr>
<tr>
<td>• Production processes</td>
<td>• Furniture finishing</td>
</tr>
<tr>
<td></td>
<td>• Furniture-making</td>
</tr>
<tr>
<td></td>
<td>• Glazing and framing</td>
</tr>
<tr>
<td></td>
<td>• Upholstery</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

A project consists of a product component and at least one of the following components:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3-6 minutes
- product: continuous class time.

Students demonstrate production skills and procedures in class under teacher supervision.

- 60–90 minutes
- 50–250 words per item
Industrial Graphics Skills
Applied senior subject

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.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Building and construction drafting</td>
</tr>
<tr>
<td>Drafting processes</td>
<td>Engineering drafting</td>
</tr>
<tr>
<td></td>
<td>Furnishing drafting</td>
</tr>
</tbody>
</table>
Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

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

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

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

Objectives

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

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

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>Animation</td>
</tr>
<tr>
<td>Software</td>
<td>Application development</td>
</tr>
<tr>
<td>ICT in society</td>
<td>Audio and video production</td>
</tr>
<tr>
<td></td>
<td>Data management</td>
</tr>
<tr>
<td></td>
<td>Network fundamentals</td>
</tr>
<tr>
<td></td>
<td>Online communication</td>
</tr>
<tr>
<td></td>
<td>Website production</td>
</tr>
</tbody>
</table>
Assessment

For Information & Communication Technology, 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 extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Extended response</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal: 3–6 minutes  
  - product: continuous class time. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. |
Health
General senior subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels.

Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways
A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

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

- recognise and describe information about health-related topics and issues
- comprehend and use health approaches and frameworks
- analyse and interpret information about health-related topics and issues
- critique information to distinguish determinants that influence health status
- organise information for particular purposes
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td></td>
<td>Alcohol (elective)</td>
<td>Homelessness (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Body image (elective)</td>
<td>Road safety (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anxiety (elective)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Investigation — action research</td>
<td>• Investigation — analytical exposition</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Physical Education
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Early Childhood Studies focuses on learning about children aged from birth to five years. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children’s needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher’s aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children’s needs
- evaluate play-based learning activities in response to children’s needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of early childhood</td>
<td>Play and creativity</td>
</tr>
<tr>
<td>Practices in early childhood</td>
<td>Literacy and numeracy skills</td>
</tr>
<tr>
<td></td>
<td>Being in a safe place</td>
</tr>
<tr>
<td></td>
<td>Health and physical wellbeing</td>
</tr>
<tr>
<td></td>
<td>Indoor and outdoor learning environments</td>
</tr>
</tbody>
</table>
Assessment

For Early Childhood Studies, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including:

- two projects
- two other assessments.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Sport & Recreation
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

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

• one project (annotated records of the performance is also required)

• one investigation, extended response or examination.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:

• written: 500–900 words
• spoken: 2½–3½ minutes
• multimodal: 3–6 minutes
• performance: 2–4 minutes.*

Presented in one of the following modes:

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least two different components from the following:</td>
<td>Presentend in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>• 2–4 minutes*</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td></td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 50–250 words per item</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td></td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Cells and multicellular organisms**  
- Cells as the basis of life  
- Multicellular organisms | **Maintaining the internal environment**  
- Homeostasis  
- Infectious diseases | **Biodiversity and the interconnectedness of life**  
- Describing biodiversity  
- Ecosystem dynamics | **Heredity and continuity of life**  
- DNA, genes and the continuity of life  
- Continuity of life on Earth |
Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
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

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

Assessment

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

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Summative assessments

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<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  - Data test | 10%  
  Summative internal assessment 3 (IA3):  
  - Research investigation | 20% |
| Summative internal assessment 2 (IA2):  
  - Student experiment | 20% |
|  | Summative external assessment (EA): 50%  
  - Examination |
Physics
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thermal, nuclear and electrical physics</td>
<td>Linear motion and waves</td>
<td>Gravity and electromagnetism</td>
<td>Revolutions in modern physics</td>
</tr>
<tr>
<td>• Heating processes</td>
<td>• Linear motion and force</td>
<td>• Gravity and motion</td>
<td>• Special relativity</td>
</tr>
<tr>
<td>• Ionising radiation and nuclear reactions</td>
<td>• Waves</td>
<td>• Electromagnetism</td>
<td>• Quantum theory</td>
</tr>
<tr>
<td>• Electrical circuits</td>
<td></td>
<td></td>
<td>• The Standard Model</td>
</tr>
</tbody>
</table>

### Assessment

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#### Summative assessments

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<th>Unit 3</th>
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<tbody>
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<td>Summative internal assessment 1 (IA1):</td>
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<td>• Research investigation</td>
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<tr>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td>• Student experiment</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%
• Examination
Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

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

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

Pathways

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

Objectives

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

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

Structure

The Aquatic Practices course is designed around:

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

<table>
<thead>
<tr>
<th>Areas of study</th>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental</td>
<td>• Environmental conditions</td>
<td>• Citizen science</td>
</tr>
<tr>
<td></td>
<td>• Ecosystems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Conservation and sustainability</td>
<td></td>
</tr>
<tr>
<td>Recreational</td>
<td>• Entering the aquatic environment</td>
<td>• Aquatic activities</td>
</tr>
<tr>
<td>Areas of study</td>
<td>Core topics</td>
<td>Elective topics</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Commercial                     | • Employment                                         | • Aquaculture, aquaponics and aquariums  
                                |                                                      | • Boat building and marine engineering             |
| Cultural                       | • Cultural understandings                            | • Historical understandings                                                      |
| Safety and management practices| • Legislation, rules and regulations for aquatic environments  
                                | • Equipment maintenance and operations  
                                | • First aid and safety  
                                | • Management practices                             | —                                                  |

**Assessment**

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examinatio n</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
<td>A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.</td>
</tr>
</tbody>
</table>
| At least two different components from the following:  
  • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal: 3–6 minutes  
  • performance: continuous class time  
  • product: continuous class time. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal: 4–7 minutes. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal: 4–7 minutes. | • 60–90 minutes  
  • 50–250 words per item | • performance: continuous class time to develop and practice the performance. |
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

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

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure
The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific literacy and working scientifically</td>
<td>Science for the workplace</td>
</tr>
<tr>
<td>Workplace health and safety</td>
<td>Resources, energy and sustainability</td>
</tr>
<tr>
<td>Communication and self-management</td>
<td>Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>Environments</td>
</tr>
<tr>
<td></td>
<td>Discovery and change</td>
</tr>
</tbody>
</table>
Assessment

For Science 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 investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ – 2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item
Chinese
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>我的世界 My world</td>
<td>探索世界 Exploring our world</td>
<td>社会象 Our society</td>
<td>我的未来 My future</td>
</tr>
<tr>
<td>Family/carers and friends</td>
<td>Travel</td>
<td>Roles and relationships</td>
<td>Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>Lifestyle and leisure</td>
<td>Technology and media</td>
<td>Socialising and connecting with my peers</td>
<td>Responsibilities and moving on</td>
</tr>
<tr>
<td>Education</td>
<td>The contribution of Chinese culture to the world</td>
<td>Individuals in society</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>探索世界 Exploring our world</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Travel</td>
</tr>
<tr>
<td>• Technology and media</td>
</tr>
<tr>
<td>• The contribution of Chinese culture to the world</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>社会象 Our society</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Roles and relationships</td>
</tr>
<tr>
<td>• Socialising and connecting with my peers</td>
</tr>
<tr>
<td>• Individuals in society</td>
</tr>
</tbody>
</table>
Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| 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% |
Dance
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving bodies How does dance communicate meaning for different purposes and in different contexts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genres:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contemporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- at least one other genre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject matter:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- meaning, purpose</td>
<td></td>
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</tr>
<tr>
<td>Moving through environments How does the integration of the environment shape dance to communicate meaning?</td>
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<td></td>
</tr>
<tr>
<td>Genres:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contemporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- at least one other genre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving statements How is dance used to communicate viewpoints?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genres:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contemporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject matter:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- social, political and cultural influences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving my way How does dance communicate meaning for me?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Genres:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- fusion of movement styles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject matter:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- developing a personal movement style</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- personal</td>
<td></td>
<td></td>
<td></td>
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Assessment

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Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — dance work</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Choreography</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%</td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
**Drama**

**General senior subject**

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**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Share**
  How does drama promote shared understandings of the human experience?
  • cultural inheritances of storytelling | **Reflect**
  How is drama shaped to reflect lived experience?
  • Realism, including Magical Realism, Australian Gothic | **Challenge**
  How can we use drama to challenge our understanding of humanity?
  • Theatre of Social Comment, including Theatre of the | **Transform**
  How can you transform dramatic practice?
  • Contemporary performance |
• oral history and emerging practices
• a range of linear and non-linear forms
• associated conventions of styles and texts

Absurd and Epic Theatre
• associated conventions of styles and texts
• inherited texts as stimulus

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):  • Performance</td>
<td>Summative internal assessment 3 (IA3):  • Project — practice-led project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):  • Project — dramatic concept</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%</td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Film, Television & New Media
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Story forms</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>• Concept: technologies</td>
<td>• Concept: representations</td>
<td>• Concept: technologies</td>
<td>• Concept: technologies</td>
</tr>
<tr>
<td>How are tools and associated processes used to create meaning?</td>
<td>How do representations function in story forms?</td>
<td>How do technologies enable or constrain participation?</td>
<td>How do media artists experiment with technological practices?</td>
</tr>
<tr>
<td>• Concept: institutions</td>
<td>• Concept: audiences</td>
<td>• Concept: audiences</td>
<td>• Concept: representations</td>
</tr>
<tr>
<td>How does the relationship between story forms and</td>
<td></td>
<td>How do different contexts and purposes</td>
<td></td>
</tr>
</tbody>
</table>

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Rochedale State High School
How are institutional practices influenced by social, political and economic factors?
- Concept: languages
  How do signs and symbols, codes and conventions create meaning?

meaning change in different contexts?
- Concept: languages
  How are media languages used to construct stories?

impact the participation of individuals and cultural groups?
- Concept: institutions
  How is participation in institutional practices influenced by social, political and economic factors?

How do media artists portray people, places, events, ideas and emotions?
- Concept: languages
  How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>15% Case study investigation</td>
<td>35% Stylistic project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>25% Multi-platform project</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%</td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Music
General senior subject

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

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

Senior Secondary Subject Guide 2018
Rochedale State High School
### Assessment

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#### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Visual Art
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art as lens</td>
<td>Art as code</td>
<td>Art as knowledge</td>
<td>Art as alternate</td>
</tr>
<tr>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
</tr>
<tr>
<td>learning, the following</td>
<td>learning, the following</td>
<td>learning, the following</td>
<td>learning, the following</td>
</tr>
<tr>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Concept: evolving alternate
Assessment

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

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

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Investigation — inquiry phase 1</td>
<td>Project — inquiry phase 3</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>Project — inquiry phase 2</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Drama in Practice
Applied senior subject

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.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic principles</td>
<td>Acting (stage and screen)</td>
</tr>
<tr>
<td>Dramatic practices</td>
<td>Career pathways (including arts entrepreneurship)</td>
</tr>
<tr>
<td></td>
<td>Community theatre</td>
</tr>
<tr>
<td></td>
<td>Contemporary theatre</td>
</tr>
<tr>
<td></td>
<td>Directing</td>
</tr>
<tr>
<td></td>
<td>Playbuilding</td>
</tr>
<tr>
<td></td>
<td>Scriptwriting</td>
</tr>
<tr>
<td></td>
<td>Technical design and production</td>
</tr>
<tr>
<td></td>
<td>The theatre industry</td>
</tr>
<tr>
<td></td>
<td>Theatre through the ages</td>
</tr>
<tr>
<td></td>
<td>World theatre</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the production of a design solution.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance onstage (stage acting)
  - 2–4 minutes: individual
  - 1½–3 minutes: group
- performance onstage (screen acting)
  - 2–3 minutes: individual
  - 1½–2½ minutes: group
- performance offstage (directing, designing)
  - 4–6 minutes: individual

- acting performance (stage)
  - 3–5 minutes: individual
  - 2–4 minutes: group
- acting performance (screen)
  - 2½–3½ minutes: individual
  - 2–3 minutes: group
- directing performance
  - 5–7 minutes: individual (excluding actors delivering text)

- variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
(excluding actors delivering text)
- workshop performance (other): variable conditions
- product: variable conditions.
Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society’s values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media technologies</td>
<td>Audio</td>
</tr>
<tr>
<td>Media communications</td>
<td>Curating</td>
</tr>
<tr>
<td>Media in society</td>
<td>Graphic design</td>
</tr>
<tr>
<td></td>
<td>Interactive media</td>
</tr>
<tr>
<td></td>
<td>Moving images</td>
</tr>
<tr>
<td></td>
<td>Still image</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of skills in the production of media artwork/s.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- product: variable conditions.

- variable conditions

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
Music in Practice
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music principles</td>
<td>Community music</td>
</tr>
<tr>
<td>Music practices</td>
<td>Contemporary music</td>
</tr>
<tr>
<td></td>
<td>Live production and performance</td>
</tr>
<tr>
<td></td>
<td>Music for film, TV and video games</td>
</tr>
<tr>
<td></td>
<td>Music in advertising</td>
</tr>
<tr>
<td></td>
<td>The music industry</td>
</tr>
<tr>
<td></td>
<td>Music technology and production</td>
</tr>
<tr>
<td></td>
<td>Performance craft</td>
</tr>
<tr>
<td></td>
<td>Practical music skills</td>
</tr>
<tr>
<td></td>
<td>Songwriting</td>
</tr>
<tr>
<td></td>
<td>World music</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product (Composition)</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the physical demonstration of identified skills.</td>
<td>A technique that assesses the application of skills to create music.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: variable conditions
- product: variable conditions.

- music performance: minimum of two minutes total performance time
- production performance: variable conditions

- manipulating existing sounds: minimum of two minutes
- arranging and creating: minimum of 32 bars or 60 seconds

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
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.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visual mediums, technologies, techniques</td>
<td>• 2D</td>
</tr>
<tr>
<td>• Visual literacies and contexts</td>
<td>• 3D</td>
</tr>
<tr>
<td>• Artwork realisation</td>
<td>• Digital and 4D</td>
</tr>
<tr>
<td></td>
<td>• Design</td>
</tr>
<tr>
<td></td>
<td>• Craft</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
</tbody>
</table>
| A project consists of:  
  • a product component: variable conditions  
  • at least one different component from the following  
    - written: 500–900 words  
    - spoken: 2⅓–3½ minutes  
    - multimodal  
      ▪ non-presentation: 8 A4 pages max (or equivalent)  
      ▪ presentation: 3–6 minutes. | variable conditions | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal  
    ▪ non-presentation: 10 A4 pages max (or equivalent)  
    ▪ presentation: 4–7 minutes. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal  
    ▪ non-presentation: 10 A4 pages max (or equivalent)  
    ▪ presentation: 4–7 minutes. |
The Rural Operations certificate is an entry-level qualification. This course will give the student the foundation skills needed to work across a range of positions in rural industries, horticulture and animal science.

**Packaging Rules**
AHC21216 Certificate II in Rural Operations. Total units: 15  Core units: 3  Elective units: 12

**Requirements**
It is not necessary to have studied Agriculture in year 9 and 10 for admission to this subject. Some substitution of elective units may occur depending on student clientele and farm needs.

**Assessment**
Students enrolled in this course will be assessed through competency-based assessment with a core focus on the demonstration of key employability skills needed for the industry. Assessment will include observation checklists, teacher questioning, written responses and practical skills.

**Future Pathways**
Successful completion will give students the skills to work across a variety of entry level positions including animal welfare, pet grooming, wildlife studies, veterinary nursing, gardener and landscaping assistant and may create a pathway to further study.

**Competencies**
Core Units
- AHCWHS201 - Participate in work health and safety processes
- AHCWRK204 - Work effectively in the industry
- AHCWRK209 - Participate in environmentally sustainable work practices

Elective Units
- AHCLSK202 Care for health and welfare of livestock
- AHCLSK204 Carry out regular livestock observation
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK207 Load and unload livestock
- AHCLSK211 Provide feed for livestock
- AHCLSK215 Carry out alpaca handling and husbandry operations
- AHCBEK201 Support beekeeping work
- AHCBEK202 Use a bee smoker
- AHCNSY201 Pot up plants
- AHCNSY202 Care for nursery plants
- AHCNSY203 Undertake propagation activities
- AHCPGD202 Prepare and maintain plant displays
- AHCWRK205 Participate in workplace communications
- AHCWRK201 Observe and report on the weather

**Course Overview:**
- Plant nursery procedures
- Gardening
- Feeding of livestock
- Animal health & husbandry practices
- Propagation of plants
- Prepare and maintain plant displays
- Beekeeping activities (can still be accredited if allergic to bees)

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**Subject** | **Certificate** | **Code** | **RTO** | **Cost** | **QCE**
--- | --- | --- | --- | --- | ---
Rural Operations Cert | Certificate II in Rural Operations | AHC21216 | RSHS #30342 | nil | 4
Engineering Pathways
Certificate II in Engineering Pathways MEM20413 RSHS #30342

Engineering Pathways is an entry level qualification preparing students for work in the engineering and manufacturing industries. Students may elect to complete an optional work component of 160 hours industry experience within the engineering/manufacturing industry. **Please Note:** Students electing to complete this course, must find their own work experience although we do have many organisations to assist students with placement.

**Packaging Rules**

| MEM20413 | Certificate II in Engineering | Total Units: 12 | Core Units: 4 | Elective Units: 8 |

**Requirements:**
This subject will incur a monetary cost each year to cover training materials, workbooks, and consumables. It is anticipated that this cost will be $110.00 for each year, and will be required to be paid by the end of term one (1) for students to remain in the course. Due to the Occupational Health and Safety requirements of this course all students will be required to purchase the following: Steel Capped Work Boots, Clear Safety Glasses, Ear Plugs, Welding Helmet, Welding Gloves and Candy Backed Work Gloves No student will be allowed into the facility without this equipment.

**Assessment**
Students enrolled in this course will be assessed through competency based assessment with a core focus on the demonstration of key employability skills needed for the industry. Assessment will include practical work, research and project work, written responses and teacher observation of students’ skills.

**Future Pathways:**
Manufacturing and Metal Trades Industry e.g. CNC operator, Boilermaker, Sheet Metal, Fitting and Turning, Diesel Fitting, Air-conditioning Mechanic, Motor Mechanic, Panel Beater, Auto Electrician Plumbing.

**Course Overview:**
- Introduction to the Engineering/Manufacturing industry
- Safety in the Engineering/Manufacturing industry
- Manual production assemblies
- Use engineering tools and Equipment
- Materials selection and application
- Application of quality systems and standards
- Undertake estimating and costing
- Literacy and numeracy
- Computer Aided Design

**Competencies MEM20413**
- MEM13014A Apply principles of occupational health and safety in the work environment
- MEMPE005A Develop a career plan for the engineering and manufacturing industry
- MEMPE006A Undertake a basic engineering project
- MSAENV272B Participate in environmentally sustainable work practices
- MEM16006A Organise and communicate information
- MEM16008A Interact with computing technology
- MEM18001C Use hand tools
- MEM18002B Use power tools/hand held operations
- MEMPE001A Use engineering workshop machines
- MEMPE002A Use electric welding machines
- MEMPE004A Use fabrication equipment
- MSAPCI101A Adapt to work in industry

<table>
<thead>
<tr>
<th>Subject</th>
<th>Certificate</th>
<th>Code</th>
<th>RTO</th>
<th>Cost</th>
<th>QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Pathways</td>
<td>Certificate II in Engineering Pathways</td>
<td>MEM20413</td>
<td>RSHS #30342</td>
<td>As above See costs in Subject Prerequisites table</td>
<td>4</td>
</tr>
</tbody>
</table>
Engineering Excellence Program is an entry-level qualification designed for students wishing to gain employment in the metals and engineering trades. Students may elect to complete an optional work component of 160 hours industry experience within the engineering/manufacturing industry. Please Note: Students electing to complete this course, must find their own work experience although we do have many organisations to assist students with placement.

Packaging Rules
MEM20413  Certificate II in Engineering  Total Units: Min 12  Group A: Max 7  Group B: Max 1
MSA20208  Certificate II in Manufacturing Technology  Total Units: 10  Core Units: 5  Elective Units 5

Requirements:
This course must be chosen over two lines to be completed over 6 lessons per week. This subject will incur a monetary cost each year to cover training materials, workbooks, and consumables. It is anticipated that this cost will be $100.00 for year 11 and $120.00 for year 12. This fee will be required to be paid by the end of term one (1) for students to remain in the course. Due to the Occupational Health and Safety requirements of this course all students will be required to purchase the following: Steel Capped Work Boots, Clear Safety Glasses, Ear Plugs, Welding Helmet, Welding Gloves and Candy Backed Work Gloves. No student will be allowed into the facility without this equipment.

Assessment
Students enrolled in this course will be assessed through competency based assessment with a core focus on the demonstration of key employability skills needed for the industry. Assessment will include practical work, research and project work, written responses and teacher observation of students’ skills.

Future Pathways:
Manufacturing and Metal Trades Industry e.g. CNC operator, Boilermaker, Sheet Metal, Fitting and Turning, Diesel Fitting, Air-conditioning Mechanic, Motor Mechanic, Panel Beater, Auto Electrician Plumbing.

N.B. To receive the Structured Workplace Learning component student’s must complete 160 hours Structured

<table>
<thead>
<tr>
<th>Subject</th>
<th>Certificate</th>
<th>Code</th>
<th>RTO</th>
<th>Cost</th>
<th>QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Pathways</td>
<td>Certificate II in Engineering Pathways</td>
<td>MEM20413</td>
<td>Formula Student #41124</td>
<td>As above</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Manufacturing Technology</td>
<td>MSM20216</td>
<td>RSHS #30342</td>
<td>See costs in Subject Prerequisites table</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>*Structured Workplace Learning (SWL) component total 160 hours (optional - additional 2 QCE points)</td>
<td></td>
<td></td>
<td>Total</td>
<td>8</td>
</tr>
</tbody>
</table>
Doorways to Construction is an entry-level qualification where students will gain experience of the knowledge skills and attributes to work in the construction industry. Students may elect to complete an optional work component of 160 hours industry experience within the Construction/manufacturing industry. Please Note: Students electing to complete this course, must find their own work experience although we do have many organisations to assist students with placement.

Packaging Rules

CPC10111 Certificate I in Construction Total Units 11 Core Units: 8 Elective Units 3
FSK20113 Certificate II in Skills for work and Vocational Pathways Total Units: 14 Core Units: 8 Elective Units: 6

Requirements:
This subject will incur a monetary cost each year to cover training materials, workbooks, and consumables. It is anticipated that this cost will be $100.00 for each year, and will be required to be paid by the end of term one (1) for students to remain in the course. Due to the Occupational Health and Safety requirements of this course, all students will be required to purchase the following: Steel capped work boots, long pants, long sleeved high visibility shirt, broad brimmed hat, and sunscreen. All other safety equipment will be supplied. No student will be allowed into the facility without this equipment.

Assessment
Students enrolled in this course will be assessed through competency based assessment with a core focus on the demonstration of key employability skills needed for the industry. Assessment will include practical work, research and project work, written responses and teacher observation of students’ skills.

Future Pathways:
Building and Construction Trades - Carpenter, Builder, Plumber, Electrician, Roofer, Concreter, Tiler, Plasterer, Cabinet Maker

N.B. To receive the Structured Workplace Learning component student’s must complete 160 hours Structured

Course Overview:

- Introduction to the Construction industry
- Safety in the Construction industry
- Manual production assemblies
- Use construction tools and Equipment
- Materials selection and application
- Application of quality systems and standards
- Undertake estimating and costing
- Literacy and numeracy
- Computer Aided Design

Competencies CPC10111 FSK20113
CPCCCM1012A - Work effectively and sustainably in the construction industry
CPCCCM1013A - Plan and organise work
CPCCCM1014A - Conduct workplace communication
CPCCCM2001A - Read and interpret plans and specifications
CPCCCM2005B - Use construction tools and equipment
CPCCWHS1001 - Work safely in the construction industry
CPCCOHSS2001A - Apply OHS requirements, policies and procedures in the construction industry
CPCCVE1011A - Undertake a basic construction project
CPCCCM1015A - Carry out measurements and calculations
CPCCCM2004A - Handle construction materials
CPCCCM2006A - Apply basic levelling procedures
FSKDIG03 Use digital technology for routine workplace tasks
FSKLRG09 Use strategies to respond to routine workplace problems
FSKLRLG11 Use routine strategies for work-related learning
FSKNUM14- Calculate with whole numbers and familiar fractions, decimals and percentages for work
FSKNUM15 Estimate, measure and calculate routine metric measurements for work
FSKOCM07 Interact effectively with others at work
FSKRDG10 Read and respond to routine workplace information
FSKWTG09 Write routine workplace texts
FSKRDG09 Read and respond to routine standard operating procedures
FSKLRG10 Use Routine Strategies for career planning
FSKOCM06 Use oral communication skills to participate in workplace teams

<table>
<thead>
<tr>
<th>Subject</th>
<th>Certificate</th>
<th>Code</th>
<th>RTO</th>
<th>Cost</th>
<th>QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doorways to Construction</td>
<td>Certificate I in Construction CPC10111</td>
<td>RSHS #30342 As above</td>
<td>3</td>
<td>4</td>
<td>Total 7</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Skills for Work and Vocational Placement FSK20113</td>
<td>RSHS #30342 See costs in Subject Prerequisites table</td>
<td>1</td>
<td>6</td>
<td>Total 7</td>
</tr>
<tr>
<td></td>
<td>*Structured Workplace Learning (SWL) component total 160 hours (optional - additional 2 QCE points)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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).

REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

Subject Type Vocational Education and Training

Nationally Recognised Qualifications BSB30115 CERTIFICATE III IN BUSINESS

Course Length 2 years

Reasons to Study the Subject

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.

QCE Credits: Successful completion of the Certificate III in Business contributes a maximum of eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE.

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.

ENTRY REQUIREMENTS

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 enthusiasm / motivation to participate in a range of projects.

TERM 1
- Introduction to the Business Services and Travel/Tourism Industries
- eLearning
- Personal Work Priorities

TERM 2
- Contribute to Team Effectiveness

TERM 3
- Workplace Health and Safety

TERM 4a (Elective A)
- Design and Produce Spreadsheets
- Be MoneySmart through a career in small business

TERM 4b (Elective B)
- Design and Produce Spreadsheets
- Financial Literacy – Be MoneySmart

TERM 5a (Elective A)
- Knowledge of the Australian Financial System

TERM 5b (Elective B)
- Social Media Tools

TERM 6
- Create Electronic Presentations
- Provide a Service to a Customer Group
- Report on Service Delivery

TERM 7
- Plan and develop business documents
- Plan, draft and finalise promotional material

TERM 8
Learning and Assessment

Learning experiences will be achieved by students working alongside an experienced Business Teacher (Program Deliverer) – 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.

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.

**NOTE:** From time to time, project delivery may require a mandatory ‘outside subject’ component (e.g. before or after school).

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). For example:

- Business Owner
- Business Manager
- Customer Service Manager

**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.qld.edu.au/senior/australian-tertiary-admission-rank-atar

Cost

- $210.00 = Binnacle Training Fees + $20.00 = RSHS Admin Fee = Total $230
- $ TBA Excursions to other outside venues to participate in and to conduct business activities.

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

- All texts and reprographics are provided by the school.

For further information, contact the Head of Department – Business

### BSB30115 CERTIFICATE III IN BUSINESS

<table>
<thead>
<tr>
<th>CODE</th>
<th>TITLE</th>
<th>CORE / ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS302</td>
<td>Apply knowledge of WHS legislation in the workplace</td>
<td>CORE</td>
</tr>
<tr>
<td>BSBFLM312</td>
<td>Contribute to team effectiveness</td>
<td>ELECTIVE (L1)</td>
</tr>
<tr>
<td>BSBWOR301</td>
<td>Organise personal work priorities and development</td>
<td>ELECTIVE (L2)</td>
</tr>
<tr>
<td>BSBITU014</td>
<td>Design and produce spreadsheets</td>
<td>ELECTIVE (L3)</td>
</tr>
<tr>
<td>BSBITU312</td>
<td>Create electronic presentations</td>
<td>ELECTIVE (L4)</td>
</tr>
<tr>
<td>BSBPRO301</td>
<td>Recommend products and services</td>
<td>ELECTIVE (L5)</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
<td>ELECTIVE (L6)</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
<td>ELECTIVE (L7)</td>
</tr>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
<td>ELECTIVE (L8)</td>
</tr>
<tr>
<td>BSBLED301</td>
<td>Undertake eLearning</td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>
PLUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSFLT401</td>
<td>Be MoneySmart through a career in small business</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FNSFLT301</td>
<td>Be MoneySmart</td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>

PLUS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>FNSFLT205</td>
<td>Develop knowledge of the Australian financial system and markets</td>
<td>ELECTIVE</td>
</tr>
<tr>
<td></td>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ICTWEB201</td>
<td>Use social media tools for collaboration and engagement</td>
<td>ELECTIVE</td>
</tr>
</tbody>
</table>

* Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

**IMPORTANT**
Program Disclosure Statement (PDS)

This document is to be read in conjunction with Binnacle Training’s Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the ‘Partner School’ (i.e. the delivery of training and assessment services).

# Fitness
## Certificate III in Fitness

### 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).


### REGISTERED TRAINING ORGANISATION
Binnacle Training (RTO Code: 31319)

### Subject Type
Vocational Education and Training (VET) Qualification

### Nationally Recognised Qualifications
- SIS30315 Certificate III in Fitness
- **PLUS entry qualification:** SIS20115 Certificate II in Sport and Recreation

### Course Length
2 years

### Reasons to Study the Subject
Binnacle’s Certificate III in Fitness ‘Fitness in Schools’ 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 a maximum of eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE.

This program also includes the following:
- First Aid qualification and CPR certificate; plus coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

### 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.

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

### Topics of Study / Learning Experiences

<table>
<thead>
<tr>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
</table>
| - The Sport, Fitness and Recreation Industry  
- Introduction to Anatomy and Physiology  
- Developing Coaching Practices | - Conducting Health Assessments  
- Work Health and Safety in Sport & Fitness  
- Delivering Community Fitness Programs  
- First Aid and CPR certificate | - Customer Service in the Fitness Industry  
- Conducting Group Fitness Sessions  
- Anatomy and Physiology – Musculoskeletal and Cardiovascular Systems | - Learning Gym Exercises  
- Fitness Programming and Instruction  
- Work Effectively in the Sport, Fitness and Recreation Industry |

<table>
<thead>
<tr>
<th>TERM 5</th>
<th>TERM 6</th>
<th>TERM 7</th>
<th>TERM 8</th>
</tr>
</thead>
</table>
| - Anatomy and Physiology – Digestive System & Energy Systems  
- Nutrition – Providing Healthy Eating Information | - Training Older Clients | - Training Other Specific Population Clients | - First Aid and/or CPR certificate |

**Finalisation of qualification:**
- SIS20115 Certificate II in Sport and Recreation
- SIS30315 Certificate III in Fitness

### 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 (students, teachers, and staff).
A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- 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.

**Continued over page.**

- **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).

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**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.qld.edu.au/senior/australian-tertiary-admission-rank-atar](https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar)

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

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**Cost**

- $210.00 = Binnacle Training Fee - Certificate II entry qualification
- $80.00 = Binnacle Training Fee - Certificate III (Upgrade from entry qualification)
- $40.00 = First Aid Certificate costs
- $TBA Excursions to other outside venues to participate in and to conduct fitness activities.

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

- All texts and reprographics are provided by the school.

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**For further information, contact the {insert position}, {insert name} {insert email address}**

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**SIS30315 CERTIFICATE III IN FITNESS**

**PLUS** entry qualification: SIS20115 Certificate II in Sport and Recreation

<table>
<thead>
<tr>
<th>UNIT CODE</th>
<th>UNIT TITLE</th>
<th>SIS20115 Cert II Sport</th>
<th>SIS30315 Cert III Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLTWHS001</td>
<td>Participate in workplace health and safety</td>
<td>Core</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>BSBRSK401</td>
<td>Identify risk and apply risk management processes</td>
<td>E</td>
<td>E (Gym)</td>
</tr>
<tr>
<td>BSBWHS303</td>
<td>Participate in WHS hazard identification, risk assessment and risk control</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>SISXEMR001</td>
<td>Respond to emergency situations</td>
<td>Core</td>
<td>E</td>
</tr>
<tr>
<td>SISXCAI002</td>
<td>Assist with activity sessions</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>BSBWOR202</td>
<td>Organise and complete daily work activities</td>
<td>Core</td>
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</tr>
<tr>
<td>Code</td>
<td>Description</td>
<td>Level</td>
<td>Notes</td>
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<tr>
<td>SISXCCS001</td>
<td>Provide quality service</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND001</td>
<td>Work effectively in sport, fitness and recreation environments</td>
<td>Core</td>
<td>Core</td>
</tr>
<tr>
<td>SISXIND002</td>
<td>Maintain sport, fitness and recreation industry knowledge</td>
<td>Core</td>
<td>E</td>
</tr>
<tr>
<td>FSKLRG11</td>
<td>Use routine strategies for work-related learning</td>
<td>E (General)</td>
<td></td>
</tr>
<tr>
<td>FSKDIG03</td>
<td>Use digital technology for routine workplace tasks</td>
<td>E (General)</td>
<td></td>
</tr>
<tr>
<td>SISSSCO101</td>
<td>Develop and update knowledge of coaching practices</td>
<td>E</td>
<td></td>
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<tr>
<td>HLTAID003</td>
<td>Provide first aid</td>
<td>Core</td>
<td>E (Gym)</td>
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<tr>
<td>SISXFAC001</td>
<td>Maintain equipment for activities</td>
<td></td>
<td>Core</td>
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<tr>
<td>SISFFIT011</td>
<td>Instruct approved community fitness programs</td>
<td>E (General)</td>
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<tr>
<td>SISFFIT001</td>
<td>Provide health screening and fitness orientation</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>SISFFIT003</td>
<td>Instruct fitness programs</td>
<td>Core</td>
<td></td>
</tr>
<tr>
<td>SISFFIT004</td>
<td>Incorporate anatomy and physiology principles into fitness programming</td>
<td>Core</td>
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</tr>
<tr>
<td>SISFFIT006</td>
<td>Conduct fitness appraisals</td>
<td>E (Gym)</td>
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<tr>
<td>SISFFIT002</td>
<td>Recognise and apply exercise considerations for specific populations</td>
<td>Core</td>
<td></td>
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<tr>
<td>SISFFIT005</td>
<td>Provide healthy eating information</td>
<td>Core</td>
<td></td>
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<tr>
<td>SISFFIT014</td>
<td>Instruct exercise to older clients</td>
<td>Core</td>
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</tr>
</tbody>
</table>

**NOTE:** Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

**IMPORTANT**
This document is to be read in conjunction with Binnacle Training’s [Program Disclosure Statement (PDS)](http://www.binnacletraining.com.au/rto.php). 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](http://www.binnacletraining.com.au/rto.php) and select ‘RTO Files’.
Certificate II Hospitality
Certificate II Hospitality (SIT20316)

This certificate an entry level course and is offered in partnership with Smartskill, a highly regarded Registered Training Organisation in Queensland. Smartskill Certificate II in Hospitality program in offered as a senior subject where students will learn the basic skills and knowledge to succeed in the food and beverage industry. Students will be trained in a variety of areas including, food and beverage production, restaurant set-up, food and beverage service and coffee shop production, all whilst gaining the fundamentals of great customer service. Students will have the opportunity to put their knowledge and skills into practice through industry placement within a variety of establishments over the two year course.

Packaging Rules
SIT20316 Certificate II in Hospitality Total Units: 15 Core Units: 6 Elective Units: 6 Additional Competencies (listed on a Statement of Attainment): 3

Requirements
- This course uses a student’s VETIS funding therefore will be free of charge to the student. However, if you the student is unable to access their VETIS funding then a charge will occur. This charge will depend on the number of students enrolled within the course and could range from $295 to $495 per student.
- Students must complete a minimum of 12 restaurant service shifts within an industry setting. As the Hospitality department holds many functions on school grounds, a number of these functions can be used to reduce the total number of service shifts required within an industry setting. A service is equal to approximately 4 hours work. However, as hospitality is not a 9 to 5 business, it is highly recommended that the students complete these shifts outside of school hours, preferably on a Friday or Saturday night in order to gain the best experience possible. If these services are not completed, students will not be eligible to receive their Certificate II in Hospitality
- Each student will require a wait staff uniform consisting of black long trousers (no hipsters or pin stripes) and a white long sleeve button up collared business shirt. This is essential for all functions and industry placement.

Assessment
Assessment is competency based, relevant to each unit, and is continuous throughout the course. A variety of assessment techniques will be used including; practical restaurant service observations; food production observations; oral questioning and projects/portfolios.

Pre-Requisites
Nil

Future Pathways
This subject can lead students directly into a range of Food and Beverage related jobs and hospitality courses. Possible job titles may include; Bar Attendant/Manager; Barista; Waiter/Waitress; Gaming Attendant; Catering Assistant; Restaurant/Café Manager or Event Coordinator.

N.B. To receive the Structured Workplace Learning component students must complete a minimum of 12 industry shifts (each shift is approximately 4 hours).
Course Overview:
- Prepare and serve espresso coffee
- Responsible service of alcohol
- Responsible gambling services
- Operate a bar
- Clean and tidy bar areas
- Preparation and service of non-alcoholic beverages
- Restaurant set up and service
- Interacting with others
- Show social and cultural sensitivity
- Food Safety and hygiene
- Use hospitality skills effectively
- Food production and food presentation

Units of Study
Core
1. BSBWOR203 Work effectively with others
2. SITHIND002 Source and use information on the hospitality industry
3. SITHIND003 Use hospitality skills effectively
4. SITXCOM002 Show social and cultural sensitivity
5. SITXCCS003 Interact with customers
6. SITXWHS001 Participate in safe work practices

Electives
1. SITXFSA001 Use hygienic practices for food safety
2. SITHFAB005 Prepare and serve espresso coffee
3. SITHFAB002 Provide responsible service of alcohol
4. SITHFAB001 Clean and tidy bar areas
5. SITHFAB003 Operate a bar
6. SITHGAM001 Provide responsible gambling services

Additional competencies
1. SITHFAB004 Prepare and serve non-alcoholic beverages
2. SITHFAB007 Serve food and beverage to customers

<table>
<thead>
<tr>
<th>Subject</th>
<th>Certificate</th>
<th>Code</th>
<th>RTO</th>
<th>Cost</th>
<th>QCE</th>
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<tbody>
<tr>
<td>Certificate II in Hospitality</td>
<td>Certificate II in Hospitality</td>
<td>SIT20316</td>
<td>SmartSkill #5710</td>
<td>As above See costs in Subject Prerequisites table</td>
<td>4</td>
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