Year 11 - 2022
Subject Preferences Guide
# Contents

Foreword from the Principal ............................................. 1
Key Personnel and Contacts ............................................ 2
Senior Education Profile .................................................. 4
  Senior Statement .......................................................... 4
  Queensland Certificate of Education (QCE) ........................ 4
  Queensland Certificate of Individual Achievement (QCIA) ... 4
Senior subjects ............................................................... 5
  Underpinning factors ..................................................... 5
Eligibility for a Queensland Certificate of Education (QCE) ..... 6
  Core Credit ..................................................................... 7
  Completed core requirement ............................................ 8
  Literacy and numeracy requirement ................................. 8
Australian Tertiary Admission Rank (ATAR) eligibility .......... 9
Options through the Senior Phase ...................................... 10
  School-Based Apprenticeship/Traineeship (SATs) ............... 10
  University Study ............................................................ 10
  Vocational Education and Training (VET) ......................... 11
Career Counselling .......................................................... 12
  Work Experience ........................................................... 14
Christian Studies (School-based subject) ......................... 15
General syllabuses ............................................................ 16
  Structure ....................................................................... 16
  Assessment .................................................................... 16
Applied syllabuses ............................................................ 18
  Structure ....................................................................... 18
  Course overview ............................................................ 18
  Assessment .................................................................... 18
What This Means for Choosing Subjects for Years 11 and 12 ... 20
  Change of Subject .......................................................... 21
Subject preferences process ............................................. 22

QCAA senior syllabuses for subject offerings 2022 ............ 23
Mathematics........................................................................... 24
English.................................................................................... 32
Humanities............................................................................. 38
Technologies......................................................................... 50
Health and Physical Education........................................... 64
Science................................................................................... 70
Languages.............................................................................. 82
The Arts................................................................................. 86

Occupations Related to Subjects in Years 11 and 12 ........... 101
Foreword from the Principal

The new Queensland Certificate of Education (QCE) system presents an exciting opportunity for Year 11 students at Good Shepherd Lutheran College. The new and developed courses are designed to provide students with robust learning and assessment experiences that are based around 21st Century skills and real-world application. As a College, we have determined the subject offerings that we believe will enable students to develop these skills in a supportive and caring environment, while also developing a love of learning and curiosity for the post-school world.

The new QCE system combines some elements of the previous curriculum with some exciting new initiatives. Teachers will still be able to design learning and assessment experiences that are matched to the context and interests of their students, and, for the first time in Queensland, students will also engage in subject specific external assessment pieces at the end of Year 12. This will require careful preparation of skills and practices throughout the Year 11 units to enable students to independently apply their problem-solving and decision-making abilities. Students and parents can be confident that these preparations have been included in the development of the new courses and that students will be able to access robust and quality learning experiences in each subject or course that they select.

Change can mean something exciting and rewarding, but it often brings a sense of trepidation and concern. As a community of learning, we can be confident that we can embrace the changes to senior schooling in Queensland with a supportive and collaborative approach. As we are reminded in 1 Thessalonians 5:11-

‘Therefore, encourage one another and build each other up, just as in fact you are doing’.

The caring environment at Good Shepherd has always underpinned the wonderful achievements of our students. As we encourage one another and build each other up through the introduction of the new QCE system, we are confident that we will continue to see great successes and achievements from all students at Good Shepherd Lutheran College.

Mr Anthony Dyer
Principal
# Key Personnel and Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Tel:</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Armstrong</td>
<td>Head of Senior Years Studies</td>
<td>07 5455 8665</td>
<td><a href="mailto:armstrongm@gslc.qld.edu.au">armstrongm@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Karen Lunn</td>
<td>Head of Senior Years Students</td>
<td>07 5455 8650</td>
<td><a href="mailto:lunnk@gslc.qld.edu.au">lunnk@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Natasha Purcell</td>
<td>Career Counsellor &amp; VET Coordinator</td>
<td>07 5455 8629</td>
<td><a href="mailto:purcelln@gslc.qld.edu.au">purcelln@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Johanna Foley</td>
<td>Years 10-12 Coordinator</td>
<td>07 5455 8615</td>
<td><a href="mailto:foleyj@gslc.qld.edu.au">foleyj@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Marg Hall</td>
<td>School Counsellor</td>
<td>07 5455 8631</td>
<td><a href="mailto:hallm@gslc.qld.edu.au">hallm@gslc.qld.edu.au</a></td>
</tr>
</tbody>
</table>

# Curriculum Leaders

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Tel:</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mark Bindley</td>
<td>Christian Studies</td>
<td>07 5455 8600</td>
<td><a href="mailto:bindleym@gslc.qld.edu.au">bindleym@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Alison Cox</td>
<td>Health and Physical Education</td>
<td>07 5455 8640</td>
<td><a href="mailto:coxa@gslc.qld.edu.au">coxa@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Andrea Donovan</td>
<td>Drama</td>
<td>07 5455 8600</td>
<td><a href="mailto:donovana@gslc.qld.edu.au">donovana@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Nicola Cumner</td>
<td>Learning Enrichment</td>
<td>07 5455 8600</td>
<td><a href="mailto:cumnern@gslc.qld.edu.au">cumnern@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Theresa Tapara</td>
<td>Humanities</td>
<td>07 5455 8600</td>
<td><a href="mailto:taparat@gslc.qld.edu.au">taparat@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Jo Foley</td>
<td>Film, Television and New Media</td>
<td>07 5455 8600</td>
<td><a href="mailto:foleyj@gslc.qld.edu.au">foleyj@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Aimee Goodwin</td>
<td>Music</td>
<td>07 5455 8600</td>
<td><a href="mailto:goodwina@gslc.qld.edu.au">goodwina@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Name</td>
<td>Subject</td>
<td>Tel:</td>
<td>Email:</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Nick Hansen</td>
<td>Japanese</td>
<td>07 5455 8600</td>
<td><a href="mailto:hansenn@gslc.qld.edu.au">hansenn@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Sue Jansen</td>
<td>Food and Textiles Technology and Hospitality</td>
<td>07 5455 8600</td>
<td><a href="mailto:jansens@gslc.qld.edu.au">jansens@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Ingrid Pride</td>
<td>German</td>
<td>07 5455 8715</td>
<td><a href="mailto:pridei@gslc.qld.edu.au">pridei@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Hayley Every</td>
<td>Mathematics</td>
<td>07 5455 8638</td>
<td><a href="mailto:everyh@gslc.qld.edu.au">everyh@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Jasmine Hayes</td>
<td>Visual Art</td>
<td>07 5455 8600</td>
<td><a href="mailto:hayesj@gslc.qld.edu.au">hayesj@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Sam Roberson</td>
<td>Science</td>
<td>07 5455 8711</td>
<td><a href="mailto:robersons@gslc.qld.edu.au">robersons@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Tony Purcell</td>
<td>English</td>
<td>07 5455 8672</td>
<td><a href="mailto:purcellt@gslc.qld.edu.au">purcellt@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Annclare Perkins</td>
<td>Digital Technology</td>
<td>07 5455 8600</td>
<td><a href="mailto:perkinsa@gslc.qld.edu.au">perkinsa@gslc.qld.edu.au</a></td>
</tr>
<tr>
<td>Jo Waites</td>
<td>Design Technology</td>
<td>07 5455 8600</td>
<td><a href="mailto:waitesj@gslc.qld.edu.au">waitesj@gslc.qld.edu.au</a></td>
</tr>
</tbody>
</table>
Senior Education Profile

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

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

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

Senior Statement

The Senior Statement is a transcript of a student’s learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

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 five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course (Short Courses are not currently offered at GSLC). 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 courses. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

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.

General (Senior External Examination) syllabuses

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

Underpinning factors

All senior syllabuses are underpinned by:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content

- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

General syllabuses

In addition to literacy and numeracy, General syllabuses 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.

Eligibility for a Queensland Certificate of Education (QCE)

Set amount of learning
To meet QCE requirements, a student must accrue 20 credits from learning options. Different types and amounts of learning contribute different amounts of credit to the QCE. Credit accurs when the set standard is achieved.

Set standard of learning
Contributing studies must meet the set standard to accrue credit to the QCE. The set standard includes:

- satisfactory completion
- a grade of C or better
- qualification completion
- a pass or equivalent.

Partial completion of a course of study may contribute some credit to the QCE.

The set pattern of learning for a QCE requires students to accrue 12 credits from completed Core courses of study.
Set pattern of learning

Core courses of study can only contribute to the completed Core requirement when a student:

- is enrolled in a General or Applied subject for Units 1, 2, 3 and 4, and achieves a grade of C or better in Units 3 and 4
- is enrolled in an Extension subject for Units 3 and 4, and achieves a grade of C or better
- completes a vocational education and training (VET) certificate II, III or IV
- achieves a grade of C or better in a Queensland Curriculum and Assessment Authority (QCAA) subject assessed by a Senior External Examination
- partially completes non-Queensland studies (interstate or overseas) to the required standard
- completes or partially completes International Baccalaureate (IB) Diploma studies
- completes a QCAA-recognised study to the required standard
- satisfactorily completes the on-the-job component of a school-based apprenticeship.

Core Credit

Schools and other learning providers report students’ results at intervals set by the QCAA. General and Applied subject results are reported after students complete Unit 1, Unit 2, and the Unit 3 and 4 pair. QCE credit progressively accrues in students’ learning accounts (see the QCE credit allocation table below).

Credit from General and Applied courses of study will accrue when the set standard is met and reported. Results reported as satisfactory for Unit 1 or Unit 2 will accrue one credit each to a QCE.1 A grade of C or better in a Unit 3 and 4 pair will accrue two credits to a QCE.

Extension subjects will accrue credit in the Core category of learning. Two credits will accrue to a QCE when the set standard of a grade of C or better is achieved in the Unit 3 and 4 pair.

<table>
<thead>
<tr>
<th>QCE credit allocation for Core courses: General and Applied subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General and Applied subjects</strong></td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Unit 1</td>
</tr>
<tr>
<td>Unit 2</td>
</tr>
<tr>
<td>Units 3 and 4</td>
</tr>
<tr>
<td><strong>Maximum credit available</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Extension subjects</strong></th>
<th><strong>Set standard</strong></th>
<th><strong>QCE credits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 3 and 4</td>
<td>Grade of C or better</td>
<td>2</td>
</tr>
<tr>
<td><strong>Maximum credit available</strong></td>
<td></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>
Completed core requirement

Within the QCE set pattern requirement, students must accrue 12 credits from completed Core courses. Students must complete a Core course of study from beginning to end to contribute to the 12 credits. Students must complete all four units of study for QCAA General or Applied subjects to contribute to the completed Core credit requirement.

In a General or Applied subject, Core credits can only contribute to the completed Core requirement if a student completes Units 1, 2, 3 and 4 and achieves a grade of C or better in the Unit 3 and 4 pair. Credit will accrue for units where the set standard is met. For example, Essential English (Core course of study) completed for all four units may contribute two, three or four QCE credits to the completed Core requirement.

Literacy and numeracy requirement

The literacy and numeracy requirements for a QCE meet standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

<table>
<thead>
<tr>
<th>Learning options to meet literacy and numeracy requirements for a QCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses of study</td>
</tr>
<tr>
<td>QCAA General or Applied Mathematics subjects for Unit 1, Unit 2, or a Unit 3 and 4 pair:</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>Short Courses</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>General or Applied subjects</td>
</tr>
<tr>
<td>Vocational education and training (VET)</td>
</tr>
<tr>
<td>Senior External Examination</td>
</tr>
<tr>
<td>Recognised studies</td>
</tr>
</tbody>
</table>
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.
Options through the Senior Phase

School-Based Apprenticeship/Traineeship (SATs)

A school-based apprenticeship / traineeship provides students with the opportunity to gain industry experience and training whilst completing Years 11 and 12. Each apprenticeship/ traineeship is agreed upon to suit the individual needs of the employer, the trainer, the student and the College.

Conditions

- Students apply to work in an industry (needs to be approved by the government as suitable for a school-based apprenticeship / traineeship).
- Local industry vacancies need to be found.
- Students complete two years of industry placement, working one day per week during term time. Some weekend time and holiday time may be required to complete the set hours.
- Certificate II or III modules are studied over the two years
- Students study five subjects at College (not 6), using study time to maintain their school studies.

Benefits

- Students gain industry experience and training whilst also completing their school studies.
- Students can commence qualifications from TAFE or other Registered Training Organisations (RTO’s) that are nationally recognised.
- Successful completion can position students for full time training / employment after College.
- Completed school-based apprenticeships / traineeships can contribute towards students’ QCE and their ATAR if it is a Certificate III or above.
- Students are paid for the hours they work in the industry.
- The government subsidises costs for the Certificate training.

University Study

Students may elect to begin their university courses whilst completing Years 11 and 12, thus gaining a head-start on their tertiary study.

Conditions

- Students apply to the university to enter the program, thus enrolling in their chosen field of study. They must meet academic requirements and they require a College recommendation.
- Course preferences are restricted for students entering at this level.
- Places are limited and are awarded by a committee from the participating universities.
- Students attend all lectures and tutorials at the designated campus as per the University’s timetable.
- All assessment is completed according to university requirements.
- Students complete one university subject, per semester, for two semesters.
- Students may choose to study 5 subjects at College.

Note: Results in university subjects studied whilst in senior secondary years DO NOT contribute to ATAR calculations.
Benefits

- Students can pursue an area of high interest in greater depth than secondary schooling provides.
- Students gain skills in independent learning in a tertiary environment.
- If students successfully meet the university's minimum standards in the two subjects, they are granted automatic admission to most courses at that university at the completion of their senior studies.
- Results of a "pass" standard or higher can contribute to QCE credits.
- Adjustment factors (additional ranks) may be added to their ATAR

Vocational Education and Training (VET)

Vocational Education and Training provides accredited training to prepare students with skills for work. It covers a large number of occupations and industries. Through a variety of pathways, students at Good Shepherd Lutheran College have undertaken VET courses, earning themselves nationally accredited certificates in a wide variety of areas. In doing so, they have gained practical skills and knowledge that have benefitted them in the world of work and further study. Below are examples of the types of certificates that students at Good Shepherd have completed during the senior phase alongside their college studies.
Vocational Education and Training Courses completed by GSLC students

Animal Studies
Certificate II in Animal Studies (Vet Nursing)
- through TAFE NSW - North Coast Institute or the Animals Industry Resource Centre
Certificate II in Racing (Stable Hand)
- through Racing Queensland

Arts
Certificate IV in Music Production
- through TAFE QLD

Beauty and Grooming
Certificate III in Hairdressing
- through TAFE QLD & Sunshine Coast Academy of Hairdressing

Building Industry
Certificate III in Carpentry
- through TAFE QLD
Certificate III in Plumbing
- through TAFE QLD

Business
Certificate II in Business
- through Prestige Service Training
Certificate III in Business
- through Prestige Service Training
Certificate II in Retail
- through McDonalds Australia
Certificate III in Retail
- through Momentum Consulting

Children’s Services
Certificate III in Children's Services
- through TAFE QLD
Certificate III in Youth Work
- through TAFE QLD

Engineering
Certificate II in Engineering
- through TAFE QLD
Certificate II in Electro-Technology
- through TAFE QLD
Certificate II in Automotive Vehicle Servicing
- through TAFE QLD
Certificate III in Engineering – Mechanical Trade (Diesel Fitting)
- through AXIAL
Certificate III in Air-conditioning and Refrigeration
- through TAFE QLD
Certificate III in Bicycle Operations
- through TAFE QLD

Fashion
Certificate III in Fashion Design and Technology
- through TAFE QLD

Health Services
Certificate III in Allied Health Assistance
- through TAFE QLD
Certificate III in Aged Care Work
- through TAFE QLD

Hospitality
Certificate III in Hospitality (Operations)
- through Prestige Service Training
Certificate III in Hospitality (Chef)
- through TAFE QLD
Certificate III in Hospitality (Commercial Cooking)
- through TAFE QLD

Information Technology
Certificates I, II and III in Information, Digital Media and Technology
- through TAFE QLD
Certificate III in Media
- through TAFE QLD

Justice and Criminology
Certificate IV Crime and Justice
- through Unity College

Sport and Fitness
Certificate III in Sports and Recreation (Tennis)
- through YMCA
Certificate III in Sports and Recreation (Sailing)
- through The Learning Collaborative
Certificate III in Sports and Recreation (Gymnastics)
- through YMCA
Certificate III in Outdoor Recreation
- through TAFE QLD
Certificate II in Transport & Distribution (Coastal Maritime Operations – Coxswain)
- through Paradigm Training
Career Counselling

Career Counselling prepares students to develop the skills required to manage their career development, enabling students to respond flexibly to varying opportunities and to navigate an ever changing world of work. An array of opportunities are offered across and beyond the College for students to engage in career-related learning through exploration, education and experiential learning as well as engagement in individual career counselling sessions.

The College provides a qualified Career Counsellor to support students throughout their schooling and in preparing students to reach their senior phase and post-school goals. Students are encouraged to book a careers consult annually throughout the senior phase by emailing Mrs Purcell for an appointment time. Drop-in sessions are available during break times. Students may like to seek assistance with developing self-awareness in relation to the world of work, career exploration, work experience placements, vocational education and training, school-based apprenticeships or traineeships, decision-making, goal setting, applications for career-related learning experiences, gap year programs or tertiary applications.

Career Education

Career Education undertaken in year ten allows students the opportunity to explore their own interests, personal qualities, preferred learning styles, current strengths, and to identify their career values and marketable skills. Students explore the current and future trends within the world of work and relevant labour market information, to broaden their career awareness and identify the future pathways they would like to explore across job clusters. By expanding students’ awareness of career development strategies, students are better placed to make informed decisions when selecting their senior subjects based on identified pathways of interest.

Careers Information

The ‘Careers News’ section of the Shepherd’s Pie is published fortnightly and has a brief outline of the key dates for upcoming events and career-related learning opportunities. Students and parents are encouraged to follow the news and take-up the range of relevant experiences on offer for students throughout the year.

A dedicated GSLC Careers website is accessible to all College families and contains a wealth of information about the senior phase of learning, post-school options including tertiary, vocational education and training, traineeship/apprenticeship options and links to various careers resources all in one central location. A calendar of weekly career events can be emailed to you directly upon registering your email address. Students can sign in to the ‘Student Area’ on the site to access a range of career-related activities and tools including developing a personal e-portfolio and resume. The website can be accessed through the new GSLC College website under the Senior Phase.
Work Experience

The opportunity for students to engage in work experience can occur at a negotiated time throughout year 10, 11 or 12. The purpose of this experience is for students to gain an insight into possible career choices and to learn, through first-hand experience, some of the realities of life in a specific work environment. Many students will reinforce their initial choice of career; others will learn that a particular job or industry may not be suited to them. Students can add the experience to their resumes and may leave with a referee for the future.

Sourcing placements early ensures the greatest chance of obtaining a student’s desired work placement. A Work Experience Agreement needs to be signed by all parties, to ensure insurance cover is in place prior to commencing. Contact Mrs Purcell for further details.
Christian Studies (School-based subject)

This subject is studied by all students in Years 11 and 12. The total time allocation for Christian Studies is approximately one full day per term. It includes a number of half and full day workshops and seminars throughout the year.

Christian Studies, at the Year 11 and Year 12 level, investigates and explores ideas and attitudes that are present in society which the students may encounter throughout their lives. This subject seeks to give students the opportunity to critique various worldviews and challenge their current attitudes and opinions. The ultimate aim is to foster a Christian world view as essential equipping for life.

Prerequisites
Nil

Content
The course exposes students to a variety of Christian and non-Christian expressions of faith, as well as religious and secular philosophies and practices. There are opportunities for the students to reflect on their own journey of faith in light of their current situation and give thought to where their journey may lead into the future.

Assessment
There will be no formal assessment for Christian Studies in Years 11 and 12.

Please note: Christian Studies remains an essential element of Good Shepherd's formal curriculum. Any absentees need to be explained in writing by parents before the workshop or excursion. As this is a compulsory part of our curriculum, students who are absent for the scheduled Christian Studies' activities will be required to complete the work that has been missed, usually by the submission of a written assignment.
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.

Course overview
Applied syllabuses are developmental four-unit courses of study.

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

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

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

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
For the two Applied (Essential) syllabuses, 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 of these subjects 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.
What This Means for Choosing Subjects for Years 11 and 12

- Ensure you have identified subjects that are related to your chosen career path. Refer to the career planning you have completed and your interview with the Career Counsellor. If you are undecided, arrange an appointment with the Career Counsellor to assist in decision making around subject preference.

- Examine the requirements for the QCE (Queensland Certificate of Education) and match this with your choice of subjects.

- Determine whether you need / want to be ATAR eligible. You can be ATAR eligible with 5 General subjects and either an Applied or a Certificate III or higher. If you need to be competitive for entry to University it is advisable to select 6 General subjects.

- Keep your interests and preferred learning styles in mind. Study subjects in which you are interested, have demonstrated ability and which you enjoy. Check assessment requirements as outlined in the course planner.

- Make sure that the prerequisites, recommended or assumed subjects listed for tertiary study have been selected.

- All students at Good Shepherd Lutheran College are required to study a total of six subjects with choices from General, Applied or VET.

- Students undertaking a school-based apprenticeship / traineeship will be permitted to study five subjects. This occurs once the documentation is confirmed.

- You should intend to study any subject you choose for two years.

PLEASE BE AWARE THAT A SUBJECT WITH INSUFFICIENT DEMAND MAY NOT BE OFFERED.
Change of Subject

Students may change subjects during the two year course; however, students must remember that to remain eligible for an ATAR and QCE, subject changes are restricted according to Queensland Curriculum and Assessment Authority (QCAA) rules. Prerequisites, assumed knowledge and recommended senior subjects for tertiary courses must also be considered. Students should also refer to the QCE requirements.

Changes must be completed within the first three weeks of Unit 1 or Unit 2, unless unusual circumstances necessitate a change. Changes are always dependant on the new subject having fewer than the maximum number in the class and students meeting any prerequisites, as determined by the teacher of the new subject.

The result from completed semesters of a General and/or Applied subject will be recorded and may be used in calculations for the relevant outcomes (QCE, ATAR). Students will not be permitted to leave the subject between Units 3 and 4 of General or Applied subjects.

THE PROCEDURE FOR CHANGE

1. Discuss the change with parents and teachers. Examine your reasons carefully. The new teacher must feel that the student has some aptitude for the new subject and has met any prerequisites. There must also be evidence of satisfactory effort in the existing subject. Find out all the necessary information about the subject into which you intend to change. Bring in a letter from a parent/guardian outlining the reasons for the change.

2. Make an appointment with the Head of Senior Years Studies. Class sizes and reasons for the change will be examined. The letter must be brought to the interview.

3. Complete the blue Subject Change form and have it signed by relevant staff and then by parents.

4. Return the completed form to the Head of Senior Years Studies. Students will not be permitted to attend the new subject until the form has been returned.

5. Collect a new timetable from the SA2 Office. Return any text books.
Subject preferences process

• Students attend the subject preference evening on the 26th of May to access information about the new QCE system and the changes to senior courses and assessment. Teachers are available for consultation to find out about subjects and the course guides are distributed, which include the details for web preferences.

• Students consult the course guide, and they discuss their preferences with their family and their teachers to determine the best options for senior study in 2022/2023

• Students complete the consultation form, which details their reasons for choosing their subjects. This form is then brought to a consultation meeting with a College representative, which students organise through the SA2 office.

• Students log onto the Web Preferences program to submit their preferences online. The login details for each student are located in their personalised subject preference booklets.

• Students then print out the receipt from Web Preferences and attached it with the completed consultation form. This form is signed by parents and then returned to the Head of Senior Years Studies.

• The preferences for each student are exported from Web Preferences and the College analyses the preferences to determine the best combination of subjects to run on each of the timetable lines. The priority is to find the best combination of subjects to run on each line based on the preferences that students provide, so it is vital that students carefully choose the subjects they select.

• Subject lines are created and students receive their subject allocation. If there are clashes with subjects on similar lines, the reserve preferences will be used to allocate a subject on that particular line.

• Students review their subject allocations and complete the SET Plan process with their parents and a College representative. Final subject allocations are then agreed to and signed off by all parties involved.
QCAA senior syllabuses for subject offerings 2022

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

English
General
- English
- Literature
Applied
- Essential English

Humanities
General
- Ancient History
- Business
- Geography
- Legal Studies
- Modern History
Applied
- Business Studies

Science
General
- Biology
- Chemistry
- Earth & Environmental Science
- Marine Science
- Physics
Applied
- Aquatic Practices

Technologies
General
- Design
- Digital Solutions
- Engineering
Applied
- Fashion
- Industrial Graphics Skills
- Industrial Technology Skills
- Hospitality Practices

Languages
General
- German
- Japanese

Health and Physical Education
General
- Physical Education
- Health
Applied
- Sport & Recreation

The Arts
General
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art
Applied
- Media Arts in Practice
- Music in Practice
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>
</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>15%</td>
</tr>
<tr>
<td>- Examination</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%
- Examination
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>Algebra, statistics and functions</td>
<td>Calculus and further functions</td>
<td>Further calculus</td>
<td>Further functions and statistics</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 2</td>
</tr>
<tr>
<td>• Functions and graphs</td>
<td>• The logarithmic function 1</td>
<td>• Further differentiation and applications 2</td>
<td>• Integrals</td>
</tr>
<tr>
<td>• Counting and probability</td>
<td>• Trigonometric functions 1</td>
<td>• Discrete random variables 1</td>
<td>• Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Exponential functions 1</td>
<td>• Introduction to differential calculus</td>
<td>• Discrete random variables 1</td>
<td>• Interval estimates for proportions</td>
</tr>
<tr>
<td>• Arithmetic and geometric sequences</td>
<td>• Further differentiation and applications 1</td>
<td>• Discrete random variables 2</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): • Problem-solving and modelling task</td>
<td>20% Summative internal assessment 3 (IA3): • Examination</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Examination</td>
<td>15%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>

27
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><strong>Combinatorics, vectors and proof</strong></td>
<td><strong>Complex numbers, trigonometry, functions and matrices</strong></td>
<td><strong>Mathematical induction, and further vectors, matrices and complex numbers</strong></td>
<td><strong>Further statistical and calculus inference</strong></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><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td>15%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%
• Examination
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>Money, travel and data</td>
<td>Measurement, scales and data</td>
<td>Graphs, chance and loans</td>
</tr>
<tr>
<td>Fundamental topic: Calculations</td>
<td>Fundamental topic: Calculations</td>
<td>Fundamental topic: Calculations</td>
<td>Fundamental topic: Calculations</td>
</tr>
<tr>
<td>Number</td>
<td>Managing money</td>
<td>Measurement</td>
<td>Calculations</td>
</tr>
<tr>
<td>Representing data</td>
<td>Time and motion</td>
<td>Scales, plans and models</td>
<td>Bivariate graphs</td>
</tr>
<tr>
<td>Graphs</td>
<td>Data collection</td>
<td>Summarising and comparing data</td>
<td>Probability and relative frequencies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Loans and compound interest</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>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 (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Examination</td>
</tr>
</tbody>
</table>
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% Summative internal assessment 3 (IA3):&lt;br&gt;• Extended response — imaginative written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Extended response — persuasive spoken response</td>
<td>25% Summative external assessment (EA):&lt;br&gt;• Examination — analytical written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Extended response — persuasive spoken response</td>
<td>25% Summative external assessment (EA):&lt;br&gt;• Examination — analytical written response</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% Summative internal assessment 3 (IA3):&lt;br&gt;• Extended response — imaginative written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Extended response — persuasive spoken response</td>
<td>25% Summative external assessment (EA):&lt;br&gt;• Examination — analytical written response</td>
</tr>
</tbody>
</table>
Literature
General senior subject

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

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

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

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

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

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

<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>Introduction to literary studies</strong></td>
<td><strong>Texts and culture</strong></td>
<td><strong>Literature and identity</strong></td>
<td><strong>Independent explorations</strong></td>
</tr>
<tr>
<td>• Ways literary texts are received and responded to</td>
<td>• Ways literary texts connect with each other — genre, concepts and contexts</td>
<td>• Relationship between language, culture and identity in literary texts</td>
<td>• Dynamic nature of literary interpretation</td>
</tr>
<tr>
<td>• How textual choices affect readers</td>
<td>• Ways literary texts connect with each other — style and structure</td>
<td>• Power of language to represent ideas, events and people</td>
<td>• Close examination of style, structure and subject matter</td>
</tr>
<tr>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative texts</td>
<td>• Creating analytical and imaginative 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><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Extended response — imaginative written response</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>• Extended response — imaginative spoken/multimodal response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</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>
<td><strong>Texts and human experiences</strong></td>
<td><strong>Language that influences</strong></td>
<td><strong>Representations and popular culture texts</strong></td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</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>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment (IA4):</td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
</tbody>
</table>
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><strong>Investigating the ancient world</strong></td>
<td><strong>Personalities in their time</strong></td>
<td><strong>Reconstructing the ancient world</strong></td>
<td><strong>People, power and authority</strong></td>
</tr>
<tr>
<td>• Digging up the past</td>
<td>• Akhenaten</td>
<td>• Thebes — East and West, 18th Dynasty Egypt</td>
<td>Schools choose one study of power from:</td>
</tr>
<tr>
<td>• Ancient societies — Beliefs, rituals and funerary practices.</td>
<td>• Alexander the Great</td>
<td>• The Bronze Age Aegean</td>
<td>• Ancient Egypt — New Kingdom Imperialism</td>
</tr>
<tr>
<td></td>
<td>• Alternative choice of personality</td>
<td>• Assyria from Tiglath Pileser III to the fall of the Empire</td>
<td>• Ancient Greece — the Persian Wars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fifth Century Athens (BCE)</td>
<td>• Ancient Greece — the Peloponnesian War</td>
</tr>
<tr>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Philip II and Alexander III of Macedon</td>
<td>• Ancient Rome — the Punic Wars</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Early Imperial Rome</td>
<td>• Ancient Rome — Civil War</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pompeii and Herculanum</td>
<td>• and the breakdown of the Republic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Later Han Dynasty and the Three Kingdoms</td>
<td>QCAA will nominate one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The ‘Fall’ of the Western Roman Empire</td>
<td>topic that will be the basis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The Medieval Crusades</td>
<td>for an external</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>examination from:</td>
</tr>
</tbody>
</table>

- Thutmose III
- Rameses II
- Themistokles
- Alkibiades
- Scipio Africanus
- Caesar
- Augustus

**Assessment**

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

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

**Summative assessments**

<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 — essay in response to historical sources</td>
<td>• Investigation — historical essay based on research</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>• Independent source investigation</td>
<td>• Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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>
<td>• Establishment of a business</td>
<td>• Competitive markets</td>
<td>• Repositioning a business</td>
</tr>
<tr>
<td>• Creation of business ideas</td>
<td>• Entering markets</td>
<td>• Strategic development</td>
<td>• Transformation of a business</td>
</tr>
</tbody>
</table>

40
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% |
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></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Natural hazard zones</td>
<td><strong>Planning sustainable places</strong></td>
<td><strong>Responding to land cover transformations</strong></td>
<td></td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>Planning sustainable places</td>
<td>Responding to land cover transformations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responding to challenges facing a place in Australia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Managing the challenges facing a megacity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Land cover transformations and climate change</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Responding to local land cover transformations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Managing population change</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Population challenges in Australia</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Global population change</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></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>• Investigation — field report</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Investigation — data report</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination — combination response</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>Beyond reasonable doubt</td>
<td>Balance of probabilities</td>
<td>Law, governance and change</td>
<td>Human rights in legal contexts</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</td>
<td>Contractual obligations</td>
<td>Law reform within a dynamic society</td>
<td>The effectiveness of international law</td>
</tr>
<tr>
<td>process</td>
<td>Negligence and the duty of</td>
<td></td>
<td>Human rights in Australian contexts</td>
</tr>
<tr>
<td>Criminal trial process</td>
<td>care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punishment and sentencing</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):  
  • Investigation — argumentative essay | 25% |
| Summative internal assessment 2 (IA2):  
  • Investigation — inquiry report | 25% | Summative external assessment (EA):  
  • Examination — combination response | 25% |
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>• Age of Enlightenment, 1750s–1789</td>
<td>• Independence movement in India, 1857–1947</td>
<td>• England, 1707–1837</td>
<td>• Search for collective peace and security since 1815</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>• Independence movement in Algeria, 1945–1962</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>• Cold War, 1945–1991</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• China, 1931–1976</td>
<td></td>
</tr>
<tr>
<td>Unit 1</td>
<td>Unit 2</td>
<td>Unit 3</td>
<td>Unit 4</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>• Meiji Restoration, 1868–1912</td>
<td></td>
<td>• India, 1947–1974</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Israel, 1948–1993</td>
<td></td>
</tr>
<tr>
<td>• Boxer Rebellion, 1900–1901</td>
<td>• Independence movement in Vietnam, 1945–1975</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Iranian Revolution, 1977–1979</td>
<td>• Environmental movement since the 1960s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Arab Spring since 2010</td>
<td>• LGBTQI civil rights movement since 1969</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Alternative topic for Unit 1</td>
<td>• Pro-democracy movement in Myanmar (Burma) since 1988</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Alternative topic for Unit 2</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): • Examination — essay in response to historical sources</td>
<td>Summative internal assessment 3 (IA3): • Investigation — historical essay based on research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Independent source investigation</td>
<td>Summative external assessment (EA): • Examination — short responses to historical sources</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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></td>
<td>Legal</td>
</tr>
<tr>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Real estate</td>
</tr>
<tr>
<td></td>
<td>Retail</td>
</tr>
<tr>
<td></td>
<td>Tourism</td>
</tr>
<tr>
<td></td>
<td>Travel</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
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><strong>Summative internal assessment 1 (IA1):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Project</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td></td>
</tr>
<tr>
<td>• Project</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — design challenge</td>
<td>25%</td>
</tr>
</tbody>
</table>
Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing’s personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Objectives

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

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

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.
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>Creating with code</strong></td>
<td><strong>Application and data solutions</strong></td>
<td><strong>Digital innovation</strong></td>
<td><strong>Digital impacts</strong></td>
</tr>
<tr>
<td>• Understanding digital problems</td>
<td>• Data-driven problems and solution requirements</td>
<td>• Interactions between users, data and digital systems</td>
<td>• Digital methods for exchanging data</td>
</tr>
<tr>
<td>• User experiences and interfaces</td>
<td>• Data and programming techniques</td>
<td>• Real-world problems and solution requirements</td>
<td>• Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>• Algorithms and programming techniques</td>
<td>• Prototype data solutions</td>
<td>• Innovative digital solutions</td>
<td>• Prototype digital data exchanges</td>
</tr>
<tr>
<td>• Programmed solutions</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): • Investigation — technical proposal</td>
<td>20% Summative internal assessment 3 (IA3): • Project — folio 25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Project — digital solution</td>
<td>30% Summative external assessment (EA): • Examination 25%</td>
</tr>
</tbody>
</table>
Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways
A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.
Structure

<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>Engineering fundamentals and society</strong></td>
<td><strong>Emerging technologies</strong></td>
<td><strong>Statics of structures and environmental</strong></td>
<td><strong>Machines and mechanisms</strong></td>
</tr>
<tr>
<td>• Engineering history</td>
<td>• Emerging needs</td>
<td>• Application of the problem-solving</td>
<td>• Machines in society</td>
</tr>
<tr>
<td>• The problem-solving process in</td>
<td>• Emerging processes and machinery</td>
<td>process in Engineering</td>
<td>• Materials</td>
</tr>
<tr>
<td>Engineering</td>
<td>• Emerging materials</td>
<td>• Civil structures and the environment</td>
<td>• Machine control</td>
</tr>
<tr>
<td>• Engineering communication</td>
<td>• Exploring autonomy</td>
<td>• Civil structures, materials and forces</td>
<td></td>
</tr>
<tr>
<td>• Introduction to engineering mechanics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Introduction to engineering materials</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>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
Fashion
Applied senior subject

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways
A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Structure
The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion culture</td>
<td>Adornment</td>
</tr>
<tr>
<td>Fashion technologies</td>
<td>- Accessories</td>
</tr>
<tr>
<td>Fashion design</td>
<td>- Millinery</td>
</tr>
<tr>
<td></td>
<td>- Wearable art</td>
</tr>
<tr>
<td></td>
<td>- Collections</td>
</tr>
<tr>
<td></td>
<td>- Fashion designers</td>
</tr>
<tr>
<td></td>
<td>Fashion in history</td>
</tr>
<tr>
<td></td>
<td>Haute couture</td>
</tr>
<tr>
<td></td>
<td>Sustainable clothing</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
<tr>
<td></td>
<td>Theatrical design</td>
</tr>
</tbody>
</table>

56
Assessment

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

- two projects
- one extended response.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Product</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 applies identified skill/s in fashion technologies and design processes.</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

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.

- products 1–4
Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigating the hospitality industry</td>
<td>Kitchen operations</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>Beverage operations and service</td>
</tr>
<tr>
<td>Hospitality in practice</td>
<td>Food and beverage service</td>
</tr>
</tbody>
</table>
Assessment

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

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

<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>
| A project consists of a product and performance component and one other component from the following: | Present in one of the following modes:  
- written: 500–900 words  
- spoken: 2½–3½ minutes  
- multimodal: 3–6 minutes  
- product and performance: continuous class time | Presented in one of the following modes:  
- written: 600–1000 words  
- spoken: 3–4 minutes  
- multimodal: 4–7 minutes. | Present 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 |
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.

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>
**Assessment**

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

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

<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 technical drawing (which includes a model) 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 Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

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

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

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

Structure
The Industrial Technology Skills course is designed around:

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Industry area</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Building and construction</td>
<td>Carpentry</td>
</tr>
<tr>
<td>Production processes</td>
<td></td>
<td>Tiling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Landscaping</td>
</tr>
</tbody>
</table>
Assessment

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

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

<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 |
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>
Health and Physical Education

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>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Investigation — action research</td>
<td>• Investigation — analytical exposition</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 — extended response</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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:
- 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.

- 2–4 minutes*

- 60–90 minutes
- 50–250 words per item

* Evidence must include annotated records that clearly identify the application of standards to performance.
Science
Biology
General senior subject

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>
<tbody>
<tr>
<td>Cells and multicellular organisms</td>
<td>Maintaining the internal environment</td>
<td>Biodiversity and the interconnectedness of life</td>
<td>Heredity and continuity of life</td>
</tr>
<tr>
<td>Cells as the basis of life</td>
<td>Homeostasis</td>
<td>Describing biodiversity</td>
<td>DNA, genes and the continuity of life</td>
</tr>
<tr>
<td></td>
<td>Infectious diseases</td>
<td>Ecosystem dynamics</td>
<td>Continuity of life on Earth</td>
</tr>
</tbody>
</table>
• Multicellular organisms

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): • Data test</td>
<td>10%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Student experiment</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA): • Examination</td>
<td>50%</td>
</tr>
</tbody>
</table>


Chemistry
General senior subject

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>
<tbody>
<tr>
<td>Chemical fundamentals — structure, properties and reactions</td>
<td>Molecular interactions and reactions</td>
<td>Equilibrium, acids and redox reactions</td>
<td>Structure, synthesis and design</td>
</tr>
<tr>
<td>• Properties and structure of atoms</td>
<td>• Intermolecular forces and gases</td>
<td>• Chemical equilibrium systems</td>
<td></td>
</tr>
<tr>
<td>• Properties and structure of materials</td>
<td>• Aqueous solutions and acidity</td>
<td>• Oxidation and reduction</td>
<td></td>
</tr>
<tr>
<td>• Chemical reactions — reactants, products and energy change</td>
<td>• Rates of chemical reactions</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>• 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>
Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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 Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

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><strong>Introduction to Earth systems</strong></td>
<td><strong>Earth processes — energy transfers and transformations</strong></td>
<td><strong>Living on Earth — extracting using and managing Earth resources</strong></td>
<td><strong>The changing Earth — the cause and impact of Earth hazards</strong></td>
</tr>
<tr>
<td>• Earth systems and models</td>
<td>• Energy for Earth processes</td>
<td>• Use of non-renewable Earth resources</td>
<td>• The cause and impact of Earth hazards</td>
</tr>
<tr>
<td>• Development of the atmosphere</td>
<td>• Energy for atmospheric and hydrologic processes</td>
<td>• Use of renewable Earth resources</td>
<td>• The cause and impact of global climate change</td>
</tr>
<tr>
<td>• Development of the biosphere</td>
<td>• Energy for biogeochemical processes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

74
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>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
Marine Science
General senior subject

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

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

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

Pathways
A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Objectives
By the conclusion of the course of study, students will:
- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

<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>Oceanography</strong></td>
<td><strong>Marine biology</strong></td>
<td><strong>Marine systems — connections and change</strong></td>
<td><strong>Ocean issues and resource management</strong></td>
</tr>
<tr>
<td>• An ocean planet</td>
<td>• Marine ecology and biodiversity</td>
<td>• The reef and beyond</td>
<td>• Oceans of the future</td>
</tr>
<tr>
<td>• The dynamic shore</td>
<td>• Marine environmental management</td>
<td>• Changes on the reef</td>
<td>• Managing fisheries</td>
</tr>
</tbody>
</table>

76
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): 10%</td>
<td>Summative internal assessment 3 (IA3): 20%</td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 20%</td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA): 50%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>
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>
</table>
| Thermal, nuclear and electrical physics  
• Heating processes  
• Ionising radiation and nuclear reactions  
• Electrical circuits | Linear motion and waves  
• Linear motion and force  
• Waves | Gravity and electromagnetism  
• Gravity and motion  
• Electromagnetism | Revolutions in modern physics  
• Special relativity  
• Quantum theory  
• The Standard Model |

Assessment

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):  
• Data test | 10% |
| Summative internal assessment 2 (IA2):  
• Student experiment | 20% |
| Summative internal assessment 3 (IA3):  
• Research investigation | 20% |
| Summative external assessment (EA):  
• Examination | 50% |
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>Commercial</td>
<td>• Employment</td>
<td>• Aquaculture, aquaponics and aquariums</td>
</tr>
<tr>
<td></td>
<td>• Aquaculture, aquaponics and aquariums</td>
<td>• Boat building and marine engineering</td>
</tr>
<tr>
<td>Cultural</td>
<td>• Cultural understandings</td>
<td>• Historical understandings</td>
</tr>
<tr>
<td>Safety and management</td>
<td>• Legislation, rules and regulations for aquatic environments</td>
<td></td>
</tr>
<tr>
<td>practices</td>
<td>• Equipment maintenance and operations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First aid and safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Management practices</td>
<td></td>
</tr>
</tbody>
</table>

**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>Examination</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or</td>
<td>A response that includes locating and using information beyond students’ own</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of</td>
<td>A response that answers a number of provided questions, scenarios and/or</td>
<td>A technique that assesses physical demonstrations as outcomes of applying</td>
</tr>
<tr>
<td>scenario.</td>
<td>knowledge and the data they have been given.</td>
<td>ideas and information in provided stimulus materials.</td>
<td>problems.</td>
<td>a range of cognitive, technical and physical skills.</td>
</tr>
<tr>
<td>At least two different components from the</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td>60–90 minutes</td>
<td>continuous class time to develop and practice the performance.</td>
</tr>
<tr>
<td>following:</td>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>50–250 words per item</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• multimodal: 3–6 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• performance: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• product: continuous class time</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A course of study in German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it. Obviously, the central goal for additional language acquisition is first and foremost communication, but in class, students do not simply learn a language, they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

This course of study allows students to communicate with people from German-speaking communities, to understand the purpose and nature of language and to gain an understanding of linguistic structures.

The aim is to acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students will also evaluate and experience a range of different text types, reorganise their thinking to accommodate other linguistic and intercultural knowledge, develop and apply textual conventions and create texts for a range of contexts, purposes and audiences.

Pathways
A course of study in German 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 German 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 German 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 German.
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>Meine Welt&lt;br&gt;My world</td>
<td>Unsere Welt&lt;br&gt;Exploring our world</td>
<td>Unsere Gesellschaft&lt;br&gt;Our society</td>
<td>Meine Zukunft&lt;br&gt;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 German culture to the world</td>
<td>• Groups in society</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):&lt;br&gt; • Examination — short response</td>
<td>15% Summative internal assessment 3 (IA3):&lt;br&gt; • Extended response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt; • Examination — combination response</td>
<td>30% Summative external assessment (EA):&lt;br&gt; • Examination — combination response</td>
</tr>
</tbody>
</table>
A course of study in Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it. Obviously, the central goal for additional language acquisition is first and foremost communication, but in class, students do not simply learn a language, they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

This course of study allows students to communicate with people from Japanese-speaking communities, to understand the purpose and nature of language and to gain an understanding of linguistic structures. The aim is to acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>私のくらし</td>
<td>私達のまわり</td>
<td>私達の社会</td>
<td>私の将来</td>
</tr>
<tr>
<td>My world</td>
<td>Exploring our world</td>
<td>Our society</td>
<td>My future</td>
</tr>
<tr>
<td>• Family/carers</td>
<td>• Travel</td>
<td>• Roles and</td>
<td>• Finishing secondary</td>
</tr>
<tr>
<td>and friends</td>
<td>• Technology and</td>
<td>relationships</td>
<td>school, plans and</td>
</tr>
<tr>
<td>• Lifestyle</td>
<td>media</td>
<td>• Socialising</td>
<td>reflections</td>
</tr>
<tr>
<td>and leisure</td>
<td>• The contribution of</td>
<td>and</td>
<td>• Responsibilities and</td>
</tr>
<tr>
<td>• Education</td>
<td>Japanese culture to</td>
<td>connecting</td>
<td>moving on</td>
</tr>
<tr>
<td></td>
<td>the world</td>
<td>with my</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>peers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>in society</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 — short response</td>
<td>• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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>
<tbody>
<tr>
<td><strong>Share</strong>&lt;br&gt;How does drama promote shared understandings of the human experience?&lt;br&gt;• cultural inheritances of storytelling&lt;br&gt;• oral history and emerging practices&lt;br&gt;• a range of linear and non-linear forms</td>
<td><strong>Reflect</strong>&lt;br&gt;How is drama shaped to reflect lived experience?&lt;br&gt;• Realism, including Magical Realism, Australian Gothic&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Challenge</strong>&lt;br&gt;How can we use drama to challenge our understanding of humanity?&lt;br&gt;• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre&lt;br&gt;• associated conventions of styles and texts</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;• Contemporary performance&lt;br&gt;• associated conventions of styles and texts&lt;br&gt;• inherited texts as stimulus</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;• Performance</td>
<td>20% Summative internal assessment 3 (IA3):&lt;br&gt;• Project — practice-led project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):&lt;br&gt;• Project — dramatic concept</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA): 25%&lt;br&gt;• Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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.

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></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

88
<table>
<thead>
<tr>
<th>How are institutional practices influenced by social, political and economic factors?</th>
<th>meaning change in different contexts?</th>
<th>impact the participation of individuals and cultural groups?</th>
<th>How do media artists portray people, places, events, ideas and emotions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concept: languages How do signs and symbols, codes and conventions create meaning?</td>
<td>• Concept: languages How are media languages used to construct stories?</td>
<td>• Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?</td>
<td>• Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</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): • Case study investigation</td>
<td>Summative internal assessment 3 (IA3): • Stylistic project</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Multi-platform project</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

**Summative external assessment (EA): 25%**

• Examination — extended response
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>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td><strong>Identities</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</td>
<td><strong>Innovations</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td><strong>Narratives</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</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>• 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>
Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

Objectives
By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>- Key idea 1: Initiate best practice</td>
<td>- Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>- Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong> 20%</td>
<td><strong>Summative internal assessment 3 (IA3):</strong> 35%</td>
</tr>
<tr>
<td>- Composition 1</td>
<td>- Composition project</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong> 20%</td>
<td></td>
</tr>
<tr>
<td>- Composition 2</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong> 25%</td>
<td></td>
</tr>
<tr>
<td>- Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>
Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Pathways

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

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>• Key idea 1: Initiate best practice</td>
<td>• Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>• Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

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

Summative assessments

<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 1</td>
<td>• Musicology project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation 2</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>• Examination — extended response</td>
</tr>
</tbody>
</table>
Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

Objectives
By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>- Key idea 1: Initiate best practice</td>
<td>- Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>- Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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

Summative assessments

<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 1</td>
<td>- Performance project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>- Investigation 2</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td>- Examination — extended response</td>
</tr>
</tbody>
</table>
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><strong>Art as lens</strong></td>
<td><strong>Art as code</strong></td>
<td><strong>Art as knowledge</strong></td>
<td><strong>Art as alternate</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
<td>Through inquiry learning, the following are explored:</td>
</tr>
<tr>
<td>• Concept: lenses to explore the material world</td>
<td>• Concept: art as a coded visual language</td>
<td>• Concept: constructing knowledge as artist and audience</td>
<td>• Concept: evolving alternate</td>
</tr>
</tbody>
</table>
• Contexts: personal and contemporary
• Focus: People, place, objects
• Media: 2D, 3D, and time-based

• Contexts: formal and cultural
• Focus: Codes, symbols, signs and art conventions
• Media: 2D, 3D, and time-based

• Contexts: contemporary, personal, cultural and/or formal
• Focus: student-directed
• Media: student-directed

• Contexts: contemporary and personal, cultural and/or formal
• Focus: continued exploration of Unit 3 student-directed focus
• Media: student-directed

---

**Assessment**

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

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

**Summative assessments**

<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): 25%</td>
</tr>
<tr>
<td></td>
<td>• Examination</td>
</tr>
</tbody>
</table>

---

96
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 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>
</table>
| • Music principles  
• Music practices | • Community music  
• Contemporary music  
• Live production and performance  
• Music for film, TV and video games  
• Music in advertising | • The music industry  
• Music technology and production  
• Performance craft  
• Practical music skills  
• Songwriting  
• World music |

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 that contains two or more components.</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. |
Occupations Related to Subjects in Years 11 and 12

The information below can help you investigate occupations by providing you with a preference of occupational titles that are related to the subjects you may be studying. The following steps are recommended and complement the process followed in Year 10 Career Education lessons.

- Identify the subjects you enjoy and in which you have some success.
- Use the Career Ladders https://www.gooduniversitiesguide.com.au/careers-guide to find the names of many occupations that are related to these broad subject areas.
- Discuss other possibilities with the Careers Counsellor.
- Although related to the occupations in this handout, the subjects are not necessarily prerequisites for them.

The following distinctions can be made:

- **Prerequisite** subjects must be taken in Years 11 and 12 for specific tertiary courses and occupations.
- **Recommended** subjects are not essential but are likely to make it easier to succeed in specialised subjects.
- **Assumed** it is assumed that students have the subject content knowledge and skills to be successful in their course of study or occupation
- Subject entry requirements should be investigated for any courses or occupations that interest you. You can find courses and their pre-requisites through the Queensland Tertiary Admissions Centre website https://www.qtac.edu.au/