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Principal’s Introduction

The receipt of this guide marks a significant point in your education and the final stage of your secondary schooling. It is now time for you to consider your future pathway and the many options available to you. This guide includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of Coorparoo Secondary College’s curriculum offerings. Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools’ contexts, resources, students’ pathways and community expectations.

The decisions you are faced with now in regard to your subject selection, will have considerable bearing on how you approach Years 11 and 12 and how you will cope with your workload. Subject choice at this level is an important task which must be approached carefully and seriously. It is important that you read through all sections carefully and consider the options available. I encourage you to seek the advice of your parents, teachers, Guidance Officer and Senior Deputy Principal to assist you in your decision-making. You will find Year 11 and 12 studies to be significantly more demanding than your Year 10 studies.

It will be essential that you commit to your studies and apply a conscientious attitude as well as self-discipline. Please think carefully about your commitment and willingness to work to the best of your ability, both in class and at home.

The relevant factors to consider are:

• Subjects in Years 11/12 cover more “work” than subjects in Years 9/10.
• Students are expected to develop a critical and evaluative approach to their studies.
• More assignments also demand an increased ability to work independently without prompting from teachers.

In summary, this means a far greater personal responsibility is needed to ensure success.

• Success depends on keeping a balance between schoolwork and extra-curricular activities.
• Time needed for homework and assignments is greater than in Years 9/10. For Senior students, school is a 40 hour week minimum - 30 hours at school and 10 hours of home study.
• For you, as a student, the future begins now. Accept the increased responsibilities and work to achieve success.

Years 11 and 12 represent an exciting challenge and one that most students enjoy very much. I would like to wish all students a successful and enjoyable two years as you make decisions that will guide your future career choices.

Mr Jeff Barnett
Principal
Senior Education Profile

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

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


Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

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

Applied syllabuses

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

Short Courses

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


Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

**External assessment**

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

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

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

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
• administered under supervised conditions
• marked by the school according to a common marking scheme developed by the QCAA.

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

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

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

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

Course overview

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

Short Courses are available in:

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

Assessment

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

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

Mathematics
- General
  - General Mathematics
  - Mathematical Methods
- Applied
  - Essential Mathematics
- Short Course
  - Numeracy

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

Science
- General
  - Biology
  - Chemistry
  - Physics

English
- General
  - English
- Applied
  - Essential English
- Short Course
  - Literacy

Humanities
- General
  - Legal Studies
  - Modern History
- Applied
  - Social & Community Studies

Technologies
- General
  - Food & Nutrition
- Applied
  - Business Studies
  - Engineering Skills
  - Industrial Technology Skills
  - Hospitality Practices
- Certificate
  - Certificate II in Kitchen Operations

The Arts
- General
  - Dance
  - Drama
  - Film, Television & New Media
  - Music
  - Music Extension (Composition)
  - Music Extension (Musicology)
  - Music Extension (Performance)
  - Visual Art
- Applied
  - Dance in Practice
  - Drama in Practice
  - Media Arts in Practice
  - Music in Practice
  - Visual Arts in Practice
General Mathematics
General senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Money, measurement and relations</td>
<td>Applied trigonometry, algebra, matrices and univariate data</td>
<td>Bivariate data, sequences and change, and Earth geometry</td>
<td>Investing and networking</td>
</tr>
<tr>
<td>• Topic 1: Consumer arithmetic</td>
<td>• Topic 1: Applications of trigonometry</td>
<td>• Topic 1: Bivariate data analysis</td>
<td>• Topic 1: Loans, investments and annuities</td>
</tr>
<tr>
<td>• Topic 2: Shape and measurement</td>
<td>• Topic 2: Algebra and matrices</td>
<td>• Topic 2: Time series analysis</td>
<td>• Topic 2: Graphs and networks</td>
</tr>
<tr>
<td>• Topic 3: Linear equations and their graphs</td>
<td>• Topic 3: Univariate data analysis</td>
<td>• Topic 3: Growth and decay in sequences</td>
<td>• Topic 3: 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): • Problem-solving and modelling task</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): • Examination</td>
<td>15%</td>
</tr>
</tbody>
</table>
Mathematical Methods
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra, statistics and functions</td>
<td>Calculus and further functions</td>
<td>Further calculus</td>
<td>Further functions and statistics</td>
</tr>
<tr>
<td>• Topic 1: Arithmetic and geometric sequences and series 1</td>
<td>• Topic 1: Exponential functions 2</td>
<td>• Topic 1: The logarithmic function 2</td>
<td>• Topic 1: Further differentiation and applications 3</td>
</tr>
<tr>
<td>• Topic 2: Functions and graphs</td>
<td>• Topic 2: The logarithmic function 1</td>
<td>• Topic 2: Further differentiation and applications 2</td>
<td>• Topic 2: Trigonometric functions 2</td>
</tr>
<tr>
<td>• Topic 3: Counting and probability</td>
<td>• Topic 3: Trigonometric functions 1</td>
<td>• Topic 3: Integrals</td>
<td>• Topic 3: Discrete random variables 2</td>
</tr>
<tr>
<td>• Topic 4: Exponential functions 1</td>
<td>• Topic 4: Introduction to differential calculus</td>
<td></td>
<td>• Topic 4: Continuous random variables and the normal distribution</td>
</tr>
<tr>
<td>• Topic 5: Arithmetic and geometric sequences</td>
<td>• Topic 5: Further differentiation and applications 1</td>
<td></td>
<td>• Topic 5: Interval estimates for proportions</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

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<tr>
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<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Examination</td>
</tr>
<tr>
<td></td>
<td>15%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 50%
• Examination
Essential Mathematics
Applied senior subject

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

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

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

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

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

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

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

Structure

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

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Senior subject guide

Coorparoo Secondary College
For Year 11 2020

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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>
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<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>
Numeracy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

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

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

**Pathways**

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

**Objectives**

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

- select and interpret mathematical information
- select from and use a variety of developing mathematical and problem-solving strategies
- use oral and written mathematical language and representation to communicate mathematically
- plan, implement and adjust processes to achieve learning outcomes
- apply learning strategies

**Structure and assessment**

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

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>- an extended response — oral mathematical presentation (Internal assessment 1A)</td>
<td>- an examination — short response (Internal assessment 2A)</td>
</tr>
</tbody>
</table>
English
General senior subject

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perspectives and texts</td>
<td>Texts and culture</td>
<td>Textual connections</td>
<td>Close study of literary texts</td>
</tr>
<tr>
<td>- Examining and creating</td>
<td>- Examining and shaping</td>
<td>- Exploring connections</td>
<td>- Engaging with literary</td>
</tr>
<tr>
<td>perspectives in texts</td>
<td>representations of culture</td>
<td>between texts</td>
<td>texts from diverse</td>
</tr>
<tr>
<td>- Responding to a variety of</td>
<td>in texts</td>
<td>- Examining different</td>
<td>times and places</td>
</tr>
<tr>
<td>non-literary and</td>
<td>- Responding to literary and</td>
<td>perspectives of the same</td>
<td>- Responding to literary</td>
</tr>
<tr>
<td>literary texts</td>
<td>non-literary texts,</td>
<td>issue in texts and shaping</td>
<td>texts creatively and</td>
</tr>
<tr>
<td>- Creating responses for</td>
<td>including a focus on</td>
<td>own perspectives</td>
<td>critically</td>
</tr>
<tr>
<td>public audiences and</td>
<td>Australian texts</td>
<td>- Creating responses for</td>
<td>- Creating imaginative and</td>
</tr>
<tr>
<td>persuasive texts</td>
<td>- Creating imaginative and</td>
<td>public audiences</td>
<td>analytical texts</td>
</tr>
<tr>
<td></td>
<td>analytical texts</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>• Extended response — written response</td>
<td>• Extended response — imaginative</td>
</tr>
<tr>
<td>for a public audience</td>
<td>written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Extended response — persuasive</td>
<td>• Examination — analytical written</td>
</tr>
<tr>
<td>spoken response</td>
<td>response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

25%                                         | 25%                                         |
Essential English
Applied senior subject

Essential English develops and refines students’ understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. 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 identifies, 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>
Literacy
Short Course

Literacy is a one-unit course of study, developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF) Level 3.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Topic 1: Personal identity and education</th>
<th>Topic 2: The work environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One assessment consisting of two parts:</td>
<td>One assessment consisting of two parts:</td>
</tr>
<tr>
<td>• an extended response — written (Internal</td>
<td>• an extended response — short response</td>
</tr>
<tr>
<td>assessment 1A)</td>
<td>(Internal assessment 2A)</td>
</tr>
<tr>
<td>• a student learning journal (Internal</td>
<td>• a reading comprehension task (Internal</td>
</tr>
</tbody>
</table>
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>Topic 1: Legal foundations</td>
<td>Topic 1: Civil law foundations</td>
<td>Topic 1: Governance in Australia</td>
<td>Topic 1: Human rights</td>
</tr>
<tr>
<td>Topic 2: Criminal investigation process</td>
<td>Topic 2: Contractual obligations</td>
<td>Topic 2: Law reform within a dynamic society</td>
<td>Topic 2: The effectiveness of international law</td>
</tr>
<tr>
<td>Topic 4: 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>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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>• Topic 1: Australian Frontier Wars, 1788–1930s</td>
<td>• Topic 1: Australian Indigenous rights movement since 1967</td>
<td>• Topic 1: Australia, 1914–1949</td>
<td>• Topic 1: Australian engagement with Asia since 1945</td>
</tr>
<tr>
<td>• Topic 3: Industrial Revolution, 1760s–1890s</td>
<td>• Topic 3: Workers’ movement since the 1860s</td>
<td>• Topic 3: France, 1799–1815</td>
<td>• Topic 3: Trade and commerce between nations since 1833</td>
</tr>
<tr>
<td>• Topic 4: American Revolution, 1763–1783</td>
<td>• Topic 4: Women’s movement since 1893</td>
<td>• Topic 4: New Zealand, 1841–1934</td>
<td>• Topic 4: Mass migrations since 1848</td>
</tr>
<tr>
<td>• Topic 5: French Revolution, 1789–1799</td>
<td></td>
<td>• Topic 5: Germany, 1914–1945</td>
<td>• Topic 5: Information Age since 1936</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 — essay in response to</td>
<td>Investigation — historical essay based on</td>
</tr>
<tr>
<td>historical sources</td>
<td>research</td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>Examination — short responses to historical sources</td>
</tr>
<tr>
<td></td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td></td>
<td>Examination — short responses to historical sources</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25%                                                                                              25%

25%                                                                                              25%
Social & Community Studies
Applied senior subject

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

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

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

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

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

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

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

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

Assessment

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

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

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food science of vitamins, minerals and protein</td>
<td>Food drivers and emerging trends</td>
<td>Food science of carbohydrate and fat</td>
<td>Food solution development for nutrition consumer markets</td>
</tr>
<tr>
<td>• Topic 1: Introduction to the food system</td>
<td>• Topic 1: Consumer food drivers</td>
<td>• Topic 1: The food system</td>
<td>• Topic 1: Formulation and reformulation for nutrition consumer markets</td>
</tr>
<tr>
<td>• Topic 2: Vitamins and minerals</td>
<td>• Topic 2: Sensory profiling</td>
<td>• Topic 2: Carbohydrate</td>
<td>• Topic 2: Food development process</td>
</tr>
<tr>
<td>• Topic 3: Protein</td>
<td>• Topic 3: Labelling and food safety</td>
<td>• Topic 3: Fat</td>
<td></td>
</tr>
<tr>
<td>• Topic 4: Developing food solutions</td>
<td>• Topic 4: Food formulation for consumer markets</td>
<td>• Topic 4: Developing food solutions</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</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Business Studies
Applied senior subject – Offered through SDE

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.

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.

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

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

<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>Financial services</td>
</tr>
<tr>
<td></td>
<td>Health and well-being</td>
</tr>
<tr>
<td></td>
<td>Insurance</td>
</tr>
<tr>
<td></td>
<td>Legal</td>
</tr>
<tr>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td>Mining</td>
</tr>
<tr>
<td></td>
<td>Not-for-profit</td>
</tr>
<tr>
<td></td>
<td>Real estate</td>
</tr>
<tr>
<td></td>
<td>Retail</td>
</tr>
<tr>
<td></td>
<td>Rural</td>
</tr>
<tr>
<td></td>
<td>Sports management</td>
</tr>
<tr>
<td></td>
<td>Technical, e.g. manufacturing, construction, engineering</td>
</tr>
<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
Engineering Skills
Applied senior subject

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry practices</td>
<td>Fitting and machining</td>
</tr>
<tr>
<td>Production processes</td>
<td>Sheet metal working</td>
</tr>
<tr>
<td></td>
<td>Welding and fabrication</td>
</tr>
</tbody>
</table>
Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  • product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes  
• 50–250 words per item |
Industrial 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>Aeroskills</td>
<td>Aeroskills mechanical</td>
</tr>
<tr>
<td>Production processes</td>
<td>Automotive</td>
<td>Aeroskills structures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automotive mechanical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automotive body repair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Automotive electrical</td>
</tr>
</tbody>
</table>
### Building and construction
- Bricklaying
- Plastering and painting
- Concreting
- Carpentry
- Tiling
- Landscaping

### Engineering
- Sheet metal working
- Welding and fabrication
- Fitting and machining

### Furnishing
- Cabinet-making
- Furniture finishing
- Furniture-making
- Glazing and framing
- Upholstery

### Industrial graphics
- Engineering drafting
- Building and construction drafting
- Furnishing drafting

### Plastics
- Thermoplastics fabrication
- Thermosetting fabrication

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

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

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

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

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

<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:
- 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.

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
Certificate II in Kitchen Operations
Certificate course

Assessment Certificate II in Kitchen Operations is one of three food production and/or service subjects offered to Year 11 and Year 12 students in conjunction with the Institute of Culinary Excellence. Students enrolled in this course will be working towards a Certificate II in Kitchen Operations SIT20416.

Pathways
Certificate II in Kitchen Operations SIT20416 is suggested for students who wish to undertake training within a general Kitchen Operations context. Students who gain this qualification are able to perform roles such as:

- Cleaning and maintaining kitchen premises and equipment
- Preparing basic food items using multiple methods of cookery
- Preparing sandwiches
- Preparing appetisers and salads

Potential Career Options

- Cook
- Kitchenhand
- Apprentice Chef

Structure

Kitchen Operations students will be required to participate in after-hours activities. To gain the full certificate they must complete twelve service periods during the two-year cycle. Students are encouraged to adopt a service attitude through participation in a range of hospitality events.

Assessment in Senior High Kitchen Operations is competency-based. Students’ assessment in Kitchen Operations, therefore, will not count towards their Grade-Point Average.

Senior High Kitchen Operations runs on a 2-year cycle with a combined class of Year 11 and Year 12 students.
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>• Elective topic 1: Alcohol</td>
<td>• Elective topic 1: Homelessness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elective topic 2: Body image</td>
<td>• Elective topic 2: Road safety</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Elective topic 3: Anxiety</td>
<td></td>
</tr>
<tr>
<td></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>• 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>
Physical Education
General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport psychology, equity and physical activity</td>
<td>Motor learning, functional anatomy, biomechanics 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>• Topic 1: Sport psychology integrated with a selected physical activity</td>
<td>• Topic 1: Motor learning integrated with a selected physical activity</td>
<td>• Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</td>
<td>• Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</td>
</tr>
<tr>
<td>• Topic 2: Equity — barriers and enablers</td>
<td>• Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Topic 2: 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): Project — folio</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Investigation — report</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Sport psychology, equity and physical activity

- Topic 1: Sport psychology integrated with a selected physical activity
- Topic 2: Equity — barriers and enablers
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 and 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 and 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>
<tr>
<td>At least two different components from the following:</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• written: 500–900 words</td>
<td>• written: 600–1000 words</td>
<td>• 2–4 minutes</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td></td>
<td>• spoken: 2½–3½ minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td>• 50–250 words per item</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: 2–4 minutes*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Evidence must include annotated records that clearly identify the application of standards to performance.
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 • Topic 1: Cells as the basis of life • Topic 2: Multicellular organisms</td>
<td>Maintaining the internal environment • Topic 1: Homeostasis • Topic 2: Infectious diseases</td>
<td>Biodiversity and the interconnectedness of life • Topic 1: Describing biodiversity • Topic 2: Ecosystem dynamics</td>
<td>Heredity and continuity of life • Topic 1: DNA, genes and the continuity of life • Topic 2: Continuity of life on Earth</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>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                                    |
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>
</table>
| **Chemical fundamentals — structure, properties and reactions**  
  - Topic 1: Properties and structure of atoms  
  - Topic 2: Properties and structure of materials  
  - Topic 3: Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**  
  - Topic 1: Intermolecular forces and gases  
  - Topic 2: Aqueous solutions and acidity  
  - Topic 3: Rates of chemical reactions | **Equilibrium, acids and redox reactions**  
  - Topic 1: Chemical equilibrium systems  
  - Topic 2: Oxidation and reduction | **Structure, synthesis and design**  
  - Topic 1: Properties and structure of organic materials  
  - Topic 2: Chemical synthesis and design |

Assessment

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Summative assessments

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

Summative external assessment (EA): 50%  
  - Examination
Physics
General senior subject

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

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

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

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

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

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

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

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

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<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>• Data test</td>
<td></td>
</tr>
<tr>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
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<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td></td>
</tr>
<tr>
<td>• Research investigation</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
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<tr>
<td>50%</td>
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</tbody>
</table>
Dance
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.
## Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Moving bodies</strong>&lt;br&gt;How does dance communicate meaning for different purposes and in different contexts?&lt;br&gt;• Genres:&lt;br&gt;  - Contemporary&lt;br&gt;  - at least one other genre&lt;br&gt;• Subject matter:&lt;br&gt;  - meaning, purpose and context&lt;br&gt;  - historical and cultural origins of focus genres</td>
<td><strong>Moving through environments</strong>&lt;br&gt;How does the integration of the environment shape dance to communicate meaning?&lt;br&gt;• Genres:&lt;br&gt;  - Contemporary&lt;br&gt;  - at least one other genre&lt;br&gt;• Subject matter:&lt;br&gt;  - physical dance environments including site-specific dance&lt;br&gt;  - virtual dance environments</td>
<td><strong>Moving statements</strong>&lt;br&gt;How is dance used to communicate viewpoints?&lt;br&gt;• Genres:&lt;br&gt;  - Contemporary&lt;br&gt;  - at least one other genre&lt;br&gt;• Subject matter:&lt;br&gt;  - social, political and cultural influences on dance</td>
<td><strong>Moving my way</strong>&lt;br&gt;How does dance communicate meaning for me?&lt;br&gt;• Genres:&lt;br&gt;  - fusion of movement styles&lt;br&gt;• Subject matter:&lt;br&gt;  - developing a personal movement style&lt;br&gt;  - personal viewpoints and influences on genre</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>&lt;br&gt;• Performance</td>
<td><strong>20%</strong>&lt;br&gt;<strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Project — dance work</td>
</tr>
</tbody>
</table>
Drama
General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<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</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</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</td>
<td><strong>Transform</strong>&lt;br&gt;How can you transform dramatic practice?&lt;br&gt;- Contemporary performance</td>
</tr>
</tbody>
</table>
• oral history and emerging practices
• a range of linear and non-linear forms
• associated conventions of styles and texts

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

Assessment
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Summative assessments

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<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Performance | 20%  
  Summative internal assessment 3 (IA3):  
  • Project — practice-led project | 35% |
| Summative internal assessment 2 (IA2):  
  • Project — dramatic concept | 20% |
| Summative external assessment (EA): 25%  
  • Examination — extended response |  |
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>
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<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>
</tbody>
</table>
| How does the relationship between story forms and | How does the relationship between story forms and | How do different contexts and purposes | }
How are institutional practices influenced by social, political and economic factors?
- Concept: languages
How do signs and symbols, codes and conventions create meaning?

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

impact the participation of individuals and cultural groups?
- Concept: institutions
How is participation in institutional practices influenced by social, political and economic factors?
- Concept: languages
How do media artists portray people, places, events, ideas and emotions?

Assessment

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</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Case study investigation</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Multi-platform project</td>
<td>25%</td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%
- Examination — extended response
Music
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

<table>
<thead>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong></td>
<td><strong>Identities</strong></td>
<td><strong>Innovations</strong></td>
<td><strong>Narratives</strong></td>
</tr>
<tr>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
<td>Through inquiry learning, the following is explored:</td>
</tr>
<tr>
<td>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td>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>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>
Assessment

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<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>
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<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
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<tr>
<td>• Composition</td>
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<tr>
<td>20%</td>
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</table>

Summative external assessment (EA): 25%

• Examination


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>
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</thead>
<tbody>
<tr>
<td>Explore</td>
<td>Emerge</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

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<tr>
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<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): Composition 1</td>
<td>20%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): Composition 2</td>
<td>20%</td>
</tr>
<tr>
<td>Summative external assessment (EA): Examination — extended response</td>
<td>25%</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.

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
- analyse music
- investigate music
- synthesise information.

Structure

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<tbody>
<tr>
<td><strong>Explore</strong></td>
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<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>Summative internal assessment 2 (IA2):</td>
<td>20%</td>
</tr>
<tr>
<td>• Investigation 2</td>
<td>35%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td>• Examination — extended response</td>
<td></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><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Investigation 1</td>
<td>• Performance project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Investigation 2</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

Pathways
A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art as lens</td>
<td>Art as code</td>
<td>Art as knowledge</td>
<td>Art as alternate</td>
</tr>
<tr>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
<td>Through inquiry</td>
</tr>
<tr>
<td>learning, the</td>
<td>learning, the</td>
<td>learning, the</td>
<td>learning, the</td>
</tr>
<tr>
<td>following</td>
<td>following</td>
<td>following</td>
<td>following</td>
</tr>
<tr>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
<td>are explored:</td>
</tr>
<tr>
<td>Concept: evolving alternate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Concept: lenses to explore the material world
  • Contexts: personal and contemporary
  • Focus: People, place, objects
  • Media: 2D, 3D, and time-based

• Concept: art as a coded visual language
  • Contexts: formal and cultural
  • Focus: Codes, symbols, signs and art conventions
  • Media: 2D, 3D, and time-based

• Concept: constructing knowledge as artist and audience
  • Contexts: contemporary, personal, cultural and/or formal
  • Focus: student-directed
  • 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>
</table>
| Summative internal assessment 1 (IA1):
  • Investigation — inquiry phase 1 | 15% | Summative internal assessment 3 (IA3):
  • Project — inquiry phase 3 | 35% |
| Summative internal assessment 2 (IA2):
  • Project — inquiry phase 2 | 25% |
| Summative external assessment (EA): 25% |
  • Examination |
Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

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

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

Pathways
A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

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

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

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

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance performance</td>
<td>Ballet</td>
</tr>
<tr>
<td>Dance production</td>
<td>Contemporary</td>
</tr>
<tr>
<td>Dance literacies</td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>Tap</td>
</tr>
<tr>
<td></td>
<td>Ballroom</td>
</tr>
<tr>
<td></td>
<td>Popular dance</td>
</tr>
<tr>
<td></td>
<td>World dance</td>
</tr>
</tbody>
</table>
Assessment

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

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

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

The Project in Dance in Practice requires:
- a dance performance: 1½ – 2 minutes
- at least one other component 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.

<table>
<thead>
<tr>
<th>Dance performance: 2–3 minutes</th>
<th>Production performance: variable conditions</th>
<th>Teaching performance: variable conditions</th>
<th>Design solution and folio: variable conditions</th>
<th>Choreographic work: 2–3 minutes</th>
<th>Presented in one of the following modes:</th>
<th>Presented in one of the following modes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>written: 600–1000 words</td>
<td>spoken: 3–4 minutes</td>
<td>multimodal</td>
<td>non-presentation: 10 A4 pages max (or equivalent)</td>
<td>presentation: 4–7 minutes.</td>
<td>written: 600–1000 words</td>
<td>spoken: 3–4 minutes</td>
</tr>
<tr>
<td>spoken: 2½–3½ minutes</td>
<td>multimodal</td>
<td>non-presentation: 10 A4 pages max (or equivalent)</td>
<td>presentation: 4–7 minutes.</td>
<td></td>
<td>spoken: 3–4 minutes</td>
<td></td>
</tr>
<tr>
<td>non-presentation: 10 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>presentation: 4–7 minutes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
Drama in Practice
Applied senior subject

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

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

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

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

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

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

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

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

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

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

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

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

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

- variable conditions

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

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.
<table>
<thead>
<tr>
<th>Project</th>
<th>Performance</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(excluding actors delivering text)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• workshop performance (other): variable conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• product: variable conditions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

<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.

### Project

- variable conditions

### Product

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.

### Investigation

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.

Structure

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

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

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

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

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

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

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

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

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

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

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

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

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

Pathways

A course of study in Visual Arts in Practice can establish a basis for further education and employment in a range of fields, including design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

Objectives

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

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

Structure

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

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

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Product</th>
<th>Extended response</th>
<th>Investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A technique that assesses the application of identified skills to the production of artworks.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
</tr>
<tr>
<td>A project consists of:</td>
<td>• a product component: variable conditions</td>
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<tr>
<td></td>
<td>• at least one different component from the following</td>
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<tr>
<td></td>
<td>– written: 500–900 words</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>– spoken: 2½–3½ minutes</td>
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<tr>
<td></td>
<td>– multimodal</td>
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<td></td>
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<tr>
<td></td>
<td>▪ non-presentation: 8 A4 pages max (or equivalent)</td>
<td></td>
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<tr>
<td></td>
<td>▪ presentation: 3–6 minutes.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• variable conditions</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Presented in one of the following modes:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• written: 600–1000 words</td>
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<tr>
<td></td>
<td>• spoken: 3–4 minutes</td>
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<tr>
<td></td>
<td>• multimodal</td>
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<tr>
<td></td>
<td>▪ non-presentation: 10 A4 pages max (or equivalent)</td>
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<tr>
<td></td>
<td>▪ presentation: 4–7 minutes.</td>
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<td></td>
<td>Present in one of the following modes:</td>
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<tr>
<td></td>
<td>• written: 600–1000 words</td>
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<tr>
<td></td>
<td>• spoken: 3–4 minutes</td>
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<tr>
<td></td>
<td>• multimodal</td>
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<tr>
<td></td>
<td>▪ non-presentation: 10 A4 pages max (or equivalent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ presentation: 4–7 minutes.</td>
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</tr>
</tbody>
</table>
Vocational education and training (VET)

Coorparoo Secondary College provides the following avenues for students to access VET programs:


- RTO provided courses run at CSC as intensive courses. These courses can vary based on demand and interest. In previous years the following courses have been offered at CSC:
  - Certificate 1 in Construction
  - Certificate 2 in Logistics
  - Certificate 2 in Health Support Services
  - Certificate 2 in Kitchen Operations

- Vacancies for school-based apprenticeships and traineeships are regularly advertised. Students with an interest in this option should register with the Senior Pathways Teacher Aide.

The Senior Pathways Teacher Aide supports students who are interested in VET study during senior school.
# Years 11–12 Subject Guide Information

Offered through BSDE for School-based students

## 2020 Subject List

<table>
<thead>
<tr>
<th>QCAA Subjects</th>
<th>General</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>General Mathematics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods</td>
<td></td>
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<tr>
<td></td>
<td>Specialist Mathematics</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Biology</td>
<td>Science in Practice</td>
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<tr>
<td></td>
<td>Chemistry</td>
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<td></td>
<td>Physics</td>
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<tr>
<td></td>
<td>Psychology</td>
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<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td>Aboriginal and Torres Strait Islander Studies</td>
<td>Business Studies</td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
<td>Social and Community Studies</td>
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<tr>
<td></td>
<td>Ancient History</td>
<td>Tourism</td>
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<tr>
<td></td>
<td>Economics</td>
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<tr>
<td></td>
<td>Geography</td>
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<td></td>
<td>Legal Studies</td>
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<td></td>
<td>Modern History</td>
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<tr>
<td></td>
<td>Philosophy and Reason</td>
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<tr>
<td><strong>The Arts</strong></td>
<td>Dance</td>
<td>Visual Arts in Practice</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Music in Practice</td>
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<tr>
<td></td>
<td>Music Extension (Units 3 &amp; 4 only)</td>
<td></td>
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<tr>
<td></td>
<td>(subject to sufficient enrolments)</td>
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</tr>
<tr>
<td></td>
<td>Visual Art</td>
<td></td>
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<tr>
<td><strong>Technologies</strong></td>
<td>Design</td>
<td>Information and Communication Technology</td>
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<tr>
<td></td>
<td>Digital Solutions</td>
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<tr>
<td><strong>Languages</strong></td>
<td>Chinese</td>
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<tr>
<td></td>
<td>French</td>
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<tr>
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<td>German</td>
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<tr>
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<td>Japanese</td>
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<tr>
<td></td>
<td>Spanish</td>
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<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>

## Vocational Education and Training (VET) Courses

<table>
<thead>
<tr>
<th>Business (BSB)</th>
<th>BSB20115 Certificate II in Business (two years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BSB30115 Certificate III in Business (two years)</td>
</tr>
<tr>
<td>Financial Services (FNS)</td>
<td>FNS20115 Certificate II in Financial Services (one year)</td>
</tr>
<tr>
<td>Foundation Skills (FSK)</td>
<td>FSK10113 Certificate I in Access to Vocational Pathways (Special schools only by request)</td>
</tr>
<tr>
<td></td>
<td>FSK20113 Certificate II in Skills for Work and Vocational Pathways (two years)</td>
</tr>
<tr>
<td>Information and Communications Technology (ICT)</td>
<td>ICT20115 Certificate II in Information, Digital Media and Technology (two years)</td>
</tr>
</tbody>
</table>