Whitsunday Anglican School

Strong Foundations > Bright Futures

Year 10-12 Curriculum Handbook 2021

MISSION STATEMENT

Within a framework of Christian values provide an engaging and supportive learning experience that achieves the best outcome for the individual.

VISION

Whitsunday Anglican School aspires to be the best regional co-educational K-12 school in Australia, asserting ourselves as leaders in teaching and learning, through a culture of evidence and innovation. Our broad liberal education inspires our boys and girls to develop their character, as we nurture their intellect, creativity, physical, spiritual and emotional wellbeing, where they can move confidently into the global community, using their gifts to humbly serve others.

PREAMBLE

This handbook is intended as a guide for Years 10-12 parents and students when decisions are being made concerning subjects and courses of study for senior schooling at Whitsunday Anglican School.

It provides an outline of the academic programs offered in the Senior School. Subjects are offered and subject lines are formed, based on optimizing educational outcomes for students combined with current staffing expertise and availability.

Information for each subject is presented in five sections:

- Course Overview
- Pathways
- Objectives
- Structure
- Assessment

Contents

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 10-12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school'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 new Queensland Certificate of Education (QCE) system was introduced in 2019 and includes both Internal Assessment and External Assessment modes for all General Syllabuses.

From 2020, the Australian Tertiary Admission Rank (ATAR) will be the standard pathway to tertiary study for Queensland Year 12s. This curriculum handbook will assist you to understand the changes in assessment types and curriculum programs and help you to plan what to study in Years 10 to 12.

The information contained in this handbook is a summary of the approved General, Applied, and Short Courses syllabuses. When choosing subjects, it is important to consider the subjects that:

- you enjoy
- you will achieve well in
- meet the prerequisites for future study or employment
- is representative of your overall capabilities

As we continue to prepare our Year 10 students for their transition into Year 11, each Faculty will be introducing students to a new base of requisite skills and content that will act as foundational knowledge for the new suite of senior subjects. Once students have made their initial selections, the 2020 timetable will be prepared. Staffing and resource constraints oblige us to remove those courses which are not sufficiently subscribed to by student selection. All students affected will then be asked to reselect from those courses that are offered. Please note that the school limits the size of classes; therefore, a change of subject may not be possible if the class is full or on a different line in the timetable. Specialist, extension or remedial class enrolments are vetted for student suitability to ensure that students have equitable opportunities to maximise their learning.

Guidelines for subject selection

This handbook will seek to support and guide your family discussions with your son/daughter when considering which subjects and courses they should choose in order to achieve their learning and career goals. In year 10, students will commence work in a range of transitional senior subject offerings and will also participate Senior Education and Training (SET) plan interviews.

All students will be given opportunities to experience a broad range of subjects throughout Years 7-10, before participating in Academic Review planning with Mrs. Sunner, Head of Curriculum and Careers Guidance with Mrs. Wright, Head of Senior School, in Year 10. These meetings occur when Year 10 students begin completing a SET Plan (Senior Education and Training Plan) to support their future academic and career pathway planning.

Your SET Plan helps you:

- structure your learning around your abilities, interests and ambitions
- think about your education, training and career options after Year 12
- set and achieve your learning goals in Years 10, 11 and 12, and beyond
- include flexible and coordinated pathway options in your course of senior study
- communicate with your parents/carers or teachers/careers counsellors about your post-school plans.

It is recommended that you review your SET Plan following assessment and reporting to make sure your subjects and learning are right for you, and that you can maintain a pathway to the courses and career you want after Year 12.

Students will choose one of the following QCE pathways:

- Australian Tertiary Admissions Rank pathway- From 2020, the ATAR will replace the Overall Position (OP) as the standard pathway to tertiary study for Year 12 students in Queensland. The Queensland Tertiary Admissions Centre (QTAC) will calculate ATARs for Queensland school students graduating in 2020 and seeking entry to tertiary courses from 2021. The ATAR is calculated from results achieved in Units 3 and 4 in a student's best five General subjects

    - To be eligible for an ATAR, you must successfully complete an English subject.

  Whitsunday Anglican School Students selecting an ATAR pathway will need to:

    - choose six General subjects

- Professional Learning and Trade pathway (PLT)- This new pathway is a revision of the old Vocational Education and Training options. Previously, a VET pathway offered a limited selection of subsidised VET courses. PLT includes subsidised VET courses as well as all other approved Certificate IV and Diploma courses from Year 10. To be eligible for a PLT pathway you will need to select:

    - Participate in a change of pathway confirmation process with Mrs. Natalie Sunner, Head of Curriculum, and Mrs. Sarah Wright, Head of Senior School to ensure that the appropriate courses and school-based subjects are chosen to maximise success.
    - 3 General subjects, including an English and Mathematics course; and,
    - 1-2 Preparatory courses of study- these courses of study are generally used as stepping-stones to further study or training, with different courses contributing varying credit towards a QCE. Or, they are used to assist with ready employment opportunities post-school. They can include Vocational Education and Training (VET) Certificate I, II and III qualifications and some *recognised studies* (QCAA) and awards, such as the Australian Music Examination Board (AMEB) studies, The Duke of Edinburgh Award and Trinity College of London musical gradings, performer's certificates and diplomas. A maximum of 6 credits from Preparatory courses can count towards your QCE. However only 2 certificate qualifications can count.
    - For a menu of VETis courses offered in Mackay, please see:

      https://www.cqu.edu.au/courses/future-students/future-study-options/study-tafe/vet-in-schools

Once selecting one of the above pathways, to achieve a QCE you must meet set literacy and numeracy requirements and achieve 20 credits. To receive QCE credits for a course of study you must achieve a Sound, Pass or equivalent. You will be able to track your progress towards a QCE in your student learning account. Students can access their learning account in the Student Portal via the *myQCE* website.

Senior Education Profile

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

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

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

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. All students work towards a QCE.

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. Students who are unable to achieve a QCE at Whitsunday Anglican School will be identified by the Head of Learning Enrichment.

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.

All subjects build on the content, knowledge and skills covered by the P–10 Australian Curriculum.

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

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

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

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. This includes QCAA General or Applied English subjects, as well as QCAA Short Course in Literacy.
- 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. This includes QCAA General or Applied Mathematics subjects as well as QCAA Short Course in Numeracy.

General syllabuses

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

- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, 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 at Whitsunday Anglican School can access VET programs through a third-party arrangement with an external provider who is a registered training organisation RTO.
- There may be an opportunity for students to undertake school-based apprenticeship or traineeships on a case by case basis.

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. However, a student still needs to accrue a minimum of 20 credits from contributing courses of study in Years 11 and 12 to receive a QCE.

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.

Whitsunday Anglican School will 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 student's overall subject result. For most subjects this is 25%, for Mathematics and Science subjects it is 50%. In Queensland, external assessment is not scaled against school-based assessment.

Instrument-specific marking guides

Each syllabus provides new criteria with **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.

Whitsunday Anglican School cannot change or modify an ISMG for use with summative internal assessment.

At Whitsunday Anglican School, students will become familiar with ISMGs from Year 7, to help understand the language and requirements of an assessment task before commencing their final senior schooling studies in Years 11 & 12.

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.

Once again, 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.

Two but no more than *four* internal assessments for Units 1 and 2 are developed 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.

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Health and Physical Education

General

- Physical Education

English

General

- English
- Literature
- English & Literature Extension Yr. 12 only

Applied

- Essential English

Science

General

- Biology
- Chemistry
- Physics

Humanities

General

- Accounting
- Economics
- Geography
- Legal Studies
- Modern History

Languages

General

- French
- Japanese

Technologies

General

- Design
- Digital Solutions

The Arts

General

- Drama
- Music
- Music Extension (Composition) Y12 only
- Music Extension (Musicology) Y12 only
- Music Extension (Performance) Y12 only
- Visual Art

(*subject to numbers and teacher expertise and availability)

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

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

Assessment

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

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

Summative assessments

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

General Mathematics	Term 1	Term 2	Term 3	Term 4
Year 10	Year 10 ACARA transition		Unit 1 start Yearly examination	Unit 1 PSMT – week 4-7
Year 11	Unit 1: Unit 1 Examination wk10	Unit 2: Formative Examination wk9	Unit 2: Unit 2 Examination wk5 Units 1/2 Examination wk9	Unit 3 **1A1 PSMT (20%)** week 4-7
Year 12	Unit 3: **IA2 Unit 3 Examination** (15%) wk10	Unit 4 Formative Examination wk6	Unit 4: **IA3 Unit 4 Examination** (15%) wk5 Unit3/4 Mock assessments	External Assessment tutorials

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

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Topic 1: Arithmetic and geometric sequences series 1 • Topic 2: Functions and graphs • Topic 3: Counting and probability • Topic 4: Exponential functions 1 • Topic 5: Arithmetic and geometric sequences 2	**Calculus and further functions** • Topic 1: Exponential functions 2 • Topic 2: The logarithmic function 1 • Topic 3: Trigonometric functions 1 • Topic 4: Introduction to differential calculus • Topic 5: Further differentiation and applications 1 • Topic 6: Discrete random variables 1	**Further calculus** • Topic 1: The logarithmic function 2 • Topic 2: Further differentiation and applications 2 • Topic 3: Integrals	**Further functions and statistics** • Topic 1: Further differentiation and applications 3 • Topic 2: Trigonometric functions 2 • Topic 3: Discrete random variables 2 • Topic 4: Continuous random variables and the normal distribution • Topic 5: Interval estimates for proportions

Assessment

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

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

Summative assessments

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

Mathematical Methods	Term 1	Term 2	Term 3	Term 4
Year 10	Year 10 ACARA transition		Unit 1 start Yearly examination	Unit 1 PSMT – week 4-7
Year 11	Unit 1: Unit 1 Examination wk10	Unit 2: Formative Examination wk9	Unit 2: Unit 2 Examination wk5 Units 1/2 Examination wk9	Unit 3 **1A1 PSMT (20%)** week 4-7
Year 12	Unit 3: **IA2 Unit 3 Examination** (15%) wk10	Unit 4 Formative Examination wk6	Unit 4: **IA3 Unit 4 Examination** (15%) wk5 Unit3/4 Mock assessments	External Assessment tutorials

Specialist Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Topic 1: Combinatorics • Topic 2: Vectors in the plane • Topic 3: Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Topic 1: Complex numbers 1 • Topic 2: Trigonometry and functions • Topic 3: Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Topic 1: Proof by mathematical induction • Topic 2: Vectors and matrices • Topic 3: Complex numbers 2	**Further statistical and calculus inference** • Topic 1: Integration and applications of integration • Topic 2: Rates of change and differential equations • Topic 3: Statistical inference

Assessment

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

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

Summative assessments

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

SPECIALIST MATHEMATICS	Term 1	Term 2	Term 3	Term 4
Year 10	Algebra consolidation skills Examination: End of term 1	Unit 1 start Examination: End of term 2	Unit 1 PSMT wks 5- 8	Unit 1 Formative examination
Year 11	Unit 1: Unit 1 Examination wk10	Unit 2 Formative examination	Unit 2: Unit 2 Examination wk5 Units 1/2 Examination wk9	Unit 3: **IA1 PSMT** (20%) Wks2-5
Year 12	Unit 3: **IA2 Unit 3 Examination** (15%) wk10	Unit 4 Formative examination wk6	Unit 4: **IA3 Unit 4 Examination** (15%) wk6 Unit3/4 Mock assessments	External Assessment tutorials

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination

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

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

Assessment

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

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

Summative assessments

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

ENGLISH	Term 1	Term 2	Term 3	Term 4
Year 10	Topic 1 – *Into the Shadows*: Examination – imaginative written response Due: End of Term 1	Topic 2 – *The Power of Words*: Extended response – written response for a public audience Due: End of Term 2	(Literature) Unit 1, Topic 1 FIA1: Examination – analytical written response Due: End of Term 3	(General English) Unit 1, Topic 2 FIA2: Extended response – persuasive spoken response Due: End of Term 4
Year 11	Unit 1, Topic 1 FIA1: Extended response – written response for a public audience Due: End of Term 1	Unit 2, Topic 2 FIA4: Examination – analytical written response Due: End of Term 2	Unit 2, Topic 1 FIA3: Examination – imaginative written response Due: End of Term 3	Unit 3, Topic 2 FIA2: Extended response – persuasive spoken response (25%) Due: End of Term 4
Year 12	Unit 3, Topic 1 IA1: Extended response – written response for a public audience (25%) Due: End of Term 1	Unit 4, Topic 1 IA3: Examination – imaginative written response (25%) Due: End of Term 2	Unit 4, Topic 2 Mock EA: Examination – analytical written (Formative) Due: End of Term 3	External Assessment Tutorials and EA: Examination – analytical written response (25%)

Literature (available to Y11 students in 2021)

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

LITERATURE	Term 1	Term 2	Term 3	Term 4
Year 10	Topic 1 – *Into the Shadows*: Examination – imaginative written response Due: End of Term 1	Topic 2 – *The Power of Words*: Extended response – written response for a public audience Due: End of Term 2	(Literature) Unit 1, Topic 1 FIA1: Examination – analytical written response Due: End of Term 3	(General English) Unit 1, Topic 2 FIA2: Extended response – persuasive spoken response Due: End of Term 4
Year 11	Unit 1, Topic 2 FIA2: Extended response – imaginative spoken/ multimodal response Due: End of Term 1	Unit 2, Topic 1 FIA3: Extended response – imaginative written response Due: End of Term 2	Unit 2, Topic 2 FIA4: Examination – analytical written response Due: End of Term 3	Unit 3, Topic 2 IA2: Extended response – imaginative spoken/ multimodal response (25%) Due: End of Term 4
Year 12	Unit 3, Topic 1 IA1: Examination – analytical written response (25%) Due: End of Term 1	Unit 4, Topic 1 IA3: Extended response – imaginative written response (25%) Due: End of Term 2	Unit 4, Topic 2 Mock EA: Examination – analytical written (Formative) Due: End of Term 3	External Assessment Tutorials and EA: Examination – analytical written response (25%)

English & Literature Extension (available to Y12 students in 2021)

General senior subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken/signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

Pathways

A course of study in English & Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

Objectives

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

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

Structure

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

Unit 3	Unit 4
Ways of reading • Readings and defences • Complex transformation and defence	**Exploration and evaluation** • Extended academic research paper • Application of theory

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response — complex transformation and defence	20%	Summative external assessment (EA): • Examination — theorised exploration of unseen text	25%

ENGLISH & LITERATURE EXTENSION	Term 1	Term 2	Term 3	Term 4
Year 11				Unit 3 Learning
Year 12	Unit 3, Topic 1 IA1: Extended response – reading and defence (20%) Due: Mid Term 1	Unit 3, Topic 2 IA2: Extended response – complex transformation and defence (20%) Due: End of Term 2	Unit 4, Topic 1 IA3: Extended response – academic research paper (35%) Due: Mid Term 3 Unit 4, Topic 2 Mock EA: Examination – theorised exploration of unseen text (Formative) Due: End of Term 3	External Assessment Tutorials and EA: Examination – theorised exploration of unseen text (25%)

Essential English (available to Y11 students in 2021)

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

ESSENTIAL ENGLISH	Term 1		Term 2	Term 3	Term 4
Year 11	Unit 1, Topic 1 FIA1: Extended response – spoken/signed response Due: mid Term 1	Unit 1, Topic 2 FIA2: Common internal assessment Due: End of Term 1	Unit 2, Topic 1 FIA3: Extended response – multimodal response Due: End of Term 3	Unit 2, Topic 2 FIA4: Extended response – written response Due: End of Term 4	Unit 3, Topic 1 IA1: Extended response – spoken/signed response (25%) Due: End of Term 1
Year 12	Unit 3, Topic 2 CIA2: Common internal assessment (25%) Due: End of Term 2 External Examination		Unit 4, Topic 1 IA3: Extended response – multimodal response (25%) Due: End of Term 3	Unit 4, Topic 2 IA4: Extended response – written response (25%) Due: Beginning of Term 4	

Accounting

General senior subject

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

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

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

Pathways

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

employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting • Topic 1: Accounting for a service business — cash, accounts receivable, accounts payable and no GST • Topic 2: End-of-month reporting for a service business	**Management effectiveness** • Topic 1: Accounting for a trading GST business • Topic 2: End-of-year reporting for a trading GST business	**Monitoring a business** • Topic 1: Managing resources for a trading GST business — non-current assets • Topic 2: Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** • Topic 1: Cash management • Topic 2: Complete accounting process for a trading GST business • Topic 3: Performance analysis of a listed public company

Assessment

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

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

Summative assessments

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

ACCOUNTING	Term 1	Term 2	Term 3	Term 4
Year 10 (Legal Studies / Accounting rotations)	1 Term Legal Studies and 1 Term Accounting on rotation. <u>Accounting</u> Analysing Financial Reports *Examination – Combination Response* <u>Legal Studies</u> Criminal law introduction (Punishment & sentencing) *Investigation – Argumentative essay*		1 Term Legal and 1 Term Accounting. <u>Accounting</u> Unit 1 Topic 1: Accounting for a service business *FIA1 (IA1): Examination – combination response (25%)* <u>Legal Studies</u> Unit 1 Topic 1 & 2: Legal Foundations & Criminal Investigation Process *FIA1 (IA1): Examination- short response to historical sources (25%)*	
Year 11	Unit 1 Topic 2: End of month reporting for a service business *FIA2 (IA2) Examination – combination response 25%)*	Unit 2 Topic 1: Accounting for a trading business GST business *FIA3 (EA): Examination – short response (25%)*	Unit 2 Topic 2: End of year reporting for a trading business GST business *FIA4 (IA3): Project – complete accounting process (25%)*	Unit 3 Topic 1: Managing resources for a trading business *IA1: Examination – combination response (25%)*
Year 12	Unit 3 Topic 2: Fully classified financial statement reporting for a trading GST business *IA2: Examination – combination response (25%)*	Unit 4 Topic 1: Cash management *IA3: Project – cash management (25%)*	Unit 4 Topic 2 & 3: Complete accounting process for a trading GST business and performance analysis of a public company *Mock EA (EA): Examination – short response*	External Assessment: Tutorials *EA: Examination – combination response (25%)*

Economics

General senior subject

General

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

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

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

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • Topic 1: The basic economic problem • Topic 2: Economic flows • Topic 3: Market forces	**Modified markets** • Topic 1: Markets and efficiency • Topic 2: Case options of market measures and strategies	**International economics** • Topic 1: The global economy • Topic 2: International economic issues	**Contemporary macroeconomics** • Topic 1: Macroeconomic objectives and theory • Topic 2: Economic management

Assessment

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

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

Summative assessments

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

AS - ECONONICS	Term 1	Term 2	Term 3	Term 4
Year 10 (Legal Studies / Economics rotations)	1 Term Economics and 1 Term Accounting on rotation. <u>Economics</u> Macroeconomics – The global economy and Australia as a trading nation *Task: Investigation – Research report* <u>Legal Studies</u> Criminal law introduction (Punishment & sentencing) *Investigation – Argumentative essay*		1 Term Legal and 1 Term Accounting or Economics. <u>AS Economics</u> Unit 3 Topic 1 & 2: Australian Economy & Market Forces *or* Unit 1 Topic 1 & 2: The economic problem and economic flows in a open economy *FIA1 (IA1) Examination – combination response (25%)* <u>Legal Studies</u> Unit 1 Topic 1 & 2: Legal Foundations & Criminal Investigation Process *FIA1 (IA1): Examination- short response to historical sources (25%)*	
Year 11	Unit 3 Topic 3 & 4: Market failure and consequences and market concentration issues *FIA2 (IA2): Investigation – research report (25%)*	Unit 4 Topic 1: Macroeconomic objectives and theory *FIA3 (IA3): Examination – extended response to stimulus (25%)*	Unit 4 Topic 2: Economic management *FIA4 (EA): Investigation – combination response (25%)*	Unit 1 Topic 1 & 2: The economic problem and economic flows in a open economy *IA1: Examination – combination response (25%)*
Year 12	Unit 1 Topic 3 & 4: Modified markets and inequality in Australia *IA2: Investigation – research report (25%)*	Unit 2 Topic 1: International economic issues *IA3: Examination – extended response to stimulus (25%)*	Unit 4 Topic 2: The global economy and impacts of misallocation of resources *Mock EA (EA): Examination – combination Response*	External Assessment: Tutorials *EA: Examination – combination response (25%)*

Geography

General senior subject

Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

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

GEOGRAPHY	Term 1	Term 2	Term 3	Term 4
Year 10 (Modern History / Geography rotation)	1 Term Modern History and 1 Term Geography on rotation. <u>Geography</u> Geographies of Human Wellbeing *Examination – Combination Response* <u>Modern History</u> WWII: The Holocaust *Investigation – Essay based on research*		1 Term Modern History and 1 Term Geography on rotation. <u>Modern History</u> Unit 1 Topic 1: French Revolution *FIA1 (EA): Examination- short response to historical sources (25%)* <u>Geography</u> Unit 1 Topic 1: Natural Hazard Zones *FIA1 (IA1): Examination – combination response (25%)*	
Year 11	Unit 1 Topic 2: Ecological Hazard Zones *FIA2 (IA3): Investigation – data report (25%)*	Unit 2 Topic 1: Managing challenges facing a megacity *FIA3 (EA): Examination – combination response (25%)*	Unit 2 Topic 2: Responding to challenges facing a place in Australia *FIA4 (IA2): Investigation – field report (25%)*	Unit 3 Topic 1: Land cover transformations and climate change *IA1: Examination – combination response (25%)*
Year 12	Unit 3 Topic 2: Responding to local land cover transformations *IA2: Investigation – field report (25%)*	Unit 4 Topic 1: Population challenges in Australia *IA3: Investigation – data report (25%)*	Unit 4 Topic 2: Global population change *Mock EA (EA): Examination combination response*	External Assessment: Tutorials *EA: Examination – combination response (25%)*

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

LEGAL STUDIES	Term 1	Term 2	Term 3	Term 4
Year 10 (Legal Studies / Accounting / Economics rotations)	1 Term Legal Studies and 1 Term Accounting or Economics on rotation. <u>Legal Studies</u> Criminal law introduction (Punishment & sentencing) *Investigation – Argumentative essay* <u>Economics</u> Macroeconomics – The global economy and Australia as a trading nation *Task: Investigation – Research report* <u>Accounting</u> Analysing Financial Reports *Examination – Combination Response*		1 Term Legal and 1 Term Accounting or Economics. <u>Legal Studies</u> Unit 1 Topic 1 & 2: Legal Foundations & Criminal Investigation Process *FIA1 (IA1): Examination- short response to historical sources (25%)* <u>Accounting</u> Unit 1 Topic 1: Accounting for a service business *FIA1 (IA1): Examination – combination response (25%)* *OR* <u>AS Economics</u> Unit 3 Topic 1 & 2: Australian Economy & Market Forces *or* Unit 1 Topic 1 & 2: The economic problem and economic flows in a open economy *FIA1 (IA1) Examination – combination response (25%)*	
Year 11	Unit 1 Topic 3 & 4: Criminal trial process, punishment and sentencing *FIA2 (IA2): Investigation – inquiry report (25%)*	Unit 2 Topic 1 & 2: Civil law foundations & contractual obligations *FIA3 (EA): Examination – combination response (25%)*	Unit 2 Topic 3: Negligence and the duty of care *FIA4 (IA3): Investigation – argumentative essay (25%)*	Unit 3 Topic 1: Governance in Australia *IA1: Examination – combination response (25%)*
Year 12	Unit 3 Topic 2: Law reform within a dynamic society *IA2: Investigation – inquiry report (25%)*	Unit 4 Topic 1: Human rights and the effectiveness of international law *IA3: Investigation – argumentative essay (25%)*	Unit 4 Topic 2: Human rights in Australian contexts *Mock EA (EA): Examination – combination response*	External Assessment: Tutorials *EA: Examination – combination response (25%)*

Modern History

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Topic 1: Australian Frontier Wars, 1788–1930s • Topic 2: Age of Enlightenment, 1750s–1789 • Topic 3: Industrial Revolution, 1760s–1890s • Topic 4: American Revolution, 1763–1783 • Topic 5: French Revolution, 1789–1799 • Topic 6: Age of Imperialism, 1848–1914	**Movements in the modern world** • Topic 1: Australian Indigenous rights movement since 1967 • Topic 2: Independence movement in India, 1857–1947 • Topic 3: Workers' movement since the 1860s • Topic 4: Women's movement since 1893 • Topic 5: May Fourth Movement in China, 1919	**National experiences in the modern world** • Topic 1: Australia, 1914–1949 • Topic 2: England, 1707–1837 • Topic 3: France, 1799–1815 • Topic 4: New Zealand, 1841–1934 • Topic 5: Germany,1914–1945 • Topic 6: United States of America, 1917–1945 • Topic 7: Soviet Union, 1920s–1945 • Topic 8: Japan, 1931–1967	**International experiences in the modern world** • Topic 1: Australian engagement with Asia since 1945 • Topic 2: Search for collective peace and security since 1815 • Topic 3: Trade and commerce between nations since 1833 • Topic 4: Mass migrations since 1848 • Topic 5: Information Age since 1936 • Topic 6: Genocides and ethnic cleansings since 1941

Unit 1	Unit 2	Unit 3	Unit 4
• Topic 7: Meiji Restoration, 1868–1912 • Topic 8: Boxer Rebellion, 1900–1901 • Topic 9: Russian Revolution, 1905–1920s • Topic 10: Xinhai Revolution, 1911–1912 • Topic 11: Iranian Revolution, 1977–1979 • Topic 12: Arab Spring since 2010 • Topic 13: Alternative topic for Unit 1	• Topic 6: Independence movement in Algeria, 1945–1962 • Topic 7: Independence movement in Vietnam, 1945–1975 • Topic 8: Anti-apartheid movement in South Africa, 1948–1991 • Topic 9: African-American civil rights movement, 1954–1968 • Topic 10: Environmental movement since the 1960s • Topic 11: LGBTIQ civil rights movement since 1969 • Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988 • Topic 13: Alternative topic for Unit 2	• Topic 9: China, 1931–1976 • Topic 10: Indonesia, 1942–1975 • Topic 11: India, 1947–1974 • Topic 12: Israel, 1948–1993 • Topic 13: South Korea, 1948–1972	• Topic 7: Nuclear Age since 1945 • Topic 8: Cold War, 1945–1991 • Topic 9: Struggle for peace in the Middle East since 1948 • Topic 10: Cultural globalisation since 1956 • Topic 11: Space exploration since 1957 • Topic 12: Rights and recognition of First Peoples since 1982 • Topic 13: Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

MODERN HISTORY	Term 1	Term 2	Term 3	Term 4
Year 10 (Modern History / Geography rotation)	1 Term Modern History and 1 Term Geography on rotation. <u>Geography</u> Geographies of Human Wellbeing *Examination – Combination Response* <u>Modern History</u> WWII: The Holocaust *Investigation – Essay based on research*		1 Term Modern History and 1 Term Geography on rotation. <u>Modern History</u> Unit 1 Topic 1: French Revolution *FIA1 (EA): Examination- short response to historical sources (25%)* <u>Geography</u> Unit 1 Topic 1: Natural Hazard Zones *FIA1 (IA1): Examination – combination response (25%)*	
Year 11	Unit 1 Topic 2: The Australian Frontier Wars, 1788 to 1930s *FIA2 (IA2): Investigation – independent source investigation (25%)*	Unit 2 Topic 1: The Cold War *FIA3 (IA1): Examination – essay in response to historical sources (25%)*	Unit 2 Topic 2: Movements for Change in Australia during the 1960s and 70s *FIA4 (IA3): Investigation – historical essay based on research (25%)*	Unit 3 Topic 1: China, 1931–1976 (invasion of Manchuria begins – Cultural Revolution ends) *IA1: Examination – essay in response to historical sources (25%)*
Year 12	Unit 3 Topic 2: Germany, 1914–1945 (World War I begins – World War II ends) IA2: Investigation – independent source investigation (25%)	Unit 4 Topic 1: Terrorism, anti-terrorism and counter-terrorism since 1984 IA3: Investigation – historical essay based on research (25%)	Unit 4 Topic 2: Australian engagement with Asia since 1945 (The Vietnam War) Mock EA (EA): Examination – short response to historical sources	External Assessment: Tutorials EA: Examination – short response to historical sources (25%)

Design

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Topic 1: Experiencing design • Topic 2: Design process • Topic 3: Design styles	**Commercial design** • Topic 1: Explore — client needs and wants • Topic 2: Develop — collaborative design	**Human-centred design** • Topic 1: Designing with empathy	**Sustainable design** • Topic 1: Explore — sustainable design opportunities • Topic 2: Develop — redesign

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

Digital Solutions

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Topic 1: Understanding digital problems • Topic 2: User experiences and interfaces • Topic 3: Algorithms and programming techniques • Topic 4: Programmed solutions	**Application and data solutions** • Topic 1: Data-driven problems and solution requirements • Topic 2: Data and programming techniques • Topic 3: Prototype data solutions	**Digital innovation** • Topic 1: Interactions between users, data and digital systems • Topic 2: Real-world problems and solution requirements • Topic 3: Innovative digital solutions	**Digital impacts** • Topic 1: Digital methods for exchanging data • Topic 2: Complex digital data exchange problems and solution requirements • Topic 3: Prototype digital data exchanges

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Project — digital solution	30%	Summative external assessment (EA): • Examination	25%

Digital Solutions	Term 1	Term 2	Term 3	Term 4
Year 10	Unit 1 Preparation: Relational Databases	Unit 1 Preparation: AI for Good - Multimodal	Unit 1 Preparation: Intro Programming Examination	Unit 1 Prototype Mobile Application End of Term 4
Year 11	Unit 1 Educational Application End of Term 1	Unit 2 Voting Application Planning End of Term 2	Unit 2 Voting Application Prototype End of Term 3	Unit 2 Yearly Examination End of Term 4
Year 12	IA1 – Investigation — technical proposal (20%) Due Week 5 Term 1	IA2 - Project — digital solution (30%) Due End Term 2	IA3 – Project — folio (25%) Due End Term 3	External Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Topic 1: Motor learning integrated with a selected physical activity • Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Topic 1: Sport psychology integrated with a selected physical activity • Topic 2: Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Topic 2: Ethics and integrity	**Energy, fitness and training and physical activity** • Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

PHYSICAL EDUCATION	Term 1	Term 2	Term 3	Term 4
Year 10	Unit 1 Preparation	Unit 1 Preparation	Unit 1 Topic 1 Motor Learning Exam End of Term 4	
Year 11	Unit 1 Topic 2 Biomechanics Project Folio End of Term 1	Unit 2 Topic 2 Equity Research Assignment End T2	Unit 2 Topic 1 Sport Psych Exam End of Term 3	Unit 3 Topic 2 Ethics IA2 – Investigation – Report 20% End of Term 4
Year 12	Unit 3 Topic 1 Tactics IA1 – Project Folio 30% End term 1	Unit 4 Topic 1 IA3 – Project Folio 30% Due approx. Week 5 Term 3		External Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Topic 1: Cells as the basis of life • Topic 2: Multicellular organisms	**Maintaining the internal environment** • Topic 1: Homeostasis • Topic 2: Infectious diseases	**Biodiversity and the interconnectedness of life** • Topic 1: Describing biodiversity • Topic 2: Ecosystem dynamics	**Heredity and continuity of life** • Topic 1: DNA, genes and the continuity of life • Topic 2: Continuity of life on Earth

Assessment

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

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

Summative assessments

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

Biology	Term 1	Term 2	Term 3	Term 4
Year 10	ACARA Biology – Genetics Research Investigation (40%)	ACARA Biology – Evolutions Semester Exam (60%)	Unit 1 - Cells	Unit 1 – Cells Data Test (10%)
Year 11	Unit 1 – Cells Research Investigation (20%)	Unit 2 – The Internal Environment Research Investigation	Unit 2 – The Internal Environment Mock External Exam (50%)	Unit 3 – Biodiversity Data Test (10%)
Year 12	Unit 3 – Biodiversity Data Test (10%) Student Experiment (20%)	Unit 4 – Genetics Research Investigation (20%)	Unit 4 – Genetics Mock External Exam (50%)	External Assessment

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

Unit 1	Unit 2	Unit 3	Unit 4
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

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

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

Summative assessments

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

Chemistry	Term 1	Term 2	Term 3	Term 4
Year 10	ACARA Chemistry – Periodic Table Student Experiment (40%)	ACARA Chemistry – Rates of Reaction Semester Exam (60%)	Unit 1 – Chemical Fundamentals	Unit 1 – Chemical Fundamentals Data Test (10%)
Year 11	Unit 1 – Chemical Fundamentals Student Experiment (20%)	Unit 2 – Molecular Interactions Research Investigations (20%)	Unit 2 – Molecular Interactions Mock External Exam (50%)	Unit 3 – Equilibria Data Test (10%)
Year 12	Unit 3 – Equilibria Student Experiment (20%)	Unit 4 – Structure and Design Research Investigation (20%)	Unit 4 – Structure and Design Mock External Exam (50%)	External Assessment

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 natter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Physics	Term 1	Term 2	Term 3	Term 4
Year 10	ACARA Physics – Energy in a System Exam (40%)	ACARA Physics – Objects in Motion Student Experiment (60%)	Unit 1 - Thermal, Nuclear etc.	Unit 1 – Thermal, Nuclear etc. Data Test (10%)
Year 11	Unit 1 – Thermal, Nuclear etc. Research Investigation (20%)	Unit 2 – Linear Motion and Waves Student Experiment (20%)	Unit 2 – Linear Motion and Waves Mock External Exam (50%)	Unit 3 – Gravity and Electromagnetism IA1 Data Test (10%)
Year 12	Unit 3 – Gravity and Electromagnetism Student Experiment (20%)	Unit 4 – Revolutions in Physics Research Investigation (20%)	Unit 4 – Revolutions in Physics Mock External Exam (50%)	External Assessment

French

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

FRENCH	Term 1	Term 2	Term 3	Term 4
Year 10	Topic 1 – *Daily routine, family and holidays*: Examination – combination response Due: End of Term 1	Topic 2 – *Life in the past*: Extended response Due: End of Term 2	Topic 3 – *The future*: Examination – combination response Due: End of Term 3	Unit 1 IA1: Examination – short response Due: End of Term 4
Year 11	Unit 1 IA2: Examination - combination response Due: End of Term 1	Unit 2 IA3: Extended response Due: End of Term 2	Unit 2 IA1: Combination Response Due: End of Term 3	Unit 3 IA1: Examination – short response (15%) Due: End of Term 1
Year 12	Unit 3 IA2: Examination – combination response (30%) Due: End of Term 1	Unit 4 IA3: Extended response (30%) Due: End of Term 2	Unit 4 Mock EA: Examination – combination response (Formative) Due: End of Term 4	External Assessment Tutorials and EA: Examination – combination response (25%)

Japanese

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure • Education	**私達のまわり** **Exploring our world** • Travel • Technology and media • The contribution of Japanese culture to the world	**私達の社会** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**私の将来** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

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

JAPANESE	Term 1	Term 2	Term 3	Term 4
Year 10	Topic 1 – *Host an exchange student*: Examination – combination response Due: End of Term 1	Topic 2 – *Exploring our world*: Extended response Due: End of Term 2	Topic 3 – *Maps and directions*: Examination – combination response Due: End of Term 3	Unit 1 IA1: Examination – short response Due: End of Term 4
Year 11	Unit 1 IA2: Examination - combination response Due: End of Term 1	Unit 2 IA3: Extended response Due: End of Term 2	Unit 2 IA1: Combination Response Due: End of Term 3	Unit 3 IA1: Examination – short response (15%) Due: End of Term 1
Year 12	Unit 3 IA2: Examination – combination response (30%) Due: End of Term 1	Unit 4 IA3: Extended response (30%) Due: End of Term 2	Unit 4, Mock EA: Examination – combination response (Formative) Due: End of Term 3	External Assessment Tutorials and EA: Examination – analytical written response (25%)

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

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
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			

DRAMA	Term 1	Term 2	Term 3	Term 4
Year 10	Unit 1 Preparation	Unit 1 Preparation	Unit 1: Share IA1 Performance completed in Term 4	
Year 11	Unit 1: Share IA2: Dramatic Concept	Unit 2: Reflect IA3: Practice-led Project	Unit 2: Reflect IA3: Practice-led Project (Due early Term 3) Exam Preparation	Unit 3: Challenge IA1: Performance
Year 12	Unit 3: Challenge IA2: Dramatic Concept	Unit 4: Transform IA3: Practice-led Project due Term 2/Early Term 3 Examination preparation – study of stimulus text.		

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, manipulating music elements to convey an intended meaning to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills through performance and composition, 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 law and administration, communication, education, creative industries, media and advertising, public relations and science and technology.

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): 25% • Examination			

MUSIC	Term 1	Term 2	Term 3	Term 4
Year 10	Unit 1 Preparation	Unit 1 Preparation	Unit 1: Designs IA1 – Performing Task - Completed in Term 4	
Year 11	Unit 1: Designs IA2 – Composing Task Due End Term 1	Unit 2: Identities IA3 – Integrated Project drafted starting Week 5	Unit 2: Identities IA2 – Integrated project finalised – Due Week 5.	Unit 3: Innovations IA1: Performing Task Due in Term 1.
Year 12	Unit 3: Innovations IA1: Performance task due Mid Term 1.	Unit 3: Innovations IA2 Composing Task Due Early Term 2. Unit 4: Narratives IA3: Integrated Project completed across Terms 2 and 3 (Week 5 to Week 5) External Examination Prep.		External Assessment

Music Extension (Composition) (available to Y12 students)

General senior subject

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 law and administration, communication, education, creative industries, media and advertising, 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

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Musicology) (available to Y12 students)

General senior subject

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 law and administration, communication, education, creative industries, media and advertising, 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

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Music Extension (Performance) (available to Y12 students in 2020)

General senior subject

General

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 law and administration, communication, education, creative industries, media and advertising, 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

Unit 3	Unit 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): 25% • Examination — extended response			

Visual Art

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

VISUAL ART	Term 1	Term 2	Term 3	Term 4
Year 10	Unit 1 Preparation	Unit 1 Preparation	Unit 1 Art As Lens 11/12 Art Excursion Early Term 4. IA1: Report due end Term 4	
Year 11	Unit 1: Art as Lens IA2: Project Due (BOW 1)	Unit 2: Art As Code	Unit 2: Art as Code IA3: Project Due (BOW2)	Unit 3: Art as Knowledge 11/12 Art Excursion Early Term 4. IA1: Report due end Term 4
Year 12	Unit 3: Art as Knowledge IA2: Project Due (BOW 1)	Unit 4: Art as Alternate IA3: Project Due End-Term 3 (BOW2) Examination Prep.		External Assessment

(QTAC) and Tertiary Entrance Procedures

QTAC (Queensland Tertiary Admissions Centre) is an organisation established by participating tertiary institutions to publish course information and entry requirements for universities (including the University of New England) and TAFE Colleges in Queensland and to process applications for tertiary places. Successful applicants for tertiary courses should have satisfactorily completed pre-requisite subjects and be placed in the ATAR band nominated by the institutions as an entry requirement.

In summary there are seven stages in the QTAC application process.

Year 12 students lodge their application direct to QTAC - http://www.qtac.edu.au. The application line will be switched on from early August.

Benefits of applying online include:

- you cannot mistake course codes because the course names are displayed as you enter them
- visual prompts are given for information that you need to provide
- *QTAC online* is available at almost any time from anywhere in the world
- payment of the processing charge may be submitted separately - but check the conditions
- *QTAC online* applicants receive free access to the *Current Applicant* online service where they can make up to three free changes of preference and view and respond to offers earlier than waiting for mail.

1. The closing date for applications is usually the last week in September. The School will discuss options with the students prior and during first application, and afterwards.
2. Acknowledgment of this application by QTAC (October).
3. Mailing of the Student Education Profile to students in December.
4. The final day students may change preferences is usually early January.
5. Official confirmation of first round offers for Tertiary institutions by QTAC is in January. Response to QTAC and enrolment at the nominated institution at this time is essential. At this time students who were not included in first round offers receive advice on the status of their application from QTAC. Late January is the final day to accept 1st round offers.
6. Official confirmation of second round offers is made by QTAC a few days later.

   N.B. Key dates are publicised in the QTAC Queensland Tertiary Courses Handbook and on QTAC Online.

Options after Year 12

It is important for all students to realise that many options are open to them after Year 12. Considerations include:

University degree courses
TAFE diploma courses
College courses (eg, NIDA, ADFA)
Traineeships
Apprenticeships
Jobs
Repeat Year 12
Part-time study and work
Exchange or GAP placements.

Career Education

A Career Education Program is offered in the Senior School. Sessions usually take the form of discussion groups, open forum, video presentations, addresses by staff and visitors, and on campus university experiences. Some of these are specifically time tabled, others exercised during one-off lessons or Pastoral Access time.

Topics include career pathways, tertiary options and selection criteria, non-tertiary careers, job interview skills, portfolio compilation, HECS/HELP facts, money management, life away from home, rights and privileges, personal relationships and other student initiated topics.

Throughout the four semesters this needs-based program is aimed at ensuring that each student is given every opportunity to attain the career opening or access the tertiary institution that is best suited to the abilities and aspirations of each individual.

The QCAA maintain an excellent careers website at:
https://studentconnect.qsa.qld.edu.au
Other websites include:
www.studyassist.gov.au
www.qtac.edu.au

Changes to senior schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile

Queensland students receive a Senior Education Profile from the QCAA when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a QCE or a QCIA. Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

Statement of results

The statement of results is a transcript of a student's learning account. It shows all contributing studies and the results achieved.

QCE

The QCE is Queensland's senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.

185412

Queensland Certificate of Education

For students completing Year 12 from 2020

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

For all Queensland schools

About the QCE

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

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

To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements, either at the completion of Year 12, or after they have left school.

QCE requirements

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

Set amount

20 credits from contributing courses of study, including:

- QCAA-developed subjects or courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern

12 credits from completed Core courses of study and 8 credits from any combination of:

- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard

Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy

Students must meet literacy and numeracy requirements through one of the available learning options.

More information

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

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

Set pattern

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student's learning account.

To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

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

COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Literacy • QCAA Short Course in Numeracy	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA

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

QCAA Short Courses • QCAA Short Course in Aboriginal & Torres Strait Islander Languages • QCAA Short Course in Career Education	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

Literacy & numeracy

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

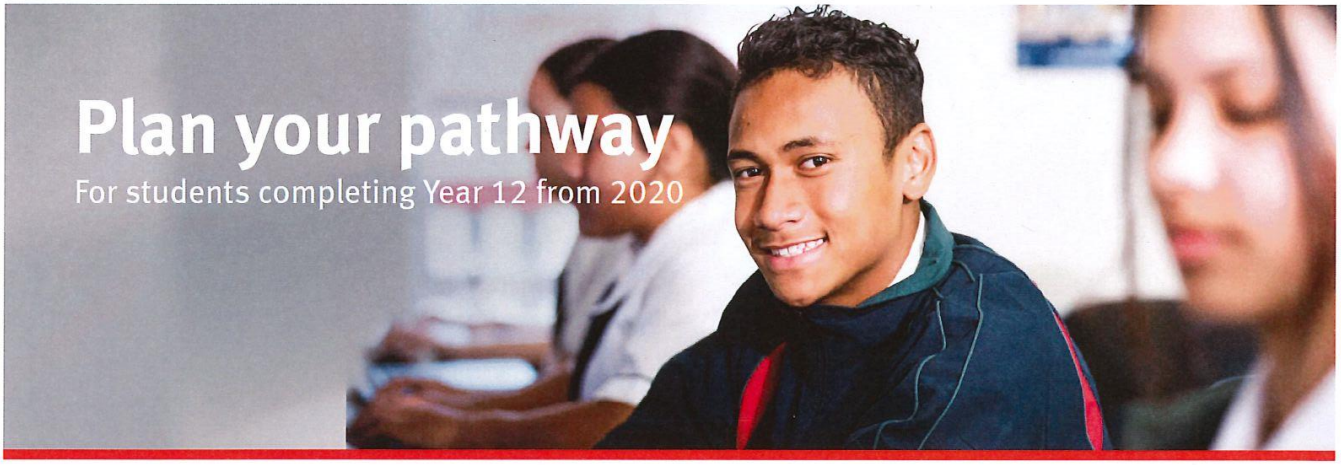
To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

Literacy

- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

Numeracy

- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSK20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements



Plan your pathway

For students completing Year 12 from 2020

1 Think about your abilities, interests and ambitions

Whatever you want to do when you leave school, you can choose from a wide range of senior secondary learning options to help you get there. Consider the subjects you're good at and you enjoy.

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

2 Check what you need for your QCE

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

3 Check tertiary entrance requirements and VET qualifications you may need

Tertiary entrance

To get into many tertiary courses, you'll need an Australian Tertiary Admission Rank (ATAR). To be eligible, you have to:

- satisfactorily complete an English subject
- complete 5 General subjects, or 4 General subjects + 1 Applied subject or VET course at Certificate III or above.

Some university courses also have other prerequisites.

VET

VET courses develop your skills and get you ready for work. When you study VET, you can leave school with:

- a statement of attainment (when you complete one or more units)
- qualification/s and a record of results (when you meet all the requirements).

4 Develop your plan

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

Queensland Government | QCAA Queensland Curriculum & Assessment Authority

180355

For all Queensland schools

New senior assessment and tertiary entrance systems in Queensland

A guide for parents

The Queensland Government is introducing new senior assessment and tertiary entrance systems.

The new systems will commence for students who enter Year 11 in 2019.

Commencement in 2019 will ensure teachers, students and parents have time to understand and familiarise themselves with the new arrangements. Students and parents will be aware of new senior subjects and assessment arrangements as they plan their senior subjects and pathways.

What are the key changes?

The new systems will include:

- a new senior assessment model that combines school-based assessment developed and marked by classroom teachers, with external assessment set and marked by the Queensland Curriculum and Assessment Authority (QCAA); and
- a move from the current Overall Position (OP) tertiary entrance rank to an Australian Tertiary Admission Rank (ATAR), as used by other Australian states and territories.

The reforms are the biggest change to senior education in more than 40 years.

Why change the current systems?

The senior assessment system in its current form began in the early 1980s, and the existing tertiary entrance system was introduced in 1992.

In 2014, a report by the Australian Council for Educational Research found that while the existing arrangements are serving Queensland students well, they will not be sustainable over the longer term.

What about students who will finish Year 12 under existing arrangements?

Families with students who will be completing school under the current system can be assured that their subject results and OP ranks are fair and reliable. The existing systems will in no way be compromised by the changes occurring from 2019.

May 2017
170187

ADVANCE QUEENSLAND

Queensland Government

New senior assessment and tertiary entrance systems in Queensland

A guide for parents

What will be different about senior assessment?

Year 12 students typically complete up to seven final assessments in each Authority subject. Under the new system, students will complete four assessments for each subject, leaving more time for teaching and learning.

In senior Authority subjects, three of these assessments will be school-based and one will be externally set and marked.

External assessments are designed to give an extra layer of information about what students have learnt and can do in a subject. They will generally contribute 25% towards a student's final result in most senior subjects. In mathematics and science subjects, they will generally contribute 50%.

New processes will also be used to strengthen the quality and comparability of school-based assessment. For example, under the new system, all school-based assessments will be endorsed by the QCAA before being used in the classroom.

What will be different about tertiary entrance?

Eligible students will be awarded an ATAR. The ATAR will replace the OP.

ATARs will be calculated by comparing student results using a process known as 'inter-subject scaling', as used in a number of other Australian jurisdictions. The current Queensland Core Skills (QCS) Test will be discontinued, allowing more time for subject-based teaching and learning.

A broader range of learning will be able to contribute to the ATAR than the OP.

What's the difference between the OP and the ATAR?

The ATAR is a finer grained rank order of students than the OP and is commonly used in other states and territories. It's a number between 0.00 and 99.95 with increments of 0.05, whereas the OP consists of 25 bands. The ATAR will be more useful in selecting students in very high demand courses in which most applicants hold the highest possible OP rank (an OP1).

How will ATARs be calculated?

ATARs will be based on five subjects, which can either be:

- five Authority subjects; or
- four Authority subjects, plus one vocational education and training qualification at Certificate III or above; or
- four Authority subjects, plus one Subject Area Syllabus subject.

Students will have to satisfactorily complete an English subject to be eligible for an ATAR, but their English result will not be a mandatory inclusion in the calculation of their ATAR.

How should students choose their subjects?

As in the current system, students should choose subjects according to their learning goals, and what they enjoy and are good at. They should pay close attention to the prerequisite requirements of the courses they are considering for tertiary study.

Will the Queensland Certificate of Education (QCE) continue?

The Queensland Certificate of Education (QCE) will remain as Queensland's senior school qualification. All eligible Year 12 graduates will be awarded a QCE now and in the future.

More information

More information about the transition to the new systems is available online on the Queensland Curriculum and Assessment Authority website at: www.qcaa.qld.edu.au

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