

Year 11 in 2020



Year 11 Subject Selection Guide

All Saints Anglican School



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INTRODUCTION

In this subject selection guide you will find detailed information on the courses being offered to All Saints Anglican School students from term 4, 2019. Please use this information to choose the subjects you would like to study in your Senior years.

All Students must study:

ONE Mathematics subject from: General Mathematics (General subject)
Mathematical Methods (General subject)
Essential Mathematics (Applied subject)

And **ONE** English subject from: English (General subject)
Literature (General subject)
Essential English (Applied subject)

In addition to the courses chosen, all Year 11 students will have one lesson per week in: Christian Living and Applied Cognitive Education.

SENIOR SUBJECTS

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.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) qualifications are suited to students who enjoy developing their knowledge and skills through practical learning.

Students can access VET programs in a variety of ways:

- Students may complete a course which is offered within the school timetable. Our School is an RTO and may deliver these courses or the course may be delivered on-campus by a third-party provider who is an RTO with whom the school has a partnership agreement; or
- Students may undertake a Certificate course which is offered off-campus
- Students may undertake a school-based apprenticeship or traineeship.

While Certificate III qualifications and higher can contribute to the ATAR calculation, Certificate and Diploma qualifications will also be accepted by some universities as meeting the academic entry requirements for some courses, separate to the ATAR. Each institution will have separate admission conditions and advice should be sought from the ASAS Careers Centre for specific details.

Completion of Vocational Education Courses contribute to the awarding of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

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 one of English, Essential English, Literature or English and Literature Extension (the QCAA English subjects on offer).

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.

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)

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 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.

GENERAL SYLLABUSES

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. Units 1 and 2 will consist of 2 pieces of assessment each that mirror the assessment items in Units 3 and 4.

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. From Units 1 and 2. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

In Units 3 and 4, students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

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 related 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.

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 at all schools
- Developed and marked by the QCAA according to a commonly applied marking scheme.

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

VOCATIONAL EDUCATION AND TRAINING (VET)

All Saints Anglican School has been recognised by the QCAA for its outstanding Vocational Education Programme. To see vocational education and training in action at All Saints please watch this video: <https://www.youtube.com/watch?v=BA3tZW-M800&feature=youtu.be>

Vocational Education and Training (VET) qualifications enable students to obtain nationally recognised qualifications under the Australian Quality Framework (AQF). Students completing a VET qualification while at school are learning skills that are relevant to industry needs and have pathways to employment and further education, including traineeships, apprenticeships and university study.

Assessment in VET qualifications is competency-based meaning that students develop skills to a level of competency and once they have demonstrated a consistent skill-level they are deemed competent. Students who are 'not yet competent' are provided with ongoing support and training to develop the required skills to a level of competence.

VET subjects benefit students in several ways including: developing work and generic employability skills, assisting with career planning and decision-making, providing a realistic understanding of the world of work and employer expectations, improving self-esteem, confidence and communication skills, enhancing employment prospects, and contributing towards future tertiary study.

Students completing VET qualifications will earn QCE points for each qualification. The number of credit points varies depending on the level of the qualification and the area of study. VET qualifications can also be used in the calculation of the ATAR (Certificate III and higher only).

The Australian Qualifications Framework (AQF) sets the criteria and descriptors for each AQF level. Qualifications which can be completed as part of the school curriculum are:

AQF LEVEL	EXPECTED LEVEL OF PERFORMANCE
Certificate I	Entry level, can perform skills with supervision in defined contexts
Certificate II	Can apply knowledge and skills with some accountability to the quality of own outcomes, limited autonomy and judgement required.
Certificate III	Can demonstrate knowledge and skills with discretion and judgement, can adapt and transfer skills and knowledge and can take responsibility for own and limited responsibility for others within established parameters.
Certificate IV	Can demonstrate knowledge and skills to specialised tasks or functions in known or changing contexts; can take responsibility for own and limited responsibility for others' outputs within limited parameters.
Diploma	Can demonstrate knowledge and skills with depth in some areas of specialisation, can transfer and apply theoretical concepts and skills in a range of situations; can take responsibility and act autonomously when performing complex technical tasks; can take initiative and make judgements to organise the work of self and others and plan, coordinate and evaluate the work of teams.

VET qualifications are industry specific (e.g. Business, Hospitality, Visual Art, Live Production and Events, Screen and Media). Each VET qualification has a specified number of units that must be successfully completed before the qualification can be awarded. The number of units varies depending on the qualification. The combination of the units is designed to place a student in the context of that industry. Each level represents the expected performance level of the student.

At All Saints we offer a range of Certificate I, II, III courses and Diploma courses, these options are included in the Subject Selection pages. A diverse range of vocational qualifications is also available off-campus and on-line. Information on these courses can be obtained from the Careers Centre.

APPLIED SYLLABUSES

Applied syllabuses are developmental four-unit courses of study.

Units 1 and 2 of the course of study 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 1 and 2 will consist of 2 pieces of assessment each that mirror the assessment items in Units 3 and 4.

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

Applied syllabuses do not use external assessment.

ESSENTIAL ENGLISH AND ESSENTIAL MATHEMATICS — COMMON INTERNAL ASSESSMENT

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

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

- Developed by the QCAA
- Common to all schools
- Delivered to schools by the QCAA
- Administered flexibly in Unit 3
- Administered under supervised conditions
- Marked by the school according to a common marking scheme developed by the QCAA

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

ASSESSMENT

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

Results are based solely on students' demonstrated achievement in the examinations. Results are reported as a mark and grade of A–E. For more information about results, see the QCE policy and procedures handbook, Section 10.

ALL SAINTS SENIOR SYLLABUSES

<p>Mathematics</p> <p>General</p> <ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics <p>Applied</p> <ul style="list-style-type: none"> • Essential Mathematics 	<p>English</p> <p>General</p> <ul style="list-style-type: none"> • English • Literature <p>Applied</p> <ul style="list-style-type: none"> • Essential English <p>General - Unit 3 & 4 only</p> <ul style="list-style-type: none"> • English & Literature Extension
<p>Business</p> <p>General</p> <ul style="list-style-type: none"> • Accounting • Business • Economics • Legal Studies 	<p>Creative Design</p> <p>General</p> <ul style="list-style-type: none"> • Food & Nutrition • Visual Art <p>Applied</p> <ul style="list-style-type: none"> • Fashion
<p>Health and Physical Education</p> <p>General</p> <ul style="list-style-type: none"> • Health • Physical Education 	<p>Humanities</p> <p>General</p> <ul style="list-style-type: none"> • Ancient History • Geography • Modern History • Philosophy & Reason • Chinese • French • Japanese <p>Senior External Examination only</p> <ul style="list-style-type: none"> • Chinese — full form characters • Other
<p>Performing Arts</p> <p>General</p> <ul style="list-style-type: none"> • Drama • Music <p>Applied</p> <ul style="list-style-type: none"> • Drama in Practice • Music in Practice <p>General - Unit 3 & 4 only</p> <ul style="list-style-type: none"> • Music Extension (Composition) • Music Extension (Musicology) • Music Extension (Performance) 	<p>Sciences</p> <p>General</p> <ul style="list-style-type: none"> • Biology • Chemistry • Physics • Psychology
<p>Technologies</p> <p>General</p> <ul style="list-style-type: none"> • Design • Digital Solutions • Engineering <p>Applied</p> <ul style="list-style-type: none"> • Industrial Technology Skills 	<p>VET - Vocational Education & Training</p> <ul style="list-style-type: none"> • Certificate III in Business BSB30115 • Certificate III in Hospitality SIT30616 • Certificate III in Sport and Recreation SIS30115 • Certificate III in Visual Arts CUA31115 • Diploma of Business BSB50215

GENERAL MATHEMATICS

GENERAL SUBJECT SELECTION

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

MATHEMATICAL METHODS

GENERAL SUBJECT SELECTION

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 <ul style="list-style-type: none"> • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1 	Further calculus <ul style="list-style-type: none"> • The logarithmic function 2 • Further differentiation and applications 2 • Integrals 	Further functions and statistics <ul style="list-style-type: none"> • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • 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			

ESSENTIAL MATHEMATICS

APPLIED SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- Comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none"> • Fundamental topic: Calculations • Number • Representing data • Graphs 	Money, travel and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Managing money • Time and motion • Data collection 	Measurement, scales and data <ul style="list-style-type: none"> • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data 	Graphs, chance and loans <ul style="list-style-type: none"> • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • 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): <ul style="list-style-type: none"> • Problem-solving and modelling task 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

LITERATURE

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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%

ESSENTIAL ENGLISH

APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

ENGLISH & LITERATURE EXTENSION

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 <ul style="list-style-type: none"> • Readings and defences Complex transformation and defence 	Exploration and evaluation <ul style="list-style-type: none"> • 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):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Extended response — reading and defence 		<ul style="list-style-type: none"> • Extended response — academic research paper 	
Summative internal assessment 2 (IA2):	20%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Extended response — complex transformation and defence 		<ul style="list-style-type: none"> • Examination — theorised exploration of unseen text 	

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 <ul style="list-style-type: none">• Accounting for a service business — cash, accounts receivable, accounts payable and no GST• End-of-month reporting for a service business	Management effectiveness <ul style="list-style-type: none">• Accounting for a trading GST business• End-of-year reporting for a trading GST business	Monitoring a business <ul style="list-style-type: none">• Managing resources for a trading GST business — non-current assets• Fully classified financial statement reporting for a trading GST business	Accounting — the big picture <ul style="list-style-type: none">• Cash management• Complete accounting process for a trading GST business• 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%

BUSINESS

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends to draw conclusions
- Evaluate business practices and strategies to make decisions and propose recommendations
- Create responses that communicate meaning to suit purpose and audience

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

ECONOMICS

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

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

OBJECTIVES

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

- Comprehend economic concepts, principles and models
- Select data and economic information from sources
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none">• The basic economic problem• Economic flows• Market forces	Modified markets <ul style="list-style-type: none">• Markets and efficiency• Case options of market measures and strategies	International economics <ul style="list-style-type: none">• The global economy• International economic issues	Contemporary macroeconomics <ul style="list-style-type: none">• Macroeconomic objectives and theory• 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): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — research report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

LEGAL STUDIES

GENERAL SENIOR SUBJECT

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 develop 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 <ul style="list-style-type: none">• Legal foundations• Criminal investigation process• Criminal trial process• Punishment and sentencing	Balance of probabilities <ul style="list-style-type: none">• Civil law foundations• Contractual obligations• Negligence and the duty of care	Law, governance and change <ul style="list-style-type: none">• Governance in Australia• Law reform within a dynamic society	Human rights in legal contexts <ul style="list-style-type: none">• Human rights• The effectiveness of international law• 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): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation — inquiry report	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

FASHION

APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Identify and interpret fashion fundamentals
- Explain design briefs
- Demonstrate elements and principles of fashion design and technical skills in fashion contexts
- Analyse fashion fundamentals
- Apply fashion design processes
- Apply technical skills and design ideas related to fashion contexts
- Use language conventions and features to achieve particular purposes
- Generate, modify and manage plans and processes
- Synthesise ideas and technical skills to create design solutions
- Evaluate design ideas and products
- Create communications that convey meaning to audiences

STRUCTURE

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

Core topics	Elective topics	
<ul style="list-style-type: none"> • Fashion culture • Fashion technologies • Fashion design 	<ul style="list-style-type: none"> • Adornment <ul style="list-style-type: none"> – Accessories – Millinery – Wearable art • Collections • Fashion designers 	<ul style="list-style-type: none"> • Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising

ASSESSMENT

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

- Two projects
- One extended response

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal: 3–6 minutes • Product: 1–4. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • Products 1–4

FOOD & NUTRITION

GENERAL SENIOR SUBJECT

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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

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

PATHWAYS

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

OBJECTIVES

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

- Recognise and describe food and nutrition facts and principles
- Explain food and nutrition ideas and problems
- Analyse problems, information and data
- Determine solution requirements and criteria
- Synthesise information and data to develop ideas for solutions
- Generate solutions to provide data to determine the feasibility of the solution
- Evaluate and refine ideas and solutions to make justified recommendations for enhancement
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

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):	20%	Summative internal assessment 3 (IA3):	30%
<ul style="list-style-type: none"> • Examination 		<ul style="list-style-type: none"> • Project — folio 	
Summative internal assessment 2 (IA2):	25%	Summative external assessment (EA):	25%
<ul style="list-style-type: none"> • Project — folio 		<ul style="list-style-type: none"> • Examination 	

VISUAL ART

GENERAL SENIOR SUBJECT

Our society operates on a fast and changing visual language. Visual Art provides students with opportunities to understand and appreciate the visual language and its foundations in past and present traditions and cultures.

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. This leads to individualised responses and ways of communicating by applying diverse materials, techniques, technologies and art processes.

Visual Art explores a diverse range of cultures and connections fostering an understanding of the opinions and practices of others.

PATHWAYS

Certainly, 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. However, more importantly an education in Visual Art connects students to their culture and provides them with an understanding of the visual language and the historic stem of contemporary imagery. This allows for deeper engagement with the visual.

An education in the Visual Arts can underpin many other vocations and provide a more holistic education.

OBJECTIVES

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

- Think creatively and approach tasks from a different perspective.
- Have confidence in their own ideas.
- Solve problems with persistence.
- Display perseverance in the completion of tasks.
- Have the ability to focus on a task and work through solutions.
- Communicate non-verbally.
- Understand and read the visual image that is so much a part of our lives.
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes.
- Justify viewpoints from their own perspectives.
- Realise responses to communicate meaning.
- Receive constructive feedback and use this to better their output

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • 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

Units 1 and 2 are structured and instructional. Yr 10 and 11 students will use a variety of media, both two and three dimensional to explore creative approaches to the visual image. They will be exposed to historic methods of visual communication as the basis for contemporary imagery making. Practical work will be both teacher directed, and student centred, leading to a personal body of work in Unit 2. Two written assessment items will prepare them for Year 12 and explore the practical themes.

In Units 3 and 4 students complete four summative assessments. The majority of this involves making artworks in a personalised manner, where the students chooses a personalised approach and medium.

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			

HEALTH

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Recognise and describe information about health-related topics and issues
- Comprehend and use health approaches and frameworks
- Analyse and interpret information about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Organise information for particular purposes
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none">• Alcohol (elective)• Body image (elective)	Community as a resource for healthy living <ul style="list-style-type: none">• Homelessness (elective)• Road safety (elective)• Anxiety (elective)	Respectful relationships in the post-schooling transition

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation — action research	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — extended response	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination	25%

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 <ul style="list-style-type: none"> • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> • 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%

ANCIENT HISTORY

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

STRUCTURE *(the highlighted units are the ones which will be offered at All Saints)*

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none">• Digging up the past• Ancient societies — Slavery• Ancient societies — Art and architecture• Ancient societies — Weapons and warfare	Personalities in their time <ul style="list-style-type: none">• Hatshepsut• Akhenaten• Xerxes• Perikles• Alexander the Great• Hannibal Barca• Cleopatra• Agrippina the Younger	Reconstructing the ancient world <ul style="list-style-type: none">• Thebes — East and West, 18th Dynasty Egypt• The Bronze Age Aegean• Assyria from Tiglath Pileser III to the fall of the Empire	People, power and authority <p>Schools choose one study of power from:</p> <ul style="list-style-type: none">• Ancient Egypt — New Kingdom Imperialism• Ancient Greece — the Persian Wars• Ancient Greece — the Peloponnesian War

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ancient societies — Technology and engineering • Ancient societies — The family • Ancient societies — Beliefs, rituals and funerary practices. 	<ul style="list-style-type: none"> • Nero • Boudica • Cao Cao • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<ul style="list-style-type: none"> • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

ASSESSMENT

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

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

Summative assessments

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%

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, marine biology, surveying, global security, economics, business, law, engineering, architecture, tourism, education, international development, 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 <ul style="list-style-type: none">• Natural hazard zones• Ecological hazard zones	Planning sustainable places <ul style="list-style-type: none">• Responding to challenges facing a place in Australia• Managing the challenges facing a megacity	Responding to land cover transformations <ul style="list-style-type: none">• Land cover transformations and climate change• Responding to local land cover transformations	Managing population change <ul style="list-style-type: none">• 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%

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 *(the highlighted units are the ones which will be offered at All Saints)*

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none">• Australian Frontier Wars, 1788–1930s• Age of Enlightenment, 1750s–1789• Industrial Revolution, 1760s–1890s	Movements in the modern world <ul style="list-style-type: none">• Australian Indigenous rights movement since 1967• Independence movement in India, 1857–1947• Workers' movement since the 1860s	National experiences in the modern world <ul style="list-style-type: none">• Australia, 1914–1949• England, 1707–1837• France, 1799–1815• New Zealand, 1841–1934• Germany, 1914–1945	International experiences in the modern world <ul style="list-style-type: none">• Australian engagement with Asia since 1945• Search for collective peace and security since 1815• Trade and commerce between nations since 1833

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Women’s movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991 • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • 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%

PHILOSOPHY & REASON

GENERAL SENIOR SUBJECT

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility. and collaboration and communication.

PATHWAYS

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

OBJECTIVES

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

- Define and use terminology
- Explain concepts, methods, principles and theories
- Interpret and analyse arguments, ideas and information
- Organise and synthesise ideas and information to construct arguments
- Evaluate claims and arguments inherent in theories, views and ideas
- Create responses that communicate meaning to suit purpose

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	Reason in philosophy <ul style="list-style-type: none">• Philosophy of religion• Philosophy of science• Philosophy of mind.	Moral philosophy and schools of thought <ul style="list-style-type: none">• Moral philosophy• Philosophical schools of thought	Social and political philosophy <ul style="list-style-type: none">• Rights• Political philosophy

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — extended response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Extended response — analytical essay	25%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — extended response	25%

CHINESE

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Comprehend Chinese to understand information, ideas, opinions and experiences
- Identify tone, purpose, context and audience to infer meaning, values and attitudes
- Analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- Apply knowledge of Chinese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- Structure, sequence and synthesise information to justify opinions, ideas and perspectives
- Use strategies to maintain communication and exchange meaning in Chinese

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
我的世界 My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	探索世界 Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of Chinese culture to the world	社会现象 Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Individuals in society	我的未来 My future <ul style="list-style-type: none">• 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

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
<i>Ma vie</i> My world <ul style="list-style-type: none">• Family/carers and friends• Lifestyle and leisure• Education	<i>L'exploration du monde</i> Exploring our world <ul style="list-style-type: none">• Travel• Technology and media• The contribution of French culture to the world	<i>Notre société</i> Our society <ul style="list-style-type: none">• Roles and relationships• Socialising and connecting with my peers• Groups in society	<i>Mon avenir</i> My future <ul style="list-style-type: none">• 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

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
私の暮らし My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	私の将来 My future <ul style="list-style-type: none"> • 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%

SENIOR EXTERNAL EXAMINATION LANGUAGES

The following languages are offered through Senior External Examination (SEE) syllabuses.

- Chinese — full form characters
- Korean
- Russian
- Vietnamese

ASSESSMENT

All assessment in these syllabuses will be based on the learning across both Units 3 and 4 and will be conducted through external examination.

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

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
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> • 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):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — practice-led project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Project — dramatic concept 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

MUSIC

GENERAL SENIOR SUBJECT

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

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

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

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the Music industry. In addition to traditional areas of performance and teaching, there is a growing industry in areas such as: music technology, sound engineering, music composition and arranging (particularly for film and games), music therapy, arts administration and creative industries.

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

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
• Performance		• Integrated project	
Summative internal assessment 2 (IA2):	20%		
• Composition			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination 			

DRAMA IN PRACTICE

APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Identify and explain dramatic principles and practices
- Interpret and explain dramatic works and dramatic meanings
- Demonstrate dramatic principles and practices
- Apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- Analyse the use of dramatic principles and practices to communicate meaning for a purpose
- Use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- Plan and modify dramatic works using dramatic principles and practices to achieve purposes
- Create dramatic works that convey meaning to audiences
- Evaluate the application of dramatic principles and practices to drama activities or dramatic works

STRUCTURE

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

Core	Electives
<ul style="list-style-type: none">• Dramatic principles• Dramatic practices	<ul style="list-style-type: none">• Acting (stage and screen)• Career pathways (including arts entrepreneurship)• Community theatre• Contemporary theatre• Directing• Playbuilding• Scriptwriting• Technical design and production• The theatre industry• Theatre through the ages• World theatre

ASSESSMENT

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

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

Project	Performance	Product	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the production of a design solution.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • Performance onstage (stage acting) <ul style="list-style-type: none"> – 2–4 minutes: individual – 1½–3 minutes: group • Performance onstage (screen acting) <ul style="list-style-type: none"> – 2–3 minutes: individual – 1½–2 ½ minutes: group • Performance offstage (directing, designing) <ul style="list-style-type: none"> – 4–6 minutes: individual (excluding actors delivering text) • workshop performance (other): variable conditions • product: variable conditions 	<ul style="list-style-type: none"> • Acting performance (stage) <ul style="list-style-type: none"> – 3–5 minutes: individual – 2–4 minutes: group • Acting performance (screen) <ul style="list-style-type: none"> – 2½–3½ minutes: individual – 2–3 minutes: group • Directing performance <ul style="list-style-type: none"> – 5–7 minutes: individual (excluding actors delivering text) 	<ul style="list-style-type: none"> • Variable conditions 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes.

MUSIC IN PRACTICE

APPLIED SENIOR SUBJECT

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Identify and explain music principles and practices
- Interpret music principles and practices
- Demonstrate music principles and practices
- Apply technical and expressive skills to performance and production of music works
- Analyse the use of music principles and practices in their own and others' music works
- Use language conventions and features to communicate ideas and information about music, according to context and purpose
- Plan and modify music works using music principles and practices to achieve purposes
- Create music works to communicate music ideas to audiences
- Evaluate the application of music principles and practices to music works and music activities

STRUCTURE

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

Core	Electives
<ul style="list-style-type: none">• Music principles• Music practices	<ul style="list-style-type: none">• Community music• Contemporary music• Live production and performance• Music for film, TV and video games• Music in advertising• The music industry• Music technology and production• Performance craft• Practical music skills• Song writing• World music

ASSESSMENT

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

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

Project	Performance	Product (Composition)	Extended response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the physical demonstration of identified skills.	A technique that assesses the application of skills to create music.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • Written: 500–900 words • Spoken: 2½–3½ minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • Performance: variable conditions • Product: variable conditions 	<ul style="list-style-type: none"> • Music performance: minimum of two minutes total performance time • Production performance: variable conditions 	<ul style="list-style-type: none"> • Manipulating existing sounds: minimum of two minutes • Arranging and creating: minimum of 32 bars or 60 seconds 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • Written: 600–1000 words • Spoken: 3–4 minutes • Multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes

MUSIC EXTENSION (COMPOSITION)

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 can establish a basis for further education and employment in the Music industry. In addition to traditional areas of performance and teaching, there is a growing industry in areas such as: music technology, sound engineering, music composition and arranging (particularly for film and games), music therapy, arts administration and creative industries.

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 <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• 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): • 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 (MUSICOLOGY)

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 can establish a basis for further education and employment in the Music industry. In addition to traditional areas of performance and teaching, there is a growing industry in areas such as: music technology, sound engineering, music composition and arranging (particularly for film and games), music therapy, arts administration and creative industries.

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 <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• 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): • 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)

GENERAL SENIOR SUBJECT

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 can establish a basis for further education and employment in the Music industry. In addition to traditional areas of performance and teaching, there is a growing industry in areas such as: music technology, sound engineering, music composition and arranging (particularly for film and games), music therapy, arts administration and creative industries.

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 <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• 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): • 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			

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

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

CHEMISTRY

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

STRUCTURE

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

PHYSICS

GENERAL SENIOR SUBJECT

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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			

PSYCHOLOGY

GENERAL SENIOR SUBJECT

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorder and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Students learn and apply aspects of the knowledge and skill 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 Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

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
- Communicates understandings, findings, arguments and conclusions

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none">• Psychological science A• The role of the brain• Cognitive development• Human consciousness and sleep	Individual behaviour <ul style="list-style-type: none">• Psychological science B• Intelligence• Diagnosis• Psychological disorders and treatments• Emotion and motivation	Individual thinking <ul style="list-style-type: none">• Localisation of function in the brain• Visual perception• Memory• Learning	The influence of others <ul style="list-style-type: none">• Social psychology• Interpersonal processes• Attitudes• Cross-cultural psychology

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Data test	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Research investigation	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Student experiment	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none">• Examination			

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 <ul style="list-style-type: none">• Experiencing design• Design process• Design styles	Commercial design <ul style="list-style-type: none">• Explore — client needs and wants• Develop — collaborative design	Human-centred design <ul style="list-style-type: none">• Designing with empathy	Sustainable design <ul style="list-style-type: none">• Explore — sustainable design opportunities• 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 <ul style="list-style-type: none"> • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • 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%

ENGINEERING

GENERAL SENIOR SUBJECT

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

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

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

PATHWAYS

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

OBJECTIVES

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

- Recognise and describe engineering problems, concepts and principles
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success criteria for engineering problems
- Synthesise information and ideas to predict possible solutions
- Generate prototype solutions to provide data to assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

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	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

INDUSTRIAL TECHNOLOGY SKILLS

APPLIED SENIOR SUBJECT

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

PATHWAYS

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

OBJECTIVES

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

- Describe industry practices in manufacturing tasks
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Select and apply production skills and procedures in manufacturing tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

STRUCTURE

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul style="list-style-type: none">• Industry practices• Production processes	Aeroskills	<ul style="list-style-type: none">• Aeroskills mechanical• Aeroskills structures
	Automotive	<ul style="list-style-type: none">• Automotive mechanical• Automotive body repair• Automotive electrical

Core topics	Industry area	Elective topics
	Building and construction	<ul style="list-style-type: none"> • Bricklaying • Plastering and painting • Concreting • Carpentry • Tiling • Landscaping
	Engineering	<ul style="list-style-type: none"> • Sheet metal working • Welding and fabrication • Fitting and machining
	Furnishing	<ul style="list-style-type: none"> • Cabinet-making • Furniture finishing • Furniture-making • Glazing and framing • Upholstery
	Industrial graphics	<ul style="list-style-type: none"> • Engineering drafting • Building and construction drafting • Furnishing drafting
	Plastics	<ul style="list-style-type: none"> • Thermoplastics fabrication • Thermosetting fabrication

ASSESSMENT

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

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

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

CERTIFICATE III IN BUSINESS BSB30115

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECT

The Certificate III in Business qualification enables students to learn what it takes to become a business professional. Students achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro-business opportunities are also explored.

Learning experiences include: problem-solving, leadership, innovation, teamwork, time management, risk control, financial literacy and micro-business opportunities.

This course is delivered by an All Saints Anglican School Trainer in partnership with Binnacle Training (RTO Code: 31319).

PATHWAYS

Graduates will be able to use their Certificate III in Business as an entry level qualification into all types of business settings (e.g. customer service; office administration; and business support roles); and to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business). The qualification also includes units covering First Aid and Responsible Service of Alcohol both which may be required for part time or fulltime work in hospitality, childcare, sport and recreation.

UNIVERSITY PATHWAYS

Certificate III qualifications are accepted by some universities (e.g. Griffith University) as meeting the entry requirements for some programmes. For details of courses where this qualification can be used please refer to the Director of Careers and VET. Griffith programmes for which this qualification is accepted can found [here](#).

A Certificate III qualification can also be used in the calculation of a student's ATAR.

OBJECTIVES

The objectives of this course of study are to:

- Develop skills and knowledge relative to working in a business environment
- Develop financial literacy skills
- Develop skills and knowledge to work effectively as part of a team
- Develop work-ready employment skills of time management, organisation, professionalism, work ethic, reliability, flexibility, initiative and leadership

STRUCTURE

The Certificate III in Business course consists of 12 units of competency. Each term students will develop knowledge and skills specific to a selection of those units.

Term	Topics of Study
Introduction Four, Year 10	<ul style="list-style-type: none">• Introduction to the Business Services and Travel/Tourism Industries• eLearning• Personal Work Priorities
One, Year 11	<ul style="list-style-type: none">• Contribute to team effectiveness

Term	Topics of Study
Two, Year 11	<ul style="list-style-type: none"> • Workplace Health and Safety
Three, Year 11	<ul style="list-style-type: none"> • Design and produce spreadsheets • Financial literacy – Be Moneysmart
Four, Year 11	<ul style="list-style-type: none"> • Social media tools
One, Year 12	<ul style="list-style-type: none"> • Create electronic presentations • Provide a service to a customer group • Report on service delivery
Two, Year 12	<ul style="list-style-type: none"> • Plan and develop business documents • Plan, draft and finalise promotional material

Programme Disclosure Statement (PDS)

This subject outline is to be read in conjunction with Binnacle Training's Programme Disclosure Statement (PDS). The PDS sets out the service and training products Binnacle Training provides, and those services carried out by the Partner School (All Saints Anglican School), including the delivery of training and assessment services. To access Binnacle's PDS, please refer to:

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

ASSESSMENT

Assessment for this subject is competency based. Competency based assessment involves the student continually learning and developing their skills and knowledge until competence is demonstrated. Practical skills are continuously being assessed via observation, role plays and case studies. Knowledge is assessed through multiple choice questioning, short response, and projects. Assessment is completed progressively over the duration of each term.

CERTIFICATE III IN HOSPITALITY SIT30616

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECT

The Certificate III in Hospitality provides students with the skills and knowledge to work in the hospitality industry. The Certificate provides students with entry points into hospitality careers both vocationally and through university pathways.

Students will study in areas of food and beverage service and cookery.

The study of cookery skills gives students foundation knowledge of food preparation and presentation and menu planning.

Students develop skills in food and beverage service which are useful for those students wishing to develop skills which are expected when working in event, hotel and convention management.

See our Hospitality classes in action at: <https://youtu.be/lbPH0cPfv3U>.

PATHWAYS

The skills learned in this subject prepare students for part-time and casual employment while at school and beyond. Students may choose to pursue further study in the field of hospitality management at university, private colleges or TAFE.

This subject also provides knowledge which is useful for students considering studying nutrition, dietetics, and event and hotel management at university.

Students may also pursue full-time traineeships and apprenticeships in hospitality operations, commercial cookery and patisserie.

UNIVERSITY PATHWAYS

Certificate III qualifications are accepted by some universities (e.g. Griffith University) as meeting the entry requirements for some programmes. For details of courses where this qualification could be used please refer to the Director of Careers and VET. Griffith programmes for which this qualification is accepted can found [here](#).

A Certificate III qualification can also be used in the calculation of a student's ATAR.

OBJECTIVES

The objectives of this course of study are to:

- Inspire in students a passion for food and beverage, either to work in a diverse range of roles in the hospitality industry or as a consumer of food and beverage
- Develop skills and knowledge to consistently prepare and present a range of dishes to industry standard
- Develop skills and knowledge to consistently provide exceptional food and beverage service
- Provide exceptional people skills, both through working as a team and through the provision of a consistently high standard of customer service
- Develop work-ready employment skills of time management, organisation, professionalism, work ethic, reliability, flexibility, initiative and leadership

STRUCTURE

The Certificate III in Hospitality programme is delivered in the School's training restaurant, Heavens Above. Students will learn and practice their skills in the restaurant, both in front of house and in the fully-equipped commercial kitchen. Students create and serve all food and beverage to industry standard.

To ensure students are able to develop their skills in a variety of hospitality settings, this course includes extensive practical experiences. Students will also participate in a range of excursions which are curriculum related and designed to further develop their knowledge and understanding of the industry.

In addition to working in the Heavens Above Restaurant, students will also undertake 10 days of industry placement in hospitality settings. The setting will depend on each students' interests and aptitudes and may include the many hotels, restaurants and cafes around the Gold Coast with whom we have strong relationships. Students' placements may include food and beverage service, event management or cookery.

The Certificate III in Hospitality course consists of 16 units of competency. Each term students will develop knowledge and skills around a Focus Topic.

Project	Focus Topic	Units of Competency
Introduction	Introduction to hospitality	SITXFSA001 Use hygienic practices for food safety SITHFAB002 Provide responsible service of alcohol
One, Year 11	Food and beverage skills	SITHCCC002 Prepare and present simple dishes SITHIND004 Work effectively in hospitality service SITHFAB007 Serve food and beverage
Two, Year 11	Coffee skills and service	SITHFAB005 Prepare and serve espresso coffee
Three, Year 11	Restaurant operations	SITHCCC005 Prepare dishes using basic methods of cookery SITXCCS006 Provide service to customers SITXCOM002 Show social and cultural sensitivity
Four, Year 11	Bar service	SITHFAB004 Prepare and serve non-alcoholic beverages SITXWHS001 Participate in safe work practices
One, Year 12	Working with others	SITXHRM001 Coach others in job skills
Two, Year 12	Hospitality industry knowledge	SITHIND002 Source and use information on the hospitality industry HLTAID003 Provide first aid
Three, Year 12	Teamwork in the hospitality industry	BSBWOR203 Work effectively with others

ASSESSMENT

Assessment for this subject is competency based. Competency based assessment involves the student continually learning and developing their skills and knowledge until competence is demonstrated. Practical skills are continuously being assessed via restaurant services including breakfasts, morning teas, lunches and dinner and in role plays. Knowledge is assessed through short response questioning, case studies and projects.

CERTIFICATE III IN SPORT & RECREATION SIS30115

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECT

The Certificate III in Sport and Recreation enables students to become competent in a range of essential sport and recreation skills including officiating games or competitions, coaching beginner participants to develop fundamental skills, communication and customer service in sport and using social media tools for participant engagement.

This course is delivered by an All Saints Anglican School Teacher in partnership with Binnacle Training (RTO Code: 31319).

PATHWAYS

Students completing this qualification can pursue a range of pathways including club level official and/or coach, outdoor recreation assistant, and sporting referee.

Students who are interested in careers in sport management, PE teaching, exercise science and physiology will enjoy the practical nature of this course which complements further study in these areas.

Graduates will be able to use their Certificate III in Sport and Recreation as a pathway to further study through Certificate IV, Diploma or a Bachelor qualification at university.

UNIVERSITY PATHWAYS

Certificate III qualifications are accepted by some universities (e.g. Griffith University) as meeting the entry requirements for some programmes. For details of courses where this qualification could be used please refer to the Director of Careers and VET. Griffith programmes for which this qualification is accepted can found [here](#).

A Certificate III qualification can also be used in the calculation of a student's ATAR.

OBJECTIVES

The objectives of this course of study are to:

- Develop skills and knowledge relative to working in a sport and recreation environment
- Develop officiating and coaching skills
- Ensure students are aware of the health and safety aspects of sport and recreation
- Develop skills and knowledge to work effectively as part of a team
- Develop work-ready employment skills of time management, organisation, professionalism, work ethic, reliability, flexibility, initiative and leadership

STRUCTURE

Programme delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of a range of sport programmes to real participants within the school community.

The Certificate III in Sport and Recreation course consists of 19 units of competency. Each term students will develop knowledge and skills specific to a selection of those units.

Term	Topics of Study
Introduction	<ul style="list-style-type: none"> • The Sport, Fitness and Recreation Industry • Introduction to anatomy and physiology • Developing officiating practices
One, Year 11	<ul style="list-style-type: none"> • Work, health and safety in sport and fitness • Delivering community sport programs • First Aid and CPR Certificate
Two, Year 11	<ul style="list-style-type: none"> • Customer service in the sport industry • Conducting modified games for a sport • Work effectively in the sport, fitness and recreation industry
Three, Year 11	<ul style="list-style-type: none"> • Conducting warm ups and cool downs • Using and maintaining equipment
Four, Year 11	<ul style="list-style-type: none"> • Developing coaching practices • Community coaching general principles accreditation
One, Year 12	<ul style="list-style-type: none"> • Planning and conducting non-instructional sessions • Facilitating groups
Two, Year 12	<ul style="list-style-type: none"> • Planning and conducting sport programs • Using social media tools for participant engagement
Three, Year 12	<ul style="list-style-type: none"> • Culminating sport and recreation activities

Programme Disclosure Statement (PDS)

This subject outline is to be read in conjunction with Binnacle Training's Programme Disclosure Statement (PDS). The PDS sets out the service and training products Binnacle Training provides, and those services carried out by the Partner School (All Saints Anglican School), including the delivery of training and assessment services. To access Binnacle's PDS, please refer to: <http://www.binnacletraining.com.au/rto.php> and select 'Binnacle RTO Files'.

ASSESSMENT

Assessment for this subject is competency based. Competency based assessment involves the student continually learning and developing their skills and knowledge until competence is demonstrated. Practical skills are continuously being assessed via observation of practical tasks and hands-on activities involving participants/clients, group work and practical experiences within the school sporting programs. Students will also keep a log book of practical experiences. Knowledge is assessed through multiple choice questioning, short response and projects. Assessment is completed progressively over the duration of each term.

CERTIFICATE III IN VISUAL ARTS CUA31115

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECT

The Certificate III in Visual Arts is a nationally accredited qualification that develops in individuals a range of visual art skills to facilitate creative practice and a responsibility for their own output in work and learning. This course provides foundation skills in four distinct areas of practice which may then be built on at an industry level or in further tertiary study.

This course is delivered by the All Saints Anglican School Registered Training Organisation (RTO Code: 30211).

PATHWAYS

Students wishing to study Visual Art at a tertiary level or to work in the Arts Industries would benefit from this course.

Graduates will be able to use their Certificate III in Visual Arts as a pathway to further study through Certificate IV, Diploma or Bachelor qualifications at university.

The skills developed in this course could also allow students to set up maker studios in their own homes as a source of income in the future. Small business craftspeople are on the increase and able to sell their product online.

UNIVERSITY PATHWAYS

Certificate III qualifications are accepted by some universities (e.g. Griffith University) as meeting the entry requirements for some programmes. For details of courses where this qualification could be used please refer to the Director of Careers and VET. Griffith programmes for which this qualification is accepted can found [here](#).

A Certificate III qualification can also be used in the calculation of a student's ATAR.

OBJECTIVES

The objectives of this course of study are to:

- Develop practical skills which facilitate employment or further study in the visual art areas.
- Work effectively in a cooperative and generative environment.
- Work with clients for successful outcomes.
- Develop work-ready employment skills of time management, organisation, professionalism, strong work ethic, reliability, flexibility, initiative and leadership.
- Work through processes to create productive and creative outcomes.
- Understand procedures and workflow.
- Develop confidence in their ability to produce outcomes and control timelines.

STRUCTURE

The Certificate III in Visual Arts course consists of 12 units of competency. During each project students will develop knowledge and skills specific to that medium.

Project	Project Name	Units of Competency
One	Basic Darkroom Photography	BSBWHS201 Contribute to the health and safety of self and others CUAPHI305 Use wet darkroom techniques to produce monochrome photographs
Two	Digital Photography	CUAPPR302 Document the creative work progress CUAPHI302 Capture photographic images
Three	Painting Processes	CUAACD201 Develop drawing skills to communicate ideas BSBDES301 Explore the use of colour
Four	Studio Painting	CUAPAI301 Produce paintings
Five	Ceramics Processes	CUARES301 Apply knowledge of history and theory to own arts practice
Six	Studio Ceramics	CUACER301 Produce ceramics PMC552030C Operate a firing kiln
Seven	Studio Printmaking	CUTPPR301 Produce creative work CUAPRI301 Produce prints

ASSESSMENT

Assessment for this subject is competency based, this involves the student continually learning and developing their skills and knowledge until competence is demonstrated.

Assessment will be progressively and continuously be gathered throughout the duration of the course. Students will be assessed on their knowledge and application of practical skills in a simulated workplace environment. Observation, questioning, practical products and documentation will be a part of this process.

This course includes arts-based experiences in the form of gallery visits and artist-in-residence workshops which may take place outside normal timetabled school hours.

DIPLOMA OF BUSINESS BSB50215

VOCATIONAL EDUCATION & TRAINING (VET) SUBJECT

The Diploma of Business is a nationally accredited qualification. The Diploma of Business subject will provide a broad understanding of contemporary business practices which can be used in a variety of entry level management positions in both the public and private sectors.

The Diploma of Business is also a pathway to the study of Business and other related fields at university.

Students must be prepared to engage, contribute and participate during all classes and model the behaviours expected in a business environment. Classes are structured around business principles and behaviours and students are expected to take a business-like approach to their learning and development.

Students will need to have good time management skills and be able to write academically. This course is similar to a first-year university programme and therefore students should be prepared for rigorous assessment.

This course is delivered by Prestige Service Training (RTO Code: 31981).

PATHWAYS

Students completing the Diploma of Business will have a strong, fundamental knowledge of the world of business which will serve them well in all careers not only business roles.

Students may also choose to seek part-time or full-time employment in a business environment upon completion of Year 12 in entry level roles in marketing, finance, project management and human resources.

UNIVERSITY PATHWAYS

Diploma qualifications are accepted by some universities (e.g. QUT* and Griffith University) as meeting the entry requirements for some programmes. For details of courses where this qualification could be used please refer to the Director of Careers and VET. Griffith programmes for which this qualification is accepted can found [here](#).

The Diploma of Business provides pathways to studying Business at some universities, with some institutions offering up to four subject credits dependent on the course chosen and units completed within the Diploma.

A Diploma qualification can also be used in the calculation of a student's ATAR.

*Students must receive an ATAR in order to use the Diploma for entry to QUT.

OBJECTIVES

The objectives of this course of study are to:

- Prepare students to be knowledgeable in relation to the business world
- Develop knowledge regarding the management skills required to work in a business environment.
- To build practical skills and knowledge that may lead to employment in a business setting.
- Develop work-ready employment skills of time management, organisation, professionalism, strong work ethic, reliability, flexibility, initiative and leadership.

COURSE STRUCTURE

The Diploma of Business course consists of 8 units of competency. The course is delivered over five terms. The Diploma of Business is delivered within the normal school timetable. Students will have four lessons, three lessons will be delivered by a Trainer (2 x 1 hour lesson and 1 x 40 minute lesson). The remaining lesson will be a Diploma Study Period during which students will work independently on set work or assessments.

APPLICATION PROCESS

Entry to the Diploma of Business is by application. The application process includes:

- Work Placement – 5 days during December/January school holidays
- Work Placement Report – to be completed following the work placement
- Application Form
- Unit One Subject Results

Students will choose six school subjects for Unit One. Following completion and submission of all the above information at the start of Term 1 2020, students will be advised mid-Term One as to whether they have been accepted into the programme. Successful students will drop a subject at the end of Unit One to commence the Diploma of Business in Term Two. Unsuccessful students will continue with their originally chosen six subjects.

Students will indicate on the Subject Selection Form if they intend to apply for the Diploma of Business. Students and parents will be invited to an Information Session during Term Four where the application process, and the Diploma of Business subject generally, will be explained in detail.

Project	Project Name	Units of Competency
One	• Time Management	BSBWOR501 Manage work priorities and professional development
Two	• Manage Meetings	BSBADM502 Manage meetings
Three	• Marketing	BSBMKG501 Identify and evaluate marketing opportunities
Four	• Recruitment	BSBHRM506 Manage recruitment selection and induction processes
Five	• Budgets and Financial Plans	BSBFIM501 Manage budgets and financial plans
Six	• Document Design	BSBADM506 Manage document design and development
Seven	• Project Work	BSBPMG522 Undertake project work
Eight	• Continuous Improvement	BSBMGT516 Facilitate continuous improvement

ASSESSMENT

Assessment for this subject is competency based. Competency based assessment involves the student continually learning and developing their skills and knowledge until competence is demonstrated.

Assessment will be a combination of demonstrated evidence through questioning, short responses, case studies and practical, work-based assessment.

COST

As the course is delivered by an external training organisation the cost for this subject is \$1990. Prestige Service Training have a number of payment options which are provided at enrolment. Payment is made directly to Prestige Service Training.