St Ursula's College
TOOWOOMBA

YEAR 11 and 12
SUBJECT HANDBOOK

2024 - 2025

CRICOS No. 03033M

Culture Statement

St Ursula's College, a Catholic educational and residential community in the Ursuline tradition, is dedicated to theeducation and care of young women.

We strive to create learning opportunities that will encourage students to take responsibility for their own thinking and learning, so that they may become more resourceful and empathetic young women who seek:

- the development of a personal faith and spirituality
- participation and leadership in all facets of today's and tomorrow's world.

The challenge for all is to model relationships within and beyond our community based on:

- mutual respect
- tolerance and acceptance
- care for the individual and the environment
- interdependence and collaboration
- service

so that our students, growing in wisdom, justice and integrity will contribute responsibly to their owntransformation and that of society.

Vision

St Ursula's College is empowering courageous and compassionate young women of integrity to shape the future.

Mission

To contribute responsibly to the transformation of ourselves, others and society.
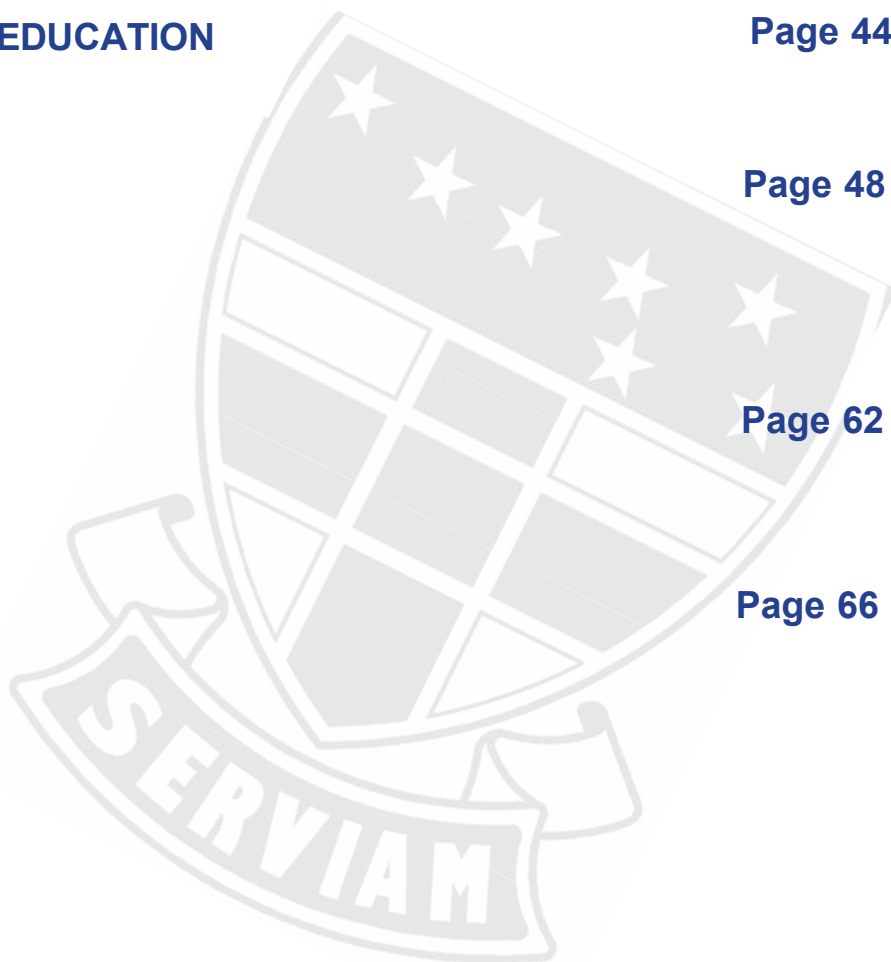
Our Values

The values of our College are at the heart of everything we do.

- Service
- Courage
- Compassion
- Justice
- Respect

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Academic Care

At St Ursula's College, education is focused on both the *heart and mind* and therefore we believe girls learn best when they feel safe, nurtured, and valued. One of the important ways we address this is by the value we place on the role of Academic Care in the College. It underpins all we do both within the classroom and outside. It is the College's response to the understanding that each student and her development are the focus of all activities which take place in the College.

To ensure that your daughter is supported and encouraged in all aspects of her development, **pastoral care and academic progress are inextricably linked through the Academic Care structures that are in place.**

The Pastoral Care teacher is a very important part of this structure – this person is the link between home and the College. This person meets with students on a daily basis to work on helping them to become responsible, autonomous people who are able to achieve and maintain quality relationships.

Heads of Faculties work with subject teachers to develop quality learning environments where students enjoy learning, are motivated, self-directed and feel empowered to take risks as learners. Heads of Years provide learning experiences and activities that develop relationships that allow all students to feel valued, safe and supported and encourage and promote opportunities for students to develop leadership skills, and support student involvement in other aspects of College life, e.g. Service groups.

A team of staff including Deputy Principal, Director of Learning and Teaching, Assistant Principal – Pastoral Care, and Heads of Year are ably assisted by our College Counsellors, Learning Enrichment staff (including EALD), Careers Adviser and Director of Vocational Education.

Our goal for your daughter is that she feels valued and safe at the College and in the greater community. We aim to achieve this by providing her with a skill set that includes resilience, confidence, interdependence, respect for others and themselves. We hope she will become more resourceful and empathetic as she navigates her way through high school life.
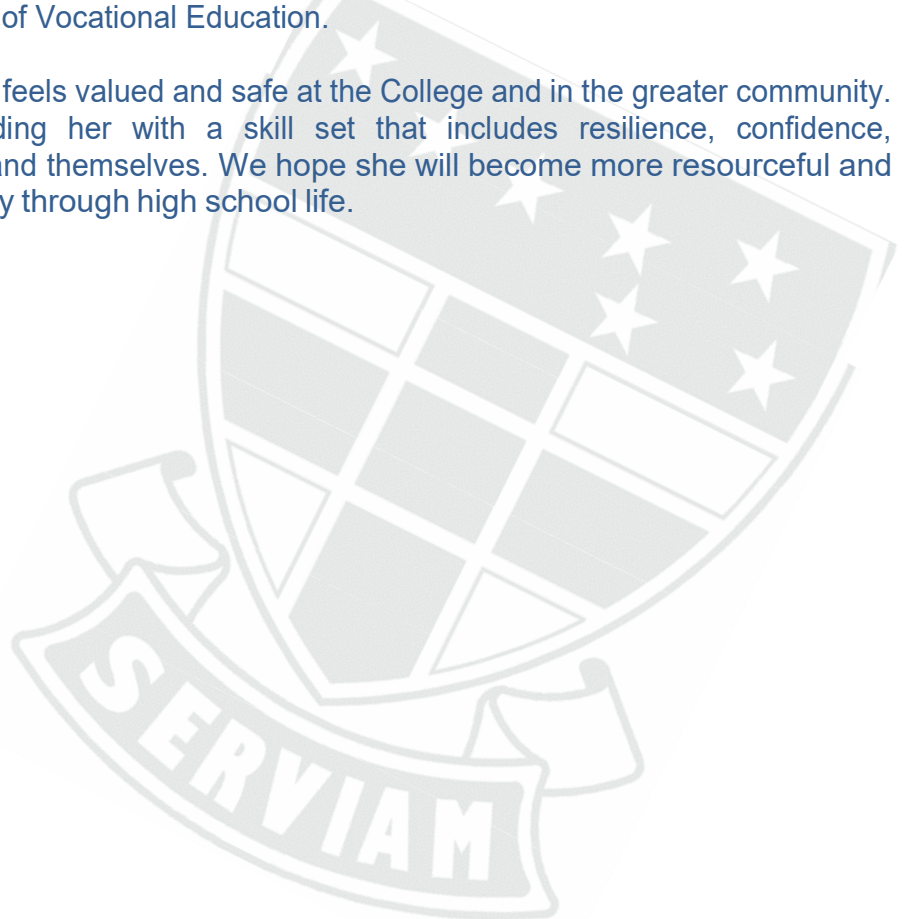
College Framework for Curriculum and Learning

At St Ursula's College, 'curriculum' embodies all of the learning experiences of our students, both inside and outside of the classroom. All learning experiences are designed for a girl's education within a community that is connecting with life in the twenty-first century.

Transformative Learning for Young Women

Learning at St Ursula's College is framed as 'transformative learning' for contemporary young women within the context of a hopeful and faith-filled community. At St Ursula's College "…we actively foster a love of learning for a lifetime of purposeful engagement in the world of the twenty-first century. Teaching is learner centered. The potential of each learner is nurtured and challenged to enable full and transformative participation in the world." Students and teachers seek learning opportunities that embrace positive change (transformation); emphasise our connection with the sacred, with others and with our world; and challenge us to service, reflection, and action.

Our community connects with life through

- Confident Innovation
- Reflection and Responsiveness
- Individuality and Interdependence
- Service and Justice

Key Characteristics of Teaching and Learning at St Ursula's College

- A vibrant Professional Learning Community that seeks learner-focused pedagogical excellence
- An integrated holistic approach with a focus on academic rigor and deep disciplinary learning
- A diverse curriculum with emphasis on design, creativity, and collaboration
- Learning that foregrounds the importance of caring for the individual and relationships based on mutual respect, tolerance, and acceptance
- An integrated service and justice approach including a particular emphasis on women, the environment and future sustainability
- Innovative, sustainable approaches to enhancing the human, physical and technological resources that will support twenty-first century thinking and learning

Transformative Learning at St Ursula's College

Key objectives:

Transforming self: From girl to young woman - connecting spiritually, intellectually, socially

Each student is viewed as a unique individual whose journey through St Ursula's College will foster strong academic and thinking skills, self-discovery, and personal integrity.

We will nurture, guide and challenge her to:

- Learn with the heart as well as the mind
- Develop her personal faith and spirituality
- Understand that learning can be both rigorous and enjoyable; that it is lifelong and life-wide
- Take personal responsibility for her own learning so that she may reach her highest potential
- Discover and develop her individual interests, gifts and talents - creative, vocational, intellectual, physical and social
- Focus on the attitudes and perceptions and habits of mind that enable positive and productive thinking and learning
- Learn collaboratively with respect for others' background, ideas and perceptions
- Think deeply and critically, respond reflectively, and innovate confidently
- Extend and refine her knowledge and skills so that she may become a well-informed, highly skilled, and confident contributor to her world
- Use her knowledge and skills meaningfully in the service of others, her community and her world

Transforming her community: Young women - connecting & contributing

Each student at St Ursula's College is an integral member of the College and wider community – a hopeful and faith-filled community that is connecting with life.

We will nurture, guide and challenge her to:

- Develop and foster healthy, life-giving relationships for personal and communal resilience
- Be responsive to, and affirming of, the stories, skills, and talents of others
- Respect and celebrate diversity – one's own individuality, the individuality of others and the value of interdependence
- Integrate and extend her knowledge, understanding and skills through meaningful relationships with others and within her community
- Seek, initiate, and engage with service learning opportunities
- Confidently seek innovative solutions to community issues – particularly with respect to issues of justice, sustainability, the environment, and women
- Become a resourceful and empathetic young woman who seeks participation and leadership in her community
- Know, tell, and celebrate the core stories of our community … the stories of Jesus, St Ursula, Angela Merici, the College and the Ursuline story
- Understand her place, responsibility, and potential as a member of the global community of Ursuline educated young women
- Seek authentic links and partnerships within the College community, the community of Ursuline schools and her wider community

Transforming her world: Young women making a difference – connecting with life

Learning at St Ursula's College is designed to equip each young woman with the desire, confidence, knowledge, and skills for purposeful engagement in her world – initially as a student but primarily for life beyond school.

We will nurture, guide, and challenge her to be:

- A resourceful and empathetic young woman who seeks participation and leadership in the world beyond school
- A capable and confident young woman who continually seeks opportunities for lifelong and life wide learning and service
- A young woman, who discovers, sustains, and celebrates positive life-giving relationships
- A woman whose life work incorporates service, justice, sustainability, care for others and the environment
- A woman who seeks to empower and enable others to transform themselves, their community, and their world
- A woman of wisdom, justice and integrity who is purposefully connecting with others and with life - in all its diversity, richness, and most sacred forms.

The St Ursula's College Curriculum and Learning Framework underpins all curriculum decision-making and planning processes. As we seek to fulfil these objectives, we build upon the legacy and example of St Angela Merici. As Angela faced new challenges by looking for new and transformative possibilities, so too is the St Ursula's College community called to ensure that the young women in our care are offered a nurturing, challenging and hopeful educational environment so that they can learn, grow, and develop the skills and confidence to positively transform their world.

The Senior Curriculum

The senior curriculum builds on the solid educational foundations students have experienced at St Ursula's College. The extensive junior curriculum and dedicated teachers have provided opportunities for balanced and broad experiences and also cater for individual needs, gifts and talents. Students are better prepared to seek subjects and experiences in the senior school that will optimise their skills and talents, provide scope for increased depth and specialisation, and prepare them well for future career pathways.

The senior curriculum at St Ursula's College is multi-faceted and allows significant opportunity for choice and flexibility. Each student is encouraged and challenged to do her best and to be her best.

In order to make the most of available opportunities it is important for each student to map out a personal learning pathway through the senior phase of schooling.

Much reflection, planning, information and advice is necessary to facilitate decision-making as students search for pathways through the senior phase of learning.

In making choices for the senior phase of learning it is important to identify learning types /pathways/ subjects which:

- you enjoy
- reflect your ability and/or aptitude
- reflect your interests
- meet the prerequisites of your intended pathway
- provide appropriate challenge and engagement … to stretch your boundaries … to make the most of your capabilities
- allow you to meet your career and employment goals
- keep your options open
- develop skills, knowledge and attitudes useful throughout life
- strike a balance
- allow time for you to meet your outside school commitments

It is important to choose carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Stages in the Senior Phase of Learning
Listed below are the key aspects and stages of the senior phase of learning.

1. Career Planning
2. Registration
3. Learning Account
4. Possible Year 12 Outcomes:
   - Statement of Results
   - Queensland Certificate of Education (QCE)
   - Australian Tertiary Admission Rank (ATAR)
   - Queensland Certificate of Individual Achievement (QCIA)
   - Vocational Education and Training (VET) Certificate/s

1.   Career Plan

Each student needs to identify and plan what she will study during the Senior Phase of Learning. At St Ursula's this planning formally begins in Year 10 when students have the opportunity to engage with Career Avenues Profiling or complete their Careers Personality Report, in preparation for the Senior Education & Training Plan (SET Plan). Interviews will be conducted in Term 3 where staff from the College, students and parents will work together on the formulation and development of the SET plan.

2.   Registration

Registration for the QCE (Queensland Certificate of Education) occurs when students are enrolled in Year 10, either at St Ursula's College or any Queensland secondary school. The Queensland Curriculum and Assessment Authority (QCAA) maintains records including name, address, date of birth, sex and the Intended Learning Option (ILO). Registration automatically opens an individual learning account and a Learner Unique Identifier (LUI) is allocated to each student. At St Ursula's College students are registered through the central administration system by the College staff.

3.   Learning Account

An individual, online learning account records a student's progress towards a Queensland Certificate of Education (QCE). It records what, where and when learning is undertaken during the senior phase of learning and the results that have been achieved. The learning account is viewed online through the student portal on the myQCE website at https://myqce.qcaa.qld.edu.au/. To access their account, students need their LUI (Learner Unique Identifier) number and password.

4.   Possible Year 12 Outcomes

Year 12 students are eligible to achieve one or more of the following:

- a Statement of Results: This reports all learning undertaken and the results achieved during the senior phase of learning.
- a QCE (Queensland Certificate of Education): This confirms a significant amount of learning at a set standard, which meets literacy and numeracy requirements.
- an Australian Tertiary Admission Rank (ATAR): 2000 point scale (99.95 to 0). This indicates a measure of ATAR student's overall position compared to other ATAR students used for University Entrance.
- a QCIA (Queensland Certificate of Individual Achievement): This certifies achievements by students with special needs on individualised learning programs.
- a VET Certificate (Vocational Education & Training): This certifies competence in a course or qualification level for an area of Vocational Education and Training.
- Each student is viewed as a unique individual whose journey through St Ursula's College will foster strong academic and thinking skills, self-discovery and personal integrity.

Queensland Certificate of Education

Legal Requirements for Young Queenslanders
- students stay at school until they finish Year 10 or turn 17, whichever comes first
- after that, if not working at least 25 hours per week, young people need to:
- stay in education or training for 2 more years:
      - get a QCE
      - get a Certificate III vocational qualification or higher
      - turn 17,
whichever comes first
- there is an exception for young people working at least 25 hours per week
- all young people must be registered with the QCAA in Year 10 or in the year before turning 16

Why a Queensland Certificate of Education?
The QCE:
- aims to meet everyone's needs, including those students who would normally have left school after Year 10
- is not a "one size fits all" approach to learning
- is about tailoring a package of learning, i.e. what, when and how each individual student learns to meet their individual needs

How does the QCE work?
- a significant amount of learning
- at a set standard of achievement
- in a set pattern
- a literacy and numeracy requirement
- greater flexibility in
     - what
     - where
     - when
learning can occur
- based on students successfully completing 20 credits

A significant amount of learning

The student has achieved:
- a minimum of 12 credits from completed core

Core courses of study
- up to four credits from the Preparatory category of learning
- up to eight credits from the Complementary category of learning
- credits within the VET limit rules

Assessment Policy

PLEASE NOTE that, as per QCAA Guidelines, assessment tasks must be submitted **ON or BEFORE the Due Date** and students must fulfil all requirements of the course to gain credit for QCE or have the subject count towards ATAR/STATEMENT OF RESULTS.

The Senior Assessment Policy is included in student diaries.

IMPORTANT NOTE

Although all proposed subjects have been listed in this handbook, courses offered will be dependent upon adequate resourcing, the numbers of students choosing the subject and current accreditation/ registration. In order for some subjects to run, it may be that there will be a composite class of Year 11 and Year 12 students.

Find out more about the QCE
Contact the Queensland Curriculum and Assessment Authority:
Web: www.qcaa.qld.edu.au
Phone: (07) 3864 0299
Email: qce@qcaa.qld.edu.au

Learning Options Available in the Senior Phase of Learning at St Ursula's College

1. General Subjects (ATAR Subjects)

• General Mathematics • Mathematical Methods • Specialist Mathematics • English • Literature • Geography • Legal Studies • Modern History • Business • Design • French	• Dance • Music • Visual Art • Health • Physical Education • Physics • Chemistry • Biology • Study of Religion • Drama • Film, Television & New Media

2. Applied Subjects

• Essential Mathematics • Essential English • Tourism	• Media Arts in Practice • Visual Arts in Practice • Religion & Ethics

3. General Extension Subjects (ATAR Subjects)

• Music Extension: Units 3 and 4 ONLY

4. Vocational Education and Training Qualifications

Registered Training Organisation	Delivering
• St Ursula's College, Toowoomba (30031) • Aurora Training Institute (32237) • Binnacle Training (31319) • Binnacle Training (31319)	• SIT20316 Certificate II in Hospitality • SIT30616 Certificate III in Hospitality • SIS30115 Certificate III in Fitness • SIS20115 Certificate II in Sport and Recreation

5. School-Based Traineeships/Apprenticeships (SBA)

School-based apprenticeships and traineeships allow students to train and undertake paid work in a chosen traineeship or apprenticeship industry while still studying at school. These will contribute up to 8 credits towards the QCE. As well as paid work, the trainee/apprentice will undertake specialised training in the chosen area to build on the skills learned at the workplace. This formal training may be delivered at work, at the College or with an external training provider. The mode of delivery can vary depending on the training provider.

What are the benefits of a School-Based Traineeship or Apprenticeship?
• Credit towards a QCE
• A head start in the job market
• Completion or progress towards the completion of a vocational qualification
• Paid employment for the time spent at work
• Training with a registered training organisation
• A smoother transition from school to work
• First-hand experience in the industry
• Vocational qualification as a pathway to tertiary education, such as diploma courses

Further, the following should be noted:

- A school-based traineeship or apprenticeship requires a training agreement to be signed. This is a contract committing the trainee and the employer to the apprenticeship or traineeship.
- The traineeship may be completed after Year 12. An apprenticeship will be completed after school.
- Transport to work and/or training in and out of school hours may be an added cost and is the responsibility of the student.
- Students who enrol in a School-Based Traineeship or Apprenticeship will consult with the Director of VET and Director of Learning & Teaching to obtain a study line.

Students interested in pursuing an SBA should do the following:

a) Find out what school-based apprenticeships and traineeships there are to choose from. There are many new ones!
b) Talk to people working in different jobs to find out about the skills they use and where they work.
c) Get advice from College staff who can help – eg Director of VET; Careers Adviser.
d) Get experience in the areas you are interested in through volunteer, part-time or holiday jobs or through work experience, structured work or industry placement.

6. TAFE

TAFE Queensland Darling Downs and Southwest offers a variety of Certificate II, Certificate III and Accelerate qualifications through the TAFE in Schools program. There are fees associated with some courses. Enrolment is usually in Term 3 of the previous year. Most courses start in Year 11 and continue throughout Year 12; however, some are only one year in duration.

7. University Courses

These are available to students on approval of application and as per arrangement with the university. USQ Head Start programs are available to students in Year 10, 11 or 12 who have achieved a B+ average semester or unit results.

8. Work Experience

Students are encouraged to undertake some work experience. Students usually arrange their own employer, in consultation with our Director of VET, for approximately one week of work experience. This is usually during the school holidays. Work experience allows students to gain an awareness of the work to be performed within a particular role. The College covers insurance and workers' compensation costs for employers. A letter outlining the program is available to students and prospective employers.

Industry placement is a requirement of some VET qualifications. The hours and length of time may vary depending on the requirements of the training package and VET staff will discuss this in detail with the students. Students will be required to complete an Industry Training Log Book to record experience and for the employer to verify and sign off.

9. Other

St Ursula's College is keen to support flexibility and offer opportunities to suit the needs of our students when suitable resources are available.
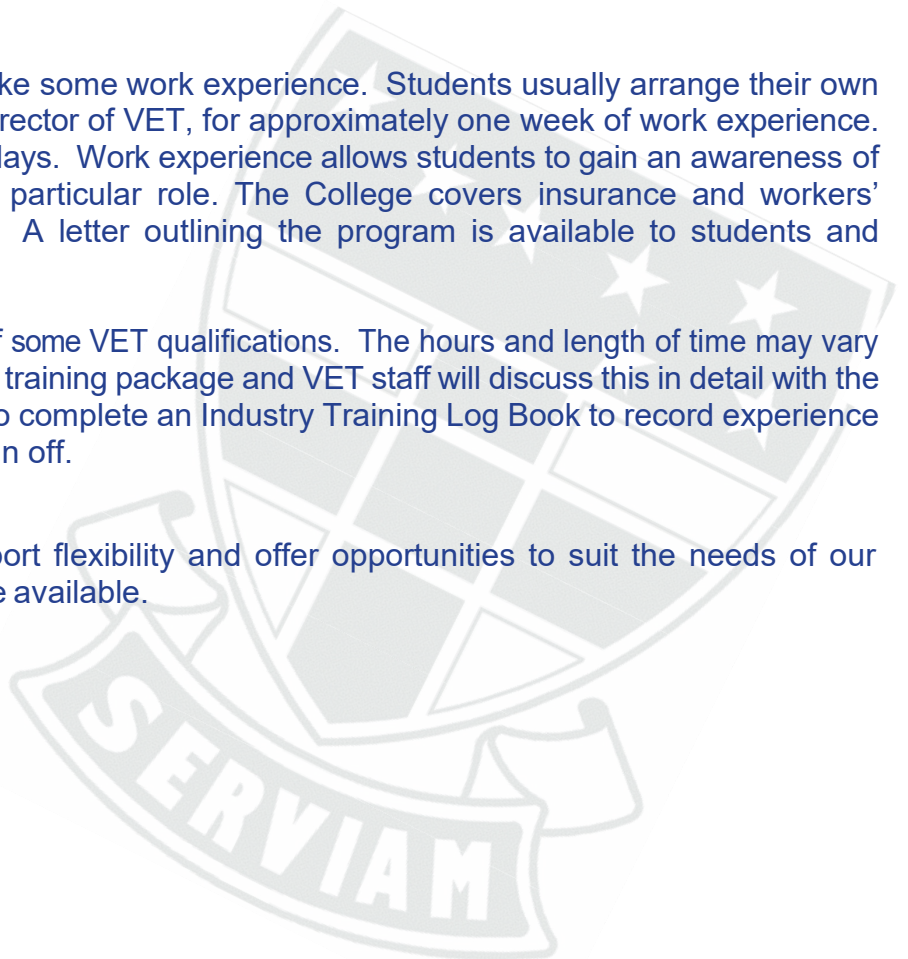
Planning Your Pathway

At the College, we acknowledge the different pathways and aspirations of the diverse needs of our learners. Therefore, the number of subjects studied may vary depending on each student's needs and goals. We actively encourage all stakeholders to engage in conversations that will be formalised in the SET plan interviews which shall occur in Semester Two, 2022 to help clearly identify the best pathways for each learner.

There are some **MANDATORY** subject parameters for St Ursula's students entering Year 11 in 2023.

• Must complete Units 3 and 4 of an English Subject (ATAR requirement)
• Must complete either Study of Religion or Religion and Ethics
• Must complete Units 3 and 4 of a Mathematics Subject (General or Applied)

With this recognised, we ask that students select from ONE of the THREE subject combination options outlined as follows:

Option 1 (Atar Students)
• 5 General Subjects + Religion and Ethics OR
• 5 General Subjects + Study of Religion OR
• 5 Subjects (combination of 4 General +1 Applied or VET Certificate {III or higher}) + Religion and Ethics OR
• 5 Subjects (combination of 4 General +1 Applied or VET Certificate {III or higher}) where 1 General is Study of Religion

Option 2 (Non-Atar Students)
• Religion and Ethics+ Combination of General/Applied and Vocational Education Offerings

Further Information
1. **Support People at St Ursula's College**
There are many people available to assist you at the College. They include the following:

• Deputy Principal
• Director of Learning and Teaching
• Careers Adviser
• Director of Vocational Education & Training
• Pastoral Care Teacher
• Subject Teachers and Heads of Faculty
• Director of Learning Enrichment
• College Counsellor

2. **Useful Websites**
The following sites can provide useful information, and lead you to other sites:

• Queensland Curriculum Assessment Authority: http://www.qcaa.qld.edu.au
• QTAC: http://www.qtac.edu.au
• My Future: http://www.myfuture.edu.au
• MyQCE: https://myqce.qcaa.qld.edu.au/
• TAFE Queensland: http://www.tafe.qld.gov.au
• St Ursula's College Careers Website: This website has excellent links to related resources
  http://www.st-ursulacareers.com/

To gain a QCE students need

an *AMOUNT of LEARNING*
20 credits

at a *SET STANDARD*
Sound Achievement, Pass or equivalent

in a *SET PATTERN*
at least 12 credits from completed Core courses of study + **an additional 8 credits from a combination of any courses of study** + **meet literacy and numeracy requirements.**

Working towards a QCE

About the QCE

The Queensland Certificate of Education (QCE) is Queensland's senior schooling qualification.

- The QCE is awarded to eligible students — usually at the end of Year 12.
- Students can still work towards a QCE after Year 12 or if they leave school.
- Learning options are grouped into four categories (see opposite).
- The QCE offers flexibility in what, where and when learning occurs.

How the QCE works

To achieve a QCE a student needs 20 credits in a set pattern.

- At least 12 credits must come from completed Core courses.
- Additional 8 credits can come from a combination of any courses.
- Students must achieve a Sound, Pass or equivalent to receive QCE credits.
- Literacy and numeracy requirements must be met (see opposite).

Planning a QCE pathway

QCE planning usually starts in Year 10.

- A Senior Education and Training (SET) Plan is developed to map a student's future education and/or employment goals and their QCE pathway.
- Learning options include senior school subjects, vocational education and training, apprenticeships and traineeships, university subjects completed while at school, recognised workplace learning, certificates and awards.
- Students choose their own QCE pathway — there are hundreds of possible course combinations.
- Students can plan their QCE pathway and track their progress towards a QCE in their learning account on the Student Connect website at www.studentconnect.qcaa.qld.edu.au

Learning options and credit values

	COURSE	CREDIT
CORE	**CORE courses:** usually undertaken by students in the senior phase of learning	At least 12 credits are needed. At least 1 credit undertaken while enrolled at a school.
	Authority or Authority-registered subjects	Per course (4 semesters) 4
	Subjects assessed by a Senior External Examination	4
	VET Certificate II, III or IV qualifications (includes school-based traineeships)	Certificate II 4 Certificate III & IV 5, 6, 7 or 8
	School-based apprenticeships that incorporate on-the-job training	Certificate III competencies Up to 2 On-the-job component 4
	Recognised international learning programs	Per course 4
PREPARATORY	**PREPARATORY courses:** generally used as stepping stones to further study	A maximum of 6 credits can contribute.
	VET Certificate I qualifications	(Max. of 2 qualifications can count) 2 or 3
	Employment skills development programs approved under the *VET Act 2000*	(Max. of 1 program can count) 2
	Re-engagement programs	(Max. of 1 program can count) 2
	Recognised certificates and awards	As accredited by QCAA
	Short course in literacy or short course in numeracy developed by the QCAA	Per course 1
ENRICHMENT	**ENRICHMENT courses:** add value or complement Core courses of study	A maximum of 8 credits can contribute.
	Recognised certificates and awards	As accredited by QCAA
	Recognised structured workplace or community-based learning programs	As accredited by QCAA
	Learning projects – workplace, community, self-directed	1
	Authority extension subjects, such as English Extension	2
	Career development: A short course senior syllabus	1
	School-based subjects	As accredited by QCAA
ADVANCED	**ADVANCED courses:** go beyond senior secondary schooling	A maximum of 8 credits can contribute.
	One or two-semester university subjects completed while enrolled at at a school	One-semester subject 2 Two-semester subject 4
	Units of Competency contributing to VET diplomas or advanced diplomas while enrolled at a school	Up to 8 credits (1 credit per competency)
	Recognised certificates and awards	As accredited by QCAA

Literacy and numeracy requirements

The QCE offers students a range of options to satisfy the literacy and numeracy requirements, including:

- at least a Sound Achievement in one semester of a QCAA-developed English and Mathematics subject
- at least a Sound Achievement in QCAA-developed short courses in literacy and numeracy
- a Pass grade in a literacy and numeracy course recognised by the QCAA
- at least a C on the Queensland Core Skills (QCS) Test
- at least a 4 for an International Baccalaureate examination in English and Mathematics
- completion of FSK20113 Certificate II in Skills for Work and Vocational Pathways
- completion of a VET course in Core Skills for Employment and Training – Communication, i.e. 39282QLD (Certificate I) or 39283QLD (Certificate II)
- completion of a VET course in Core Skills for Employment and Training – Numeracy, i.e. 39288QLD (Certificate I) or 39289QLD (Certificate II).

For more information

There are a number of ways a student can gain a QCE.

The QCE Handbook provides information about:

- credit for partial completion of courses of study
- credit transfer for intrastate, interstate and overseas transfers
- conceded semesters for subjects exited at a Limited Achievement
- student learning accounts
- relaxation of completed Core requirements
- notional Sound in a subject for meeting literacy and numeracy requirements
- recognised studies.

Visit www.qcaa.qld.edu.au for a copy of the handbook

The Arts

SUBJECTS OFFERED

General
- Dance
- Drama (Dependent on student numbers)
- Film, Television and New Media (Dependent on student numbers)
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied
- Media Arts in Practice
- Visual Arts in Practice

DANCE

General Senior Subject

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

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

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

Pathways

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

Objectives

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? Genres: • Contemporary at least one other genre Subject matter: • meaning, purpose and context • historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? Genres: • Contemporary • at least one other genre Subject matter: • physical dance environments including site-specific dance • virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? Genres: • Contemporary • at least one other genre Subject matter: • social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? Genres: • fusion of movement styles Subject matter: • developing a personal movement style • personal viewpoints and influences on genre

Assessment

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

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

Summative Assessments

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

DRAMA

General Senior Subject

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

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

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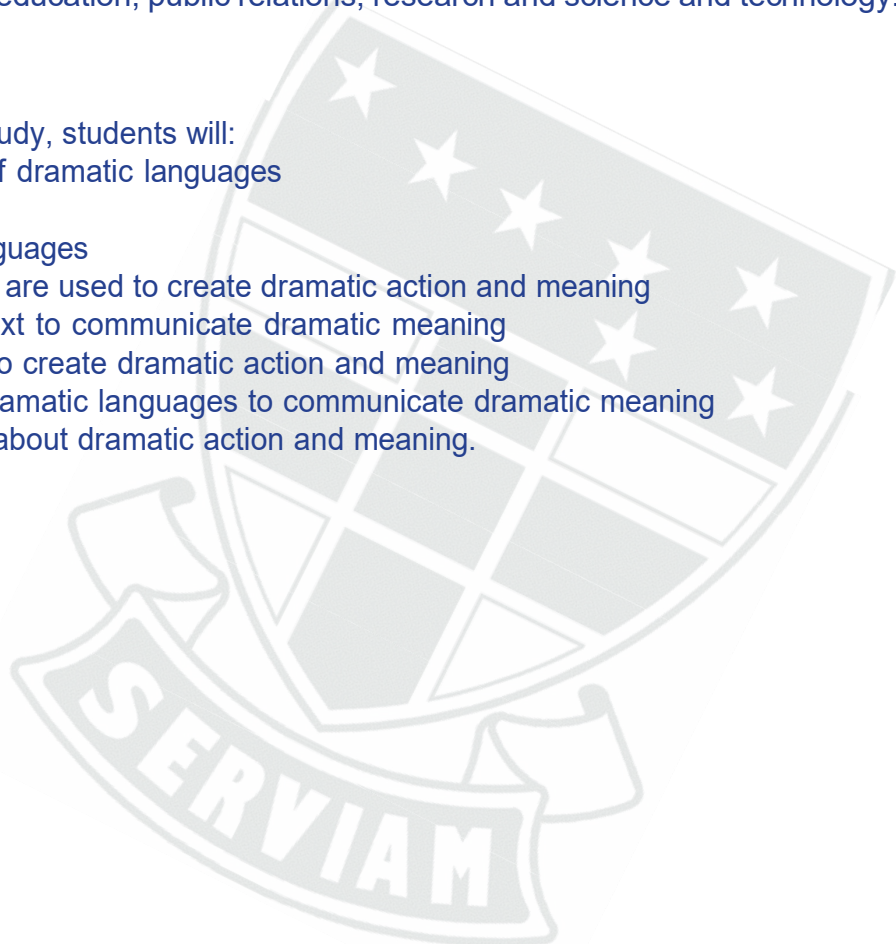
Pathways

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

Objectives

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

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): 25% • Examination — extended response			

FILM, TELEVISION & NEW MEDIA

General Senior Subject

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages.

Students learn about film, television and new media as our primary sources of information and entertainment. They understand that film, television and new media are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities.

Students creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.
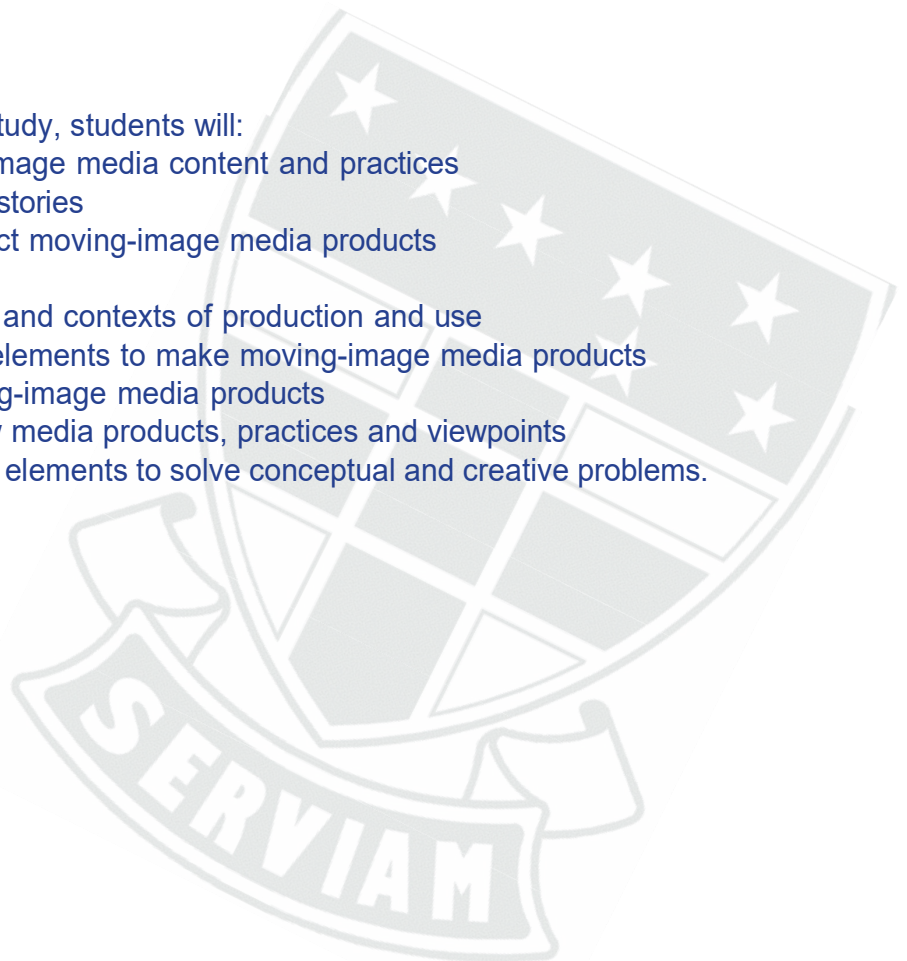
Pathway

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

By the conclusion of the course of study, students will:
- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes used to create meaning? • Concept: institutions How are institutional practices influenced by social, political and economic factors? • Concept: languages How do signs and symbols, codes and conventions create meaning?	**Story forms** • Concept: representations How do representations function in story forms? • Concept: audiences How does the relationship between story forms and meaning change in different contexts? • Concept: languages How are media languages used to construct stories?	**Participation** • Concept: technologies How do technologies enable or constrain participation? • Concept: audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: institutions How is participation in institutional practices influenced by social, political and economic factors?	**Identity** • Concept: technologies How do media artists experiment with technological practices? • Concept: representations How do media artists portray people, places, events, ideas and emotions? • Concept: languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

This subject incurs a subject levy for materials used throughout the course of study.

MUSIC

General Senior Subject

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience. Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

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

Objectives

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

Structure

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

Assessment

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

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

Summative Assessments

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

MUSIC EXTENSION (COMPOSITION)

General Senior Subject

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

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

Structure

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

Assessment

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

MUSIC EXTENSION (MUSICOLOGY)

General Senior Subject

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information

Structure

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

Assessment

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

Objectives

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

Structure

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

Assessment

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

VISUAL ART

General Senior Subject

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices. Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

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

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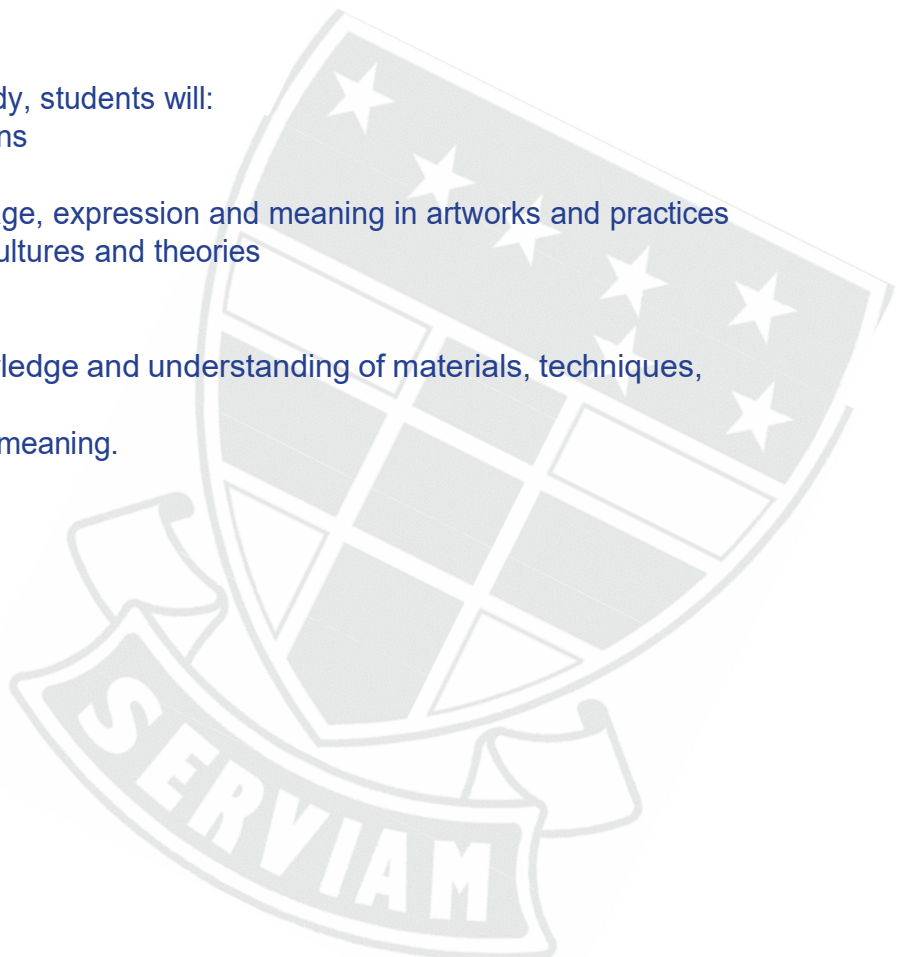
Pathways

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

Objectives

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

Structure

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

Assessment

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

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

Summative Assessments

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

This subject incurs a subject levy for materials used throughout the course of study.

MEDIA ARTS IN PRACTICE

Applied Senior Subject

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

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

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

Pathways

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

Objectives

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

Structure

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

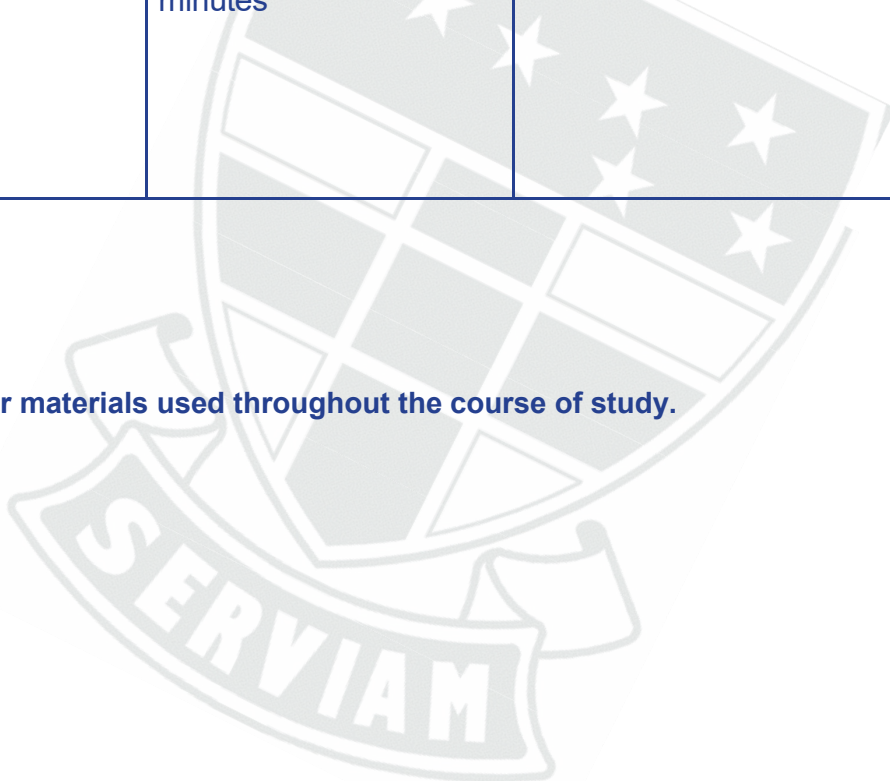| Core	Electives
- Media technologies - Media communications - Media in society	- Audio - Curating - Graphic design - Interactive media - Moving images - Still image

Assessment

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

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

Project	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	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.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal - non-presentation: 8 A4 pages max (or equivalent) - presentation: 3–6 minutes • product: variable conditions	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes.

This subject incurs a subject levy for materials used throughout the course of study.

VISUAL ARTS IN PRACTICE

Applied Senior Subject

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs. Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

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

Pathways

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

Objectives

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

Structure

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

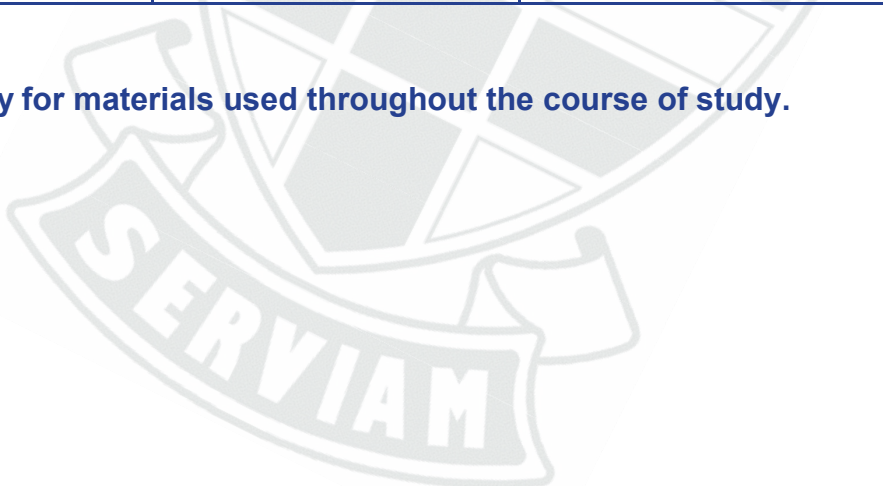| Core	Electives
• Visual mediums, technologies, techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D • Design • Craft

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:
- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project

Project	Product	Extended Response	Investigation
A response to a single task, situation and/or scenario.	A technique that assesses the application of skills in the production of media artwork/s.	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.
A project consists of: • a product component: variable conditions • at least one different component from the following - written: 500–900 words - spoken: 2½–3½ minutes - multimodal • non-presentation: 8 A4 pages max (or equivalent) • presentation: 3–6 minutes.	• variable conditions	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal - non-presentation: 10 A4 pages max (or equivalent) - presentation: 4–7 minutes

This subject incurs a subject levy for materials used throughout the course of study.

English

SUBJECTS OFFERED

General
- English
- Literature

Applied
- Essential English
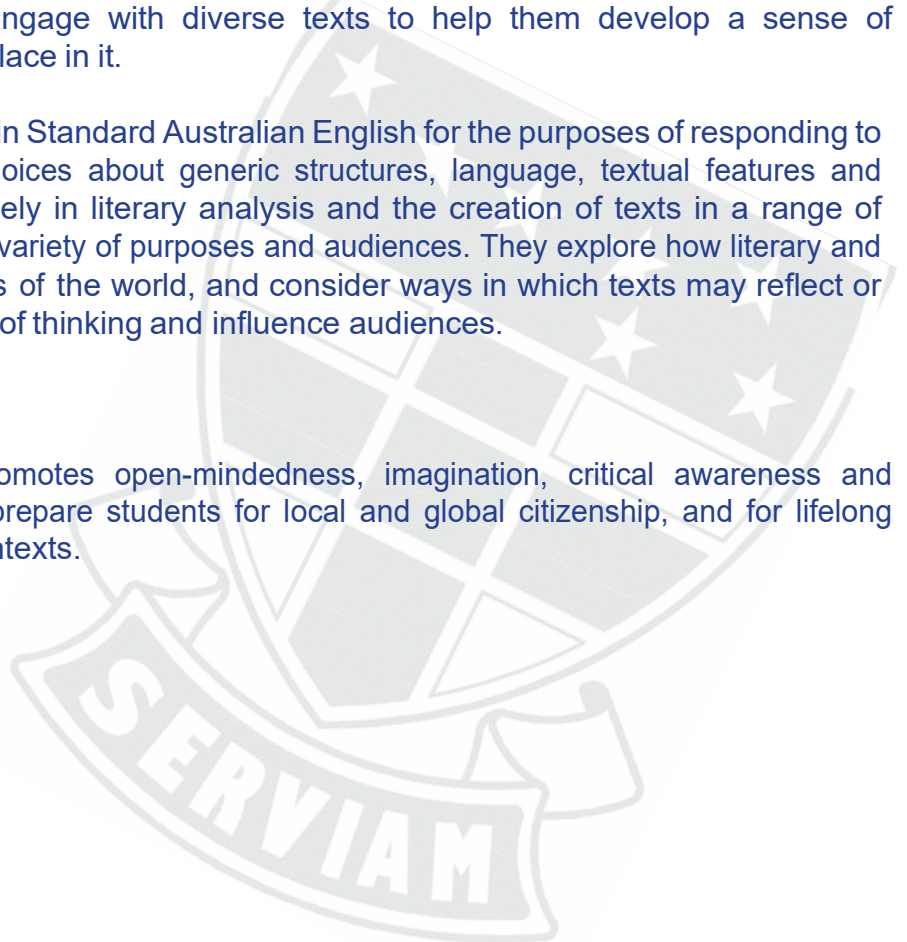
ENGLISH

General Senior Subject

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

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

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

Pathways

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

Objectives

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

Structure

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

Assessment

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

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

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

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.
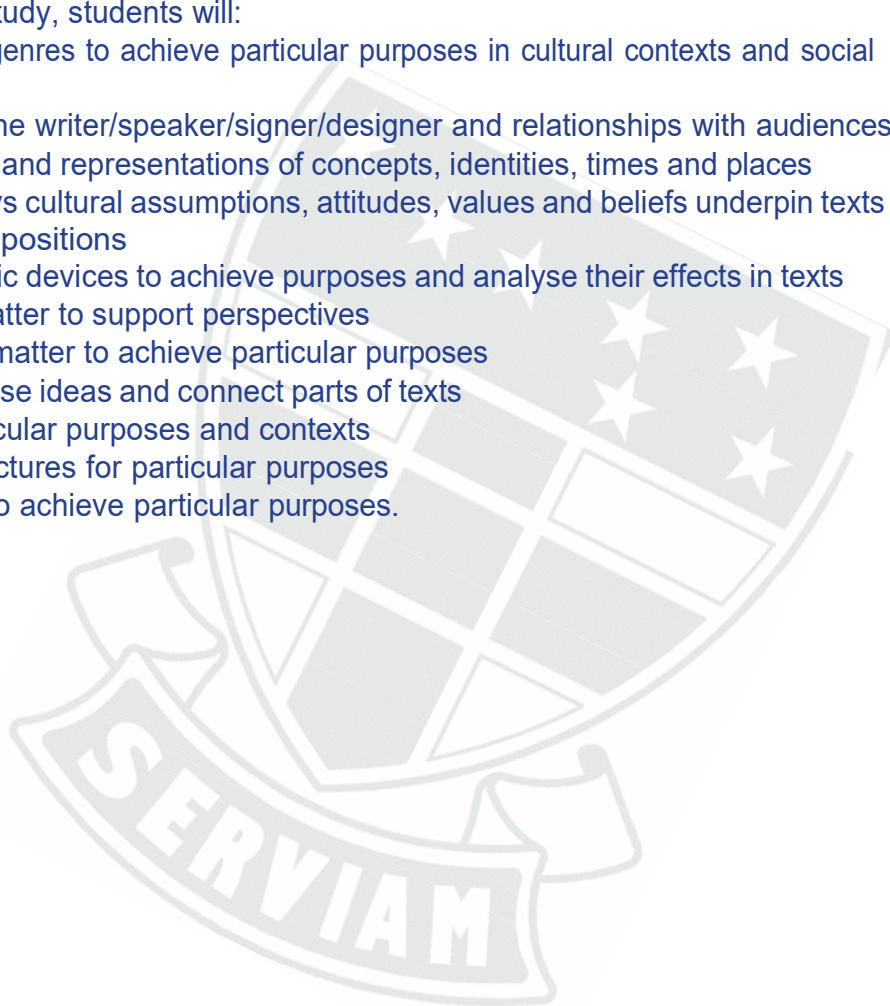
Pathways

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

Assessment

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

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

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.
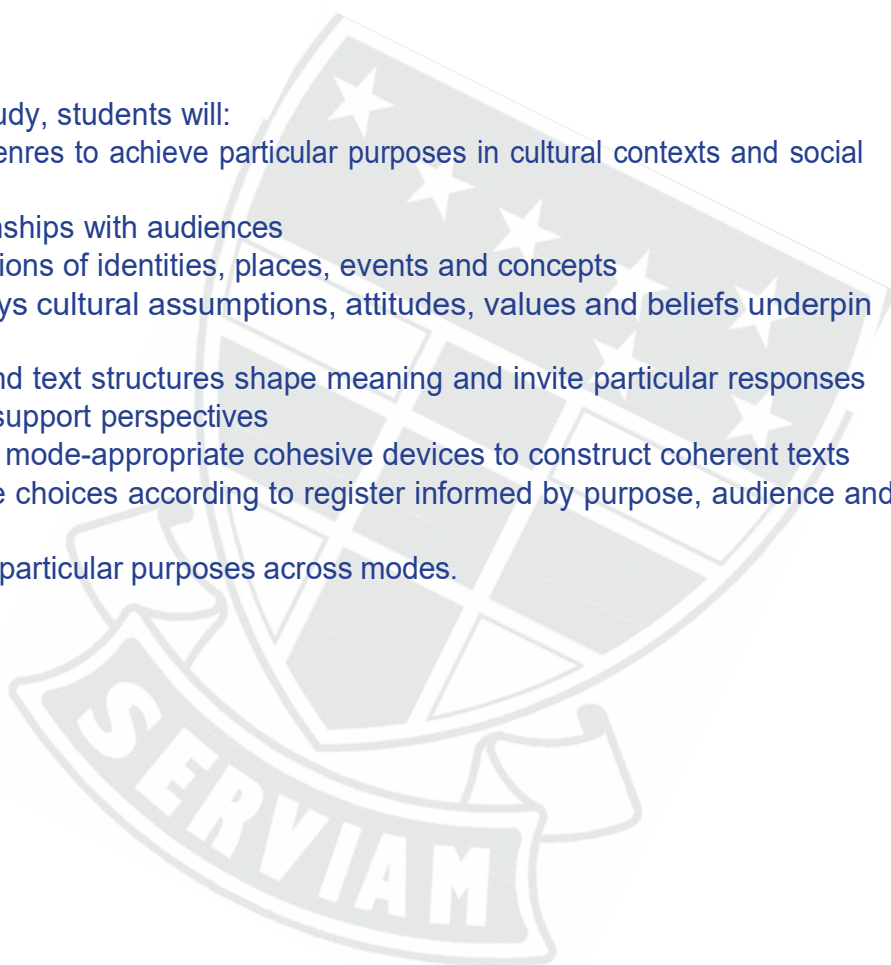
Pathways

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

Assessment

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

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

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Examination — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative external assessment (EA): • Extended response — Written response
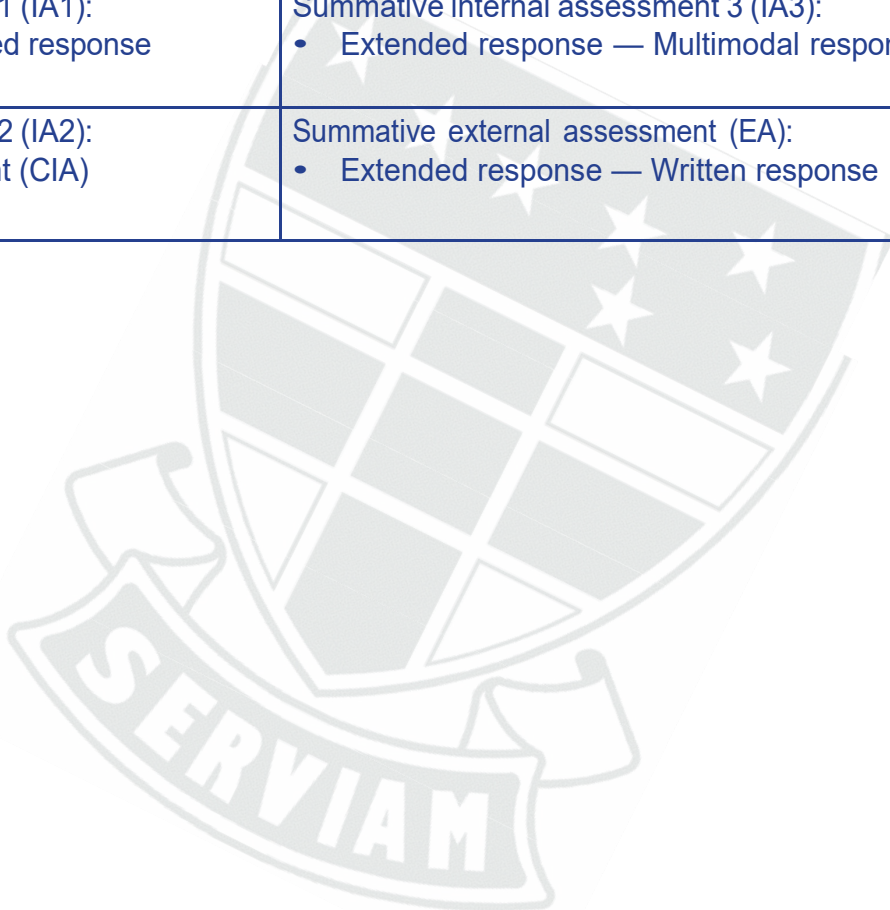
Health & Physical Education

SUBJECTS OFFERED

General
• Health
• Physical Education

HEALTH

General Senior Subject

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

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

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

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

Pathways

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

Objectives

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	**Peers and family as resources for healthy living** • Alcohol (elective) or • Body image (elective)	**Community as a resource for healthy living** • Homelessness (elective) or • Road safety (elective) or • Anxiety (elective)	**Respectful relationships in the post-schooling transition**

Assessment

Assessments in Units 1 and 2 are constructed to suit our 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 — action research	25%	Summative internal assessment 3 (IA3): • Investigation —analytical exposition	25%
• Summative internal assessment 2 (IA2): Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

PHYSICAL EDUCATION

General Subject Area

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 lessons are conducted 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. Across the course of study, students will engage in a range of physical activities to develop skills and strategies.

Through performance in physical activities, students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are linked to improve their engagement and their performance outcomes.

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.
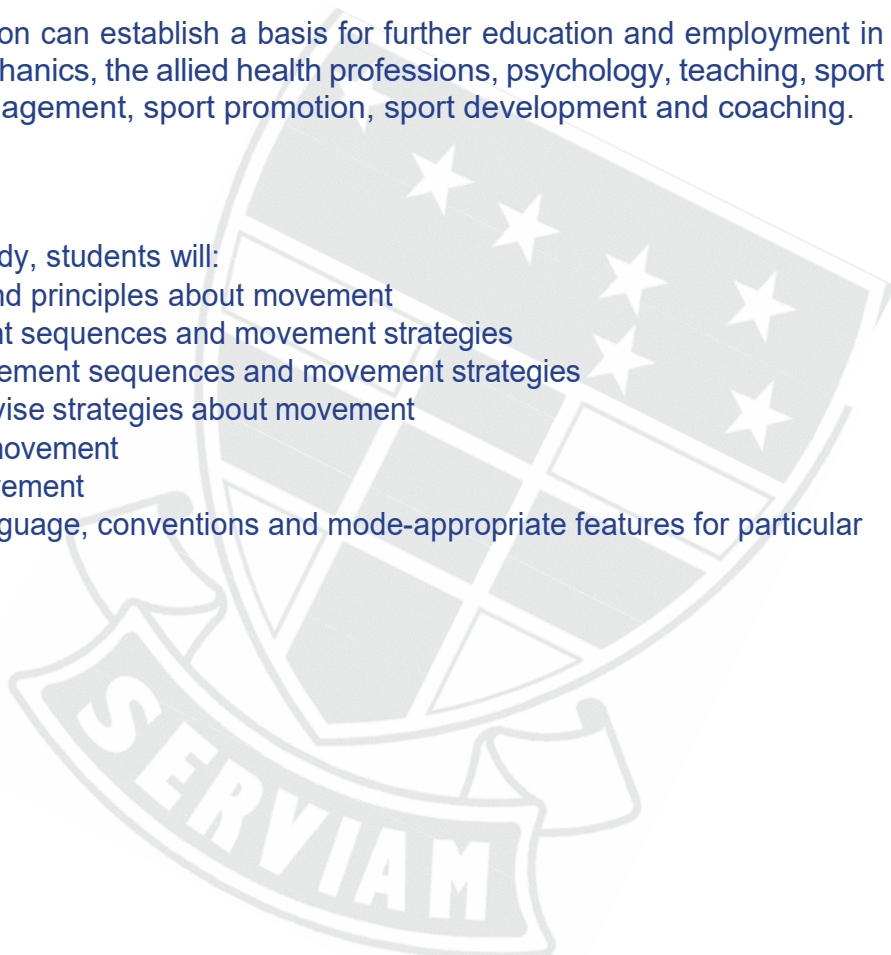
Pathways

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

Physical activity selections for each unit are based upon the strengths of the cohort, the size of the class, the expertise of the teacher and available facilities. Previous physical activities are badminton, volleyball, netball, touch football, track and field – throwing events.

Assessment

Assessments in Units 1 and 2 are designed to suit our 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 Includes 8 marks for physical performance	25%	Summative internal assessment 3 (IA3): • Project — folio Includes 10 marks for physical performance	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

Humanities

SUBJECTS OFFERED

General
• Business
• Geography
• Legal Studies
• Modern History
• Study of Religion

Applied
• Tourism

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 • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • 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%

GEOGRAPHY

General Senior Subject

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

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

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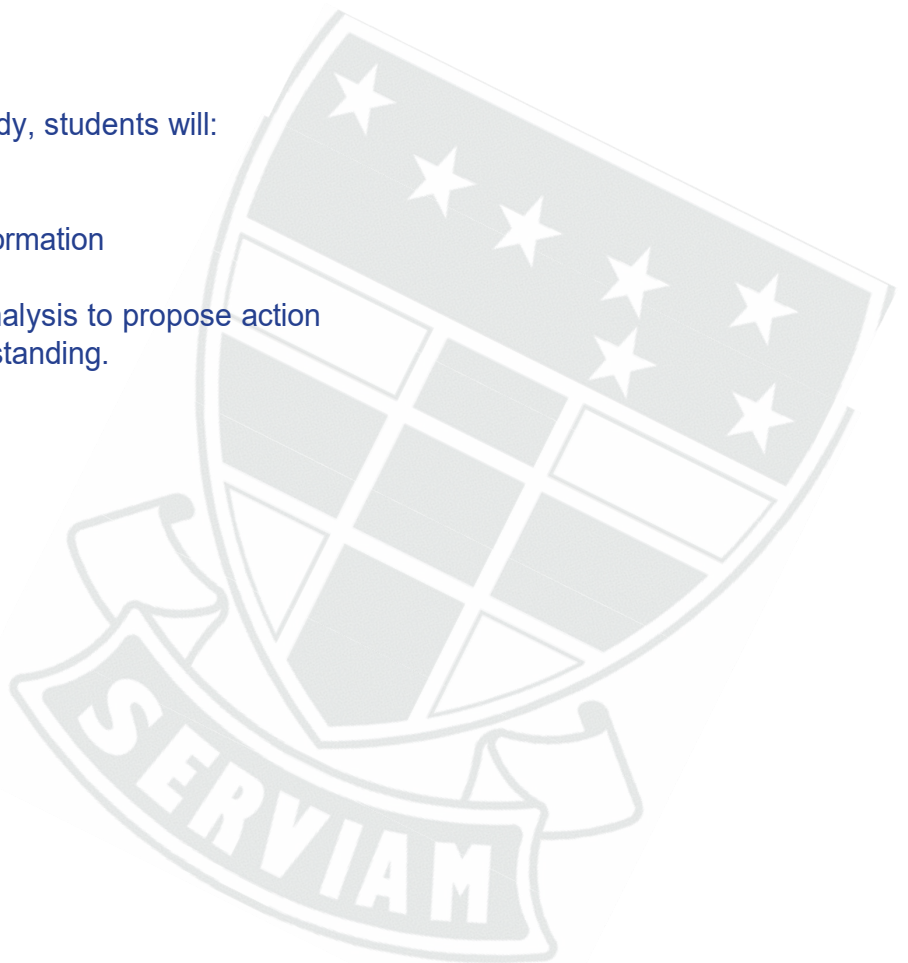
Pathways

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

Objectives

By the conclusion of the course of study, students will:
- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

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

Assessment

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

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

Summative Assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination re-sponse	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%

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.
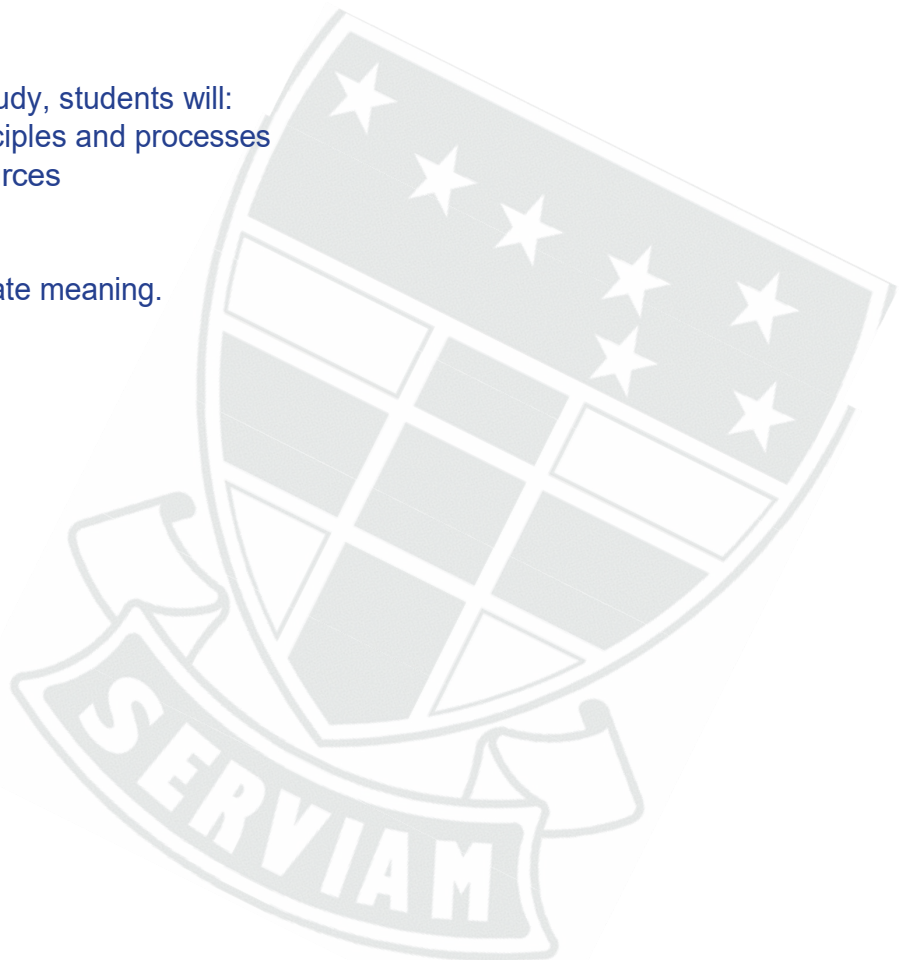
Pathways

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 develops are universally valued in business, health, science and engineering industries.

Objectives

By the conclusion of the course of study, students will:
- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt • Legal foundations • Criminal investigation process • Criminal trial process • Punishment and sentencing	**Balance of probabilities** • Civil law foundations • Contractual obligations • Negligence and the duty of care	**Law, governance and change** • Governance in Australia • Law reform within a dynamic society	**Human rights in legal contexts** • 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): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

MODERN HISTORY

General Senior Subject

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

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study, students will:
- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s	**Movements in the modern world** • Australian • Indigenous rights movement since 1967 • African-American civil rights movement, 1954–1968	**National experiences in the modern world** • Germany, 1914–1945 • China, 1931–1976	**International experiences in the modern world** • Australian engagement with Asia since 1945 • 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%

TOURISM

Applied Senior Subject

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment. The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

Pathways

This subject is designed to give students opportunities to develop a variety of intellectual, technical, creative, operational and workplace skills. It enables students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

Objectives

- Explain tourism principles, concepts and practices. Students explain principles, concepts and practices related to tourism and use relevant terminology.
- Examine tourism data and information. Students select and use data and information to identify features of tourism situations. They draw meaning from the patterns, trends and relationships identified.
- Apply tourism knowledge. Students apply their knowledge to determine options. They consider positive implications and negative implications of opportunities and challenges to decide how to contribute to successful tourism.
- Communicate responses. Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.
- Evaluate projects. Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgements to explain improvements that could be made to their plans, processes and outcomes.

Structure

The Tourism course is designed around 4 Units

| Tourism and Travel	Tourism Marketing	Tourism Trend and Patterns	Tourism Industry Sectors and Careers
- Students consider the types of tourism and why people choose different destinations	- Students explore the tourism market in terms of the different products supplied during a tourism experience	- Students investigate the influence on tourism trends and patters from and industry view of arrivals and departures, to state and local destinations	- Students explore tourism as an industry that involves a wide range of interconnected businesses, tourism organisations and government agencies

Assessment

Tourism contains assessment specifications and conditions for the two assessment instruments that are implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

Project	Investigation
A project assesses a response to a single task, situation and/or scenario in a module of work that gives students authentic opportunities to demonstrate their learning. The student response consists of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through different modes.	An investigation assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Applied syllabuses, investigations involve research and follow an inquiry approach. Investigations provide an opportunity for assessment to be authentic and set in real-life contexts.
Response One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words Evaluation One of the following: • Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media • Spoken: up to 3 minutes, or signed equivalent • Written: up to 500 words	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
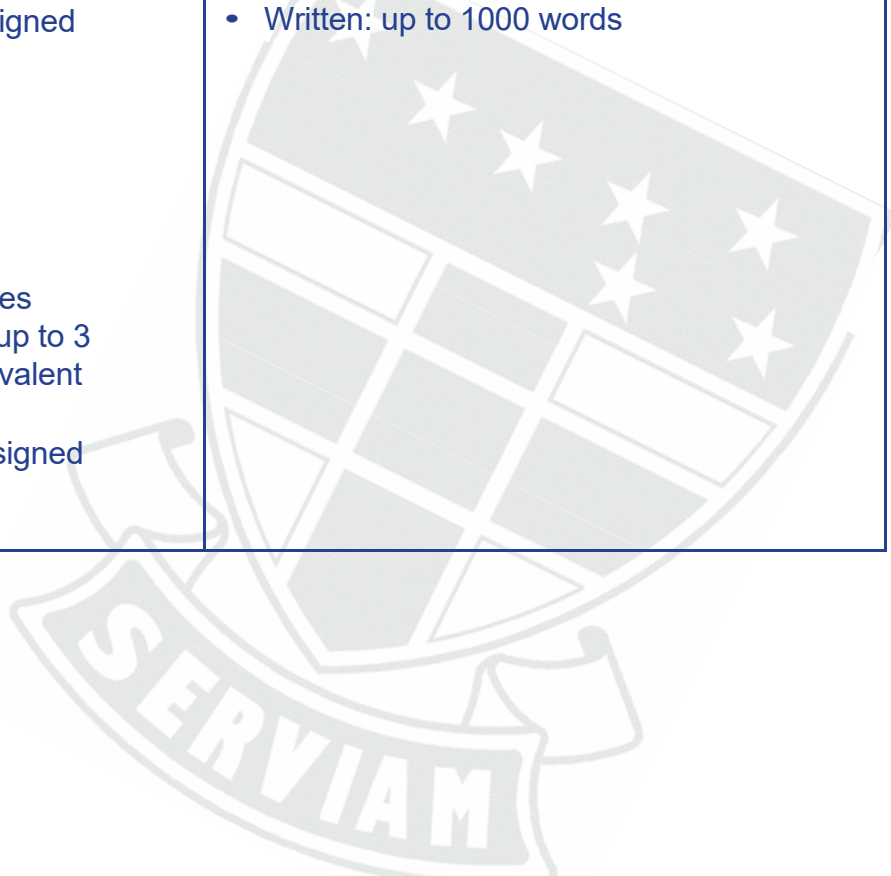
Languages

SUBJECTS OFFERED

General
• French
• Japanese

FRENCH

General Senior Subject

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

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

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

Pathways

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

Objectives

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

Structure

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

Assessment

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

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

Summative Assessments

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

Languages

SUBJECTS OFFERED

General
- Japanese

JAPANESE

General Senior Subject

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

Students communicate with people from Japanese-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes. Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Pathways

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

Objectives

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

Structure

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

Assessments

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): • Investigation — combination response	30%	Summative external assessment (EA): • Examination — combination response	25%

Mathematics

SUBJECTS OFFERED

General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied
- Essential Mathematics

GENERAL MATHEMATICS

General Senior Subject

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.
General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

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

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

Pathways

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

Objectives

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

Structure

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

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators, and problem-solvers.

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

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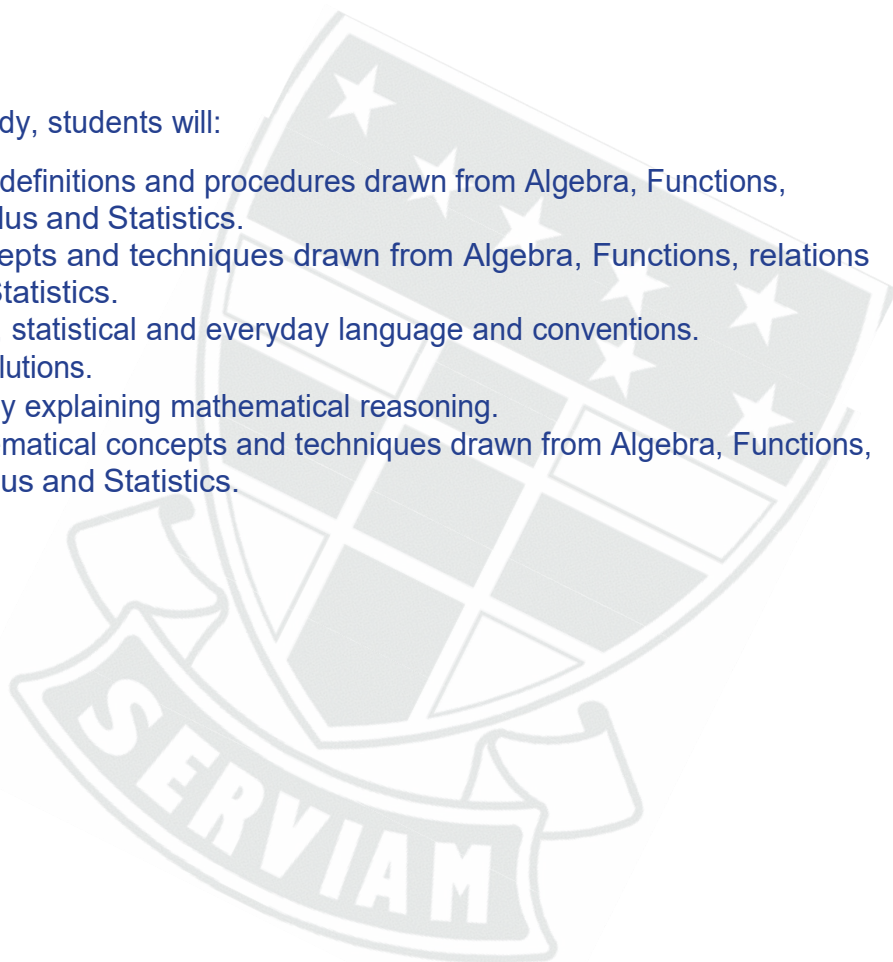
Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • 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** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • 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			

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 practicing 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.
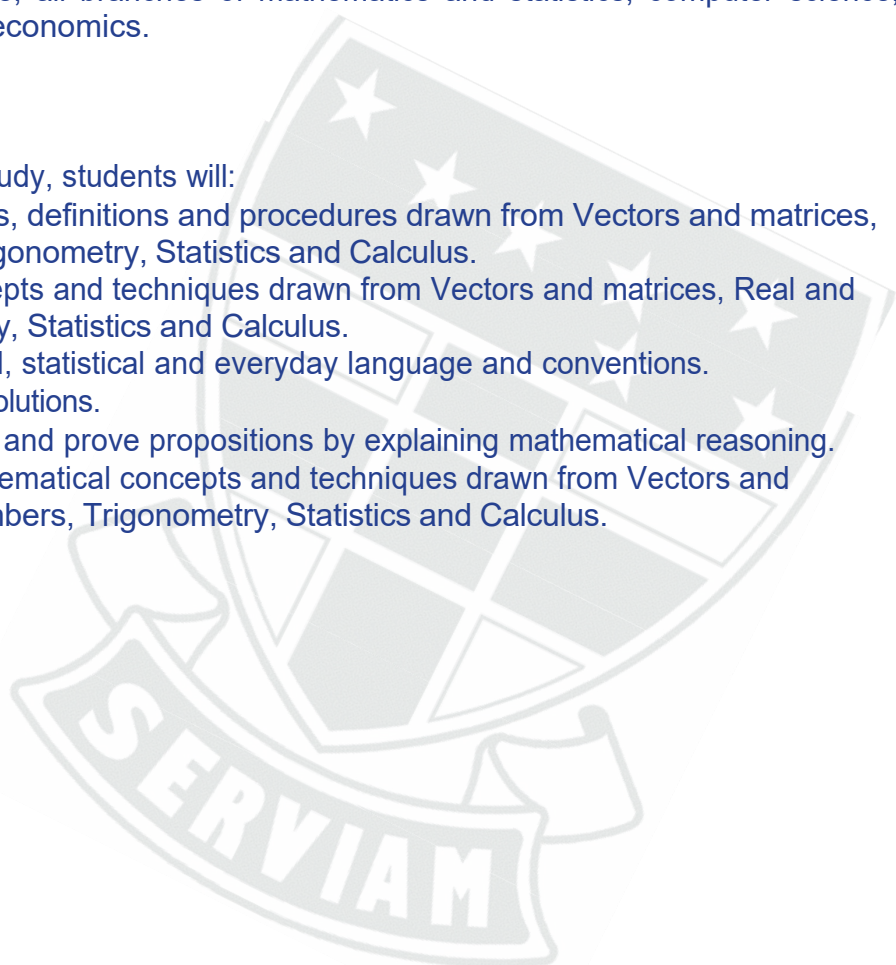
Structure

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 • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • 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).

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.
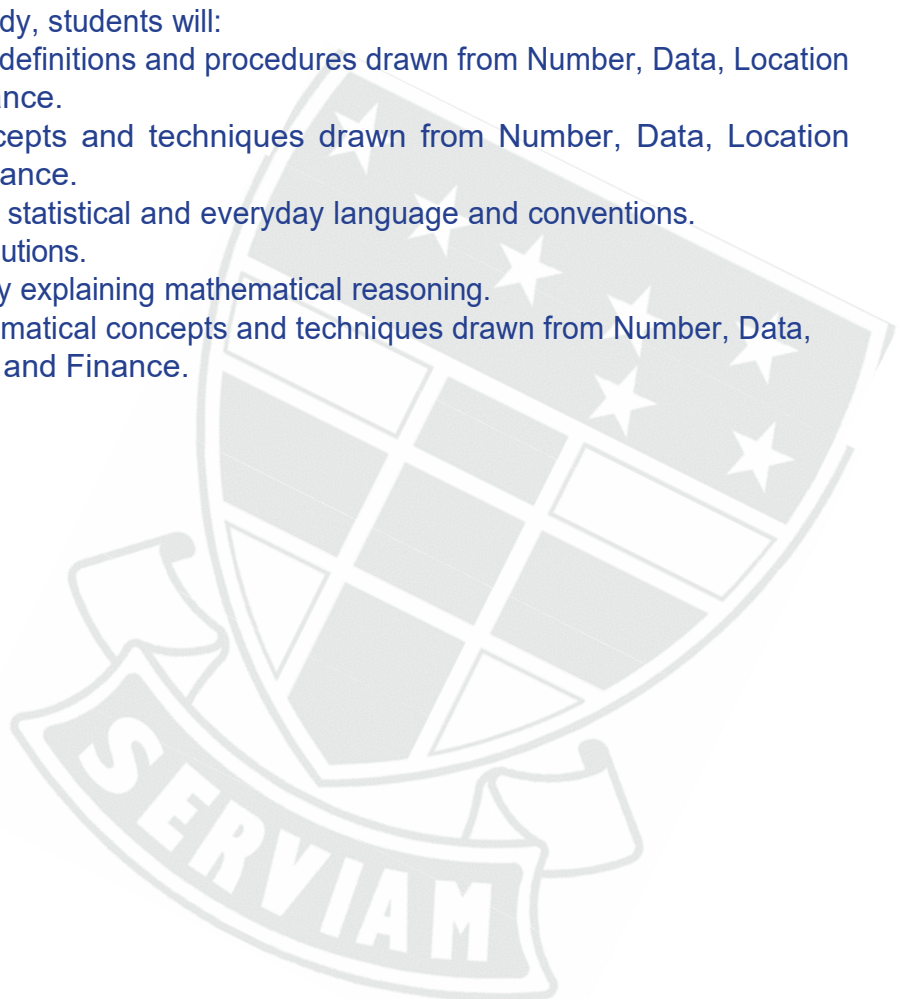
Pathways

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 • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • 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): • Problem-solving and modelling task	Summative internal assessment 3 (IA3): • Problem-solving and modelling task
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Examination
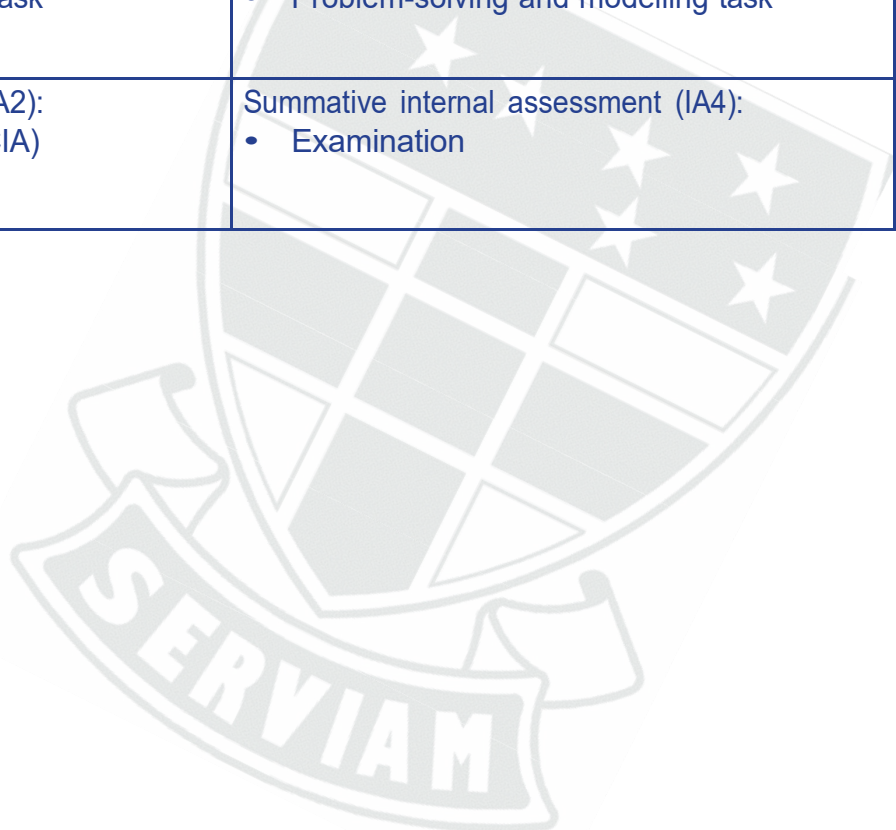
Religious Education

SUBJECTS OFFERED

General
- Study of Religion

Applied
- Religion & Ethics

STUDY OF RELIGION

General Senior Subject

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

Objectives

By the conclusion of the course of study, students will:
- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

Structure

| Unit 1	Unit 2	Unit 3	Unit 4
Sacred texts and religious writings • Sacred texts • Abrahamic traditions	**Religion and ritual** • Lifecycle rituals • Calendrical rituals	**Religious ethics** • Social ethics • Ethical relationships	**Religion, rights and the nation-state** • Religion and the nation–state • Religion and human rights

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 — extended response	25%	Summative internal assessment 3 (IA3): • Investigation — inquiry response	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry response	25%	Summative external assessment (EA): • Examination — short response	25%
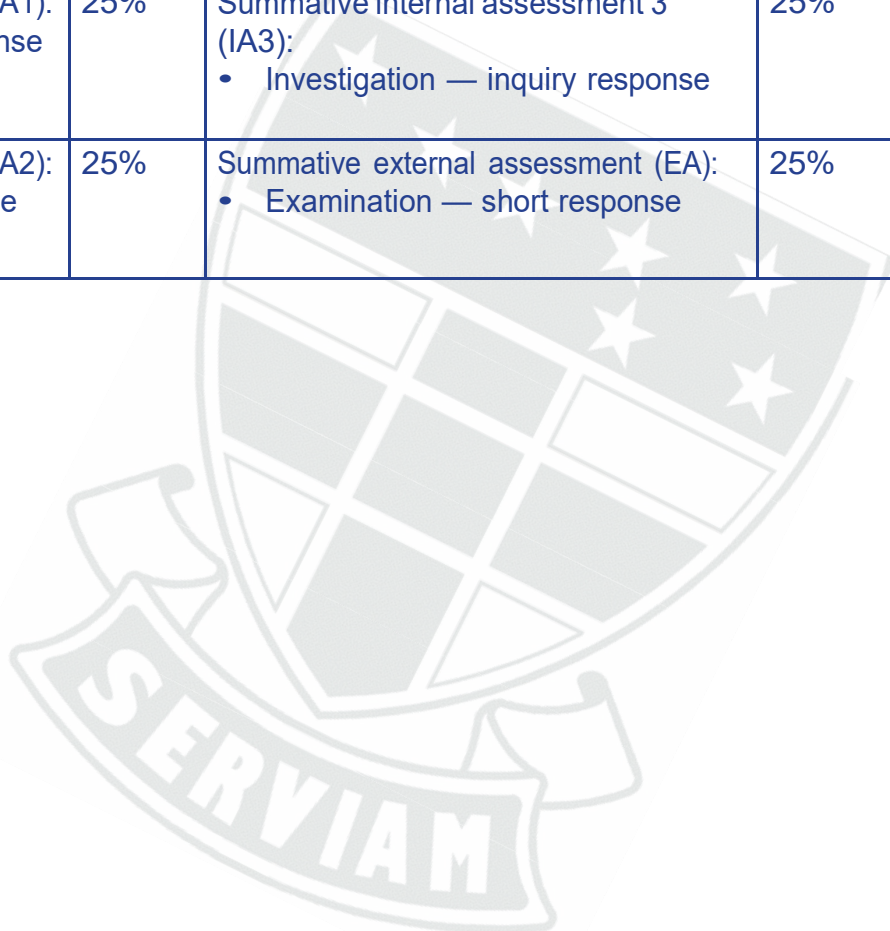
RELIGION & ETHICS

Applied Senior Subject

Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics.

It enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as sacred stories, world religions, the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

Objectives

By the conclusion of the course of study, students should be able to:
- Explain principles and practices that inform religious, spiritual and ethical views using relevant terminology.
- Select and use information to identify principles and practices in religious, spiritual and ethical scenarios.
- Apply knowledge to determine options and opinions about religious, spiritual and ethical scenarios.
- Communicate information through a variety of modes using language conventions appropriate to the intended audience, context and purpose.

Topics

Students will complete four units over the course of two years. The faculty will select these from the following options:
- Australian Identity
- Social Justice
- Meaning, purpose and expression
- World religions and spiritualities
- Peace
- Sacred stories
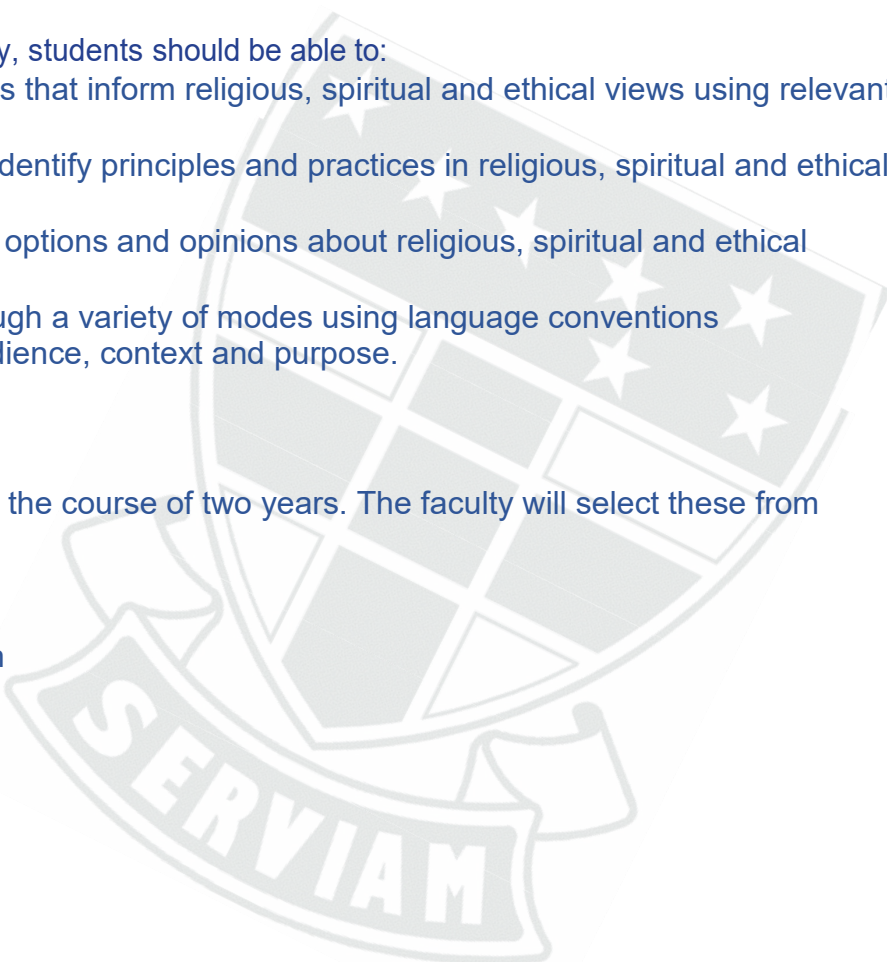
Assessment

For Religion and Ethics, assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments using three different assessment techniques.

These are:
- two projects
- one investigation
- one extended response

Project	Extended Response	Investigation
A response to a scenario that incorporates the creation of a product and written reflection.	A response to stimulus related to a scenario.	A response that investigates a question, opportunity or issue related to the topic.
One component from each category: **Product** • written: up to 800 words • spoken: up to 4 minutes • multimodal: up to 5 minutes or 8 A4 pages **Evaluation** • written: up to 600 words • spoken: up to 4 minutes • multimodal: up to 5 minutes or 8 A4 pages	Presented in one of the following modes: • written: up to 1000 words • spoken: up to 7 minutes • multimodal: up to 7 minutes or 10 A4 pages	Presented in one of the following modes: • spoken: up to 7 minutes • written: up to 1000 words • multimodal: up to 7 minutes or 10 A4 pages

All students in Year 10 complete Units 1 and 2 of Religion and Ethics. Units 3 and 4 are completed in Year 11 if this pathway is chosen.

Students in Religion and Ethics complete the FACE program in Year 12.
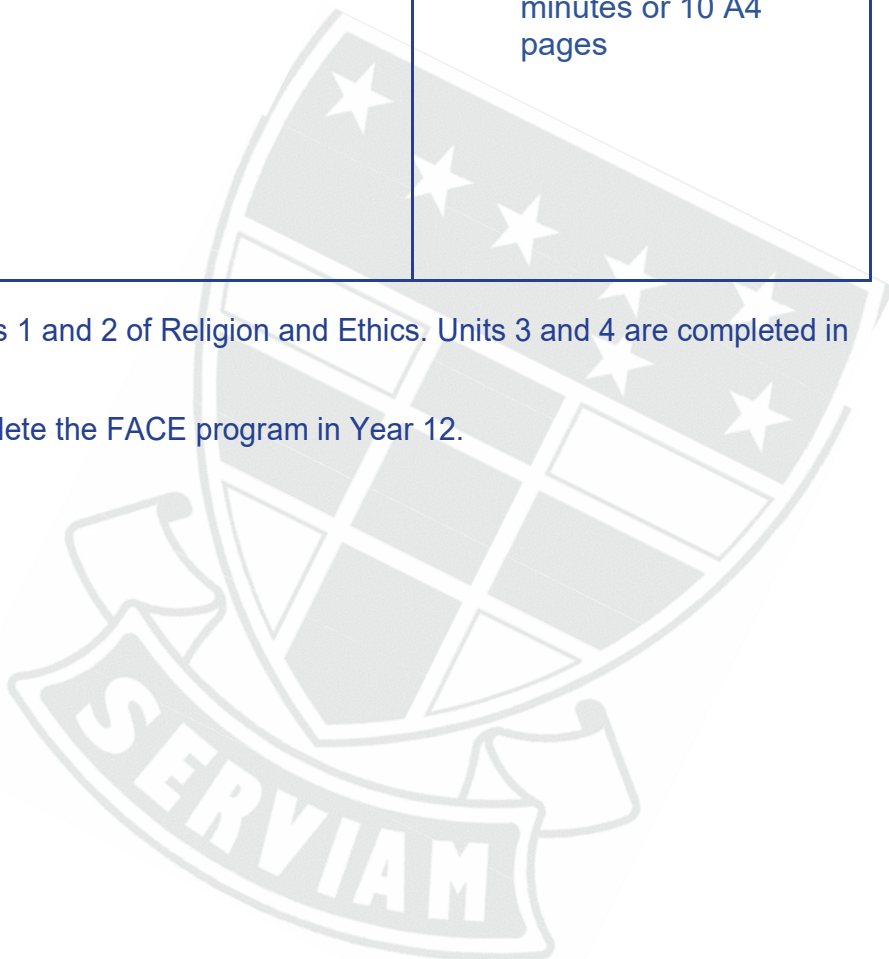
Science

SUBJECTS OFFERED

General
- Biology
- Chemistry
- Physics

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 • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

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

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

Summative Assessments

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

CHEMISTRY

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 reac tions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and re-duction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

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

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

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

Pathways

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

Objectives

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

Structure

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

Assessment

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

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

Summative Assessments

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 at St Ursula's is a composite 11/12 class following Physics (Alternative Sequence Syllabus)

Technology

SUBJECTS OFFERED

General
• Design

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 • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • 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%
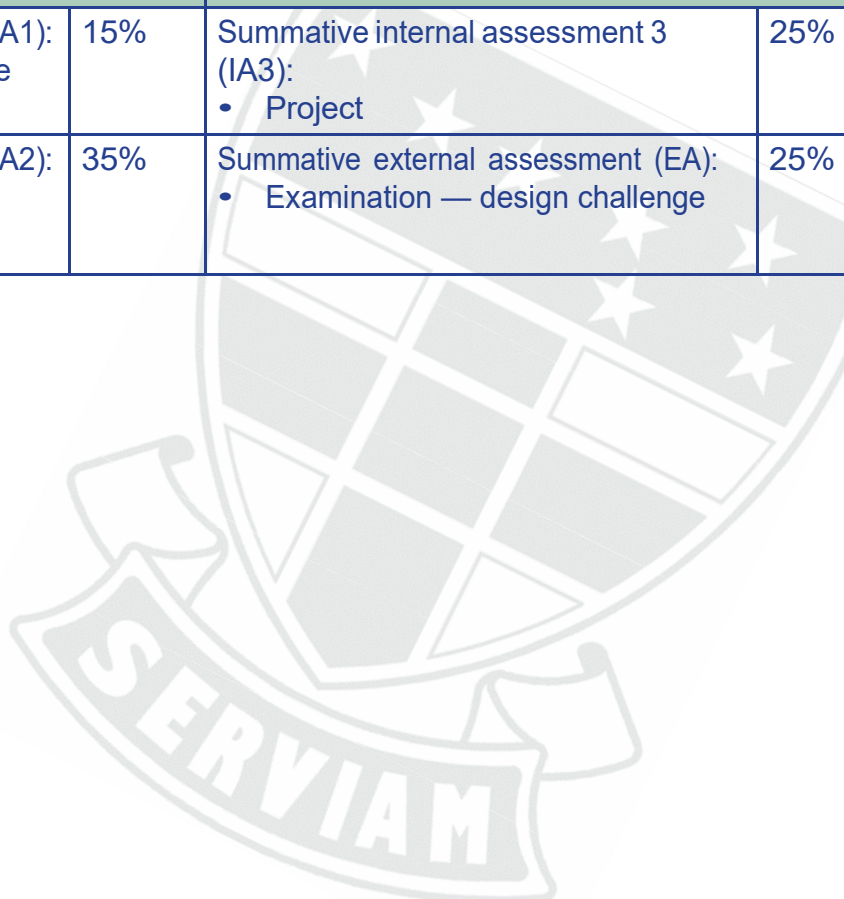
Vocational Education

In the new QCE system, achievement of a VET Certificate III or above, in combination with results in General subjects, can contribute to the calculation of a student's Australian Tertiary Admission Rank (ATAR). The approach recognises the role that VET plays in senior studies and the transition to employment VET pathways. This ensures students gain a sufficient breadth of academic subjects to cope with the demands of tertiary study.

School VET Subjects

These courses are completed at school, as a subject, taught by specialist and trained teachers. Some of these courses are delivered through an agreement with an external training organisation such as Binnacle Training and Aurora and therefore, attract an **additional fee** to the set College fees which MUST be paid upfront. Some courses require some nominal hours of work placement, which may require students to complete outside of school time.

Partnerships

St Ursula's College has partnered with various training providers to support students who are looking for an individually tailored career pathway. Opportunities are available for students seeking specialised courses in areas that may not exist in our current curriculum. These courses include but are not limited to, Business Administration, Community Services, Childcare, Crime and Justice and Education Support. Enrolling in these courses will attract an **additional fee**, to the set College fees which MUST be paid upfront. Some courses require some nominal hours of work placement, which may require students to complete outside of school time. Students MUST enrol through the Director of VET.

TAFE Pathways

TAFE at School courses are conducted during the school term, one day a week with specific days allocated by TAFE. Students can access courses specifically designed for high school students. These programs are conducted off campus and encompass a broad range of Certificate level courses leading to Diplomas. Most certificate II courses are VETiS funded whereas certificate III courses are generally at full fee with course fees paid directly to TAFE. Students are responsible for all associated material fees and are responsible for their own transport to/from TAFE. There are limited places available for some of the courses, and students must apply through the Director of VET. The course guide can be found here.

School Based Traineeships/Apprenticeships (SATs)

As a school-based apprentice or trainee, you can work for an employer (and get paid!), train towards a nationally recognised qualification and complete your secondary school studies. You can combine a school-based apprenticeship or traineeship with studying for your Queensland Certificate of Education and/or ATAR. There are two main differences between a school-based apprentice and a school-based trainee. A school-based apprentice is trained in a skilled trade and upon successful completion will become a qualified tradesperson. School-based trainees are trained in a vocational area, such as office administration, information technology and hospitality, and upon completion will receive a minimum of a Certificate II in the chosen vocational area. St Ursula's SAT's program maintain regular contact with the student, the employer and the SRTO to provide seamless collaboration with all parties involved. By undertaking a SAT, students acknowledge that they will be required be at their place of employment for one school day each week and may be required to work during all school holidays. Students wishing to take up this opportunity should speak with the College's Director of VET.

SIT20322 - CERTICIFATE II HOSPITALITY
SIT30622 - CERTIFICATE III HOSPITALITY
(RTO – Aurora Training Institute 323337)

QUALIFICATION DESCRIPTION

This qualification reflects the role of individuals who have a range of well-developed hospitality service, sales or operational skills and sound knowledge of industry operations. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, food and beverage and gaming.

DELIVERY

The SIT30616 - Certificate III in Hospitality is delivered within 18 months. The course is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Aurora Training Institute. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

There are no entry requirements for this qualification, however, a Language, Literacy and Numeracy Assessment must be completed before enrolment can be completed.

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

COURSE OULTINE

When the requirements of the core and elective units have been met, a Certificate II OR Certificate III in Hospitality will be awarded. Students will gain a Statement of Attainment that recognises each of the competencies completed successfully, if all competencies for Certificate II or III are not achieved.

ASSESSMENT

Students will undertake competency-based assessment towards the achievement of the selected certificate. Competency-based assessment is the process of gathering evidence and making judgments on whether the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace. A system of 'evidence-gathering' is used to collect information on each student's ability to demonstrate practical skills and understanding of the underpinning concepts of each unit. Evidence contributing towards competency will be collected throughout the course.

QUALIFICATION REQUIREMENTS

To achieve a SIT30616 - Certificate III in Hospitality 15 units must be completed including 7 core units and 8 elective units. This qualification also requires students to complete **12** hospitality service periods for Certificate II and an **additional 24** for the Certificate III.

Core Units:

SITXCCS011#	Interact with customers
SITHIND007#	Use hospitality skills effectively
SITHIND008^	Work effectively in hospitality service
SITXCCS014^	Provide service to customers
SITXHRM007^	Show social and cultural sensitivity
BSBTWK201*	Work effectively with others
SITXCOM007*	Coach others in job skills
SITXWHS005*	Participate in safe work practices
SITHIND006*	Source and use information on the hospitality industry
SITXFSA005#	Use hygienic practices for food safety

Elective Units:

SITHFAB021#	Provide responsible service of alcohol
SITHFAB024#+	Prepare and serve non-alcoholic beverages
SITHFAB025#+	Prepare and serve espresso coffee
SITHFAB007^+	Serve food and beverage
SITHGAM022^	Provide responsible gambling services
SITXFSA006^	Participate in safe food handling practices
BSBBTEC201^	Use business software applications

Certificate II Hospitality only   ^ Certificate III Hospitality only
* Certificate II AND III Hospitality
+Prerequisite unit is SITXFSA001 Use hygienic practices in food safety

PATHWAYS

Hospitality qualifications can lead to a career in the Hospitality or Tourism sectors and can also improve students' chances of gaining employment while completing further study. Job Prospects include Function Host, Guest Service Agent, Waiter, Senior Bar Attendant, Restaurant Host, Food and Beverage Attendant and Event and Function Attendant.

FEES

The Certificate II Hospitality is funded though VETiS and the upgrade to the Certificate III Hospitality is fee free, if eligible for VETiS funded students.

All students who are not eligible for VETiS funding, will be required to pay a **Fee for Service cost of $1500 (subject to change).** Please contact the College's Director of VET for further details.

Students wishing to **upgrade their Certificate II from another RTO may do so at a cost of $150 per unit (there are 6).**

Subject fee will be $250 for all additional training costs.

FURTHER INFORMATION

Please contact the St. Ursula's College Director of VET on 46327611 or vet@st-ursula.qld.edu.au

SIS30321 - CERTICIFATE III FITNESS with
SIS20115 - CERTICIFATE II SPORT & RECREATION embedded
(RTO – Binnacle Training College 31319)

Binnacle Training
RTO Code 31319

COURSE OVERVIEW

Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.

DELIVERY

SIS30321 Certificate III in Fitness (with entry qualification SIS20115 Certificate II in Sport and Recreation) is delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. Students successfully achieving all qualification requirements will be provided with the qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. Upon successful completion students will achieve a maximum 8 QCE credits.

ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

COURSE OUTLINE

Students will participate in the delivery of a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness sessions, including with older adult clients. This program also includes the following:

- First Aid qualification and CPR certificate
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.

ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real gym environment at the College. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include practical tasks, hands-on activities involving participants/clients, group work, practical experience within the school sporting programs and fitness facilities

Evidence contributing towards competency will be collected throughout the course.

COURSE SCHEDULE – YEAR 1

- The Sport, Fitness and Recreation Industry
- Developing Coaching Practices
- Delivery of Community Fitness Programs
- First Aid and CPR Certificate
- Anatomy and Physiology – Body Systems, Terminology
- Client Screening and Health Assessments
- Plan and Deliver Exercise Programs

Finalisation of qualification: SIS20122 Certificate II in Sport and Recreation

COURSE SCHEDULE – YEAR 2

- Anatomy and Physiology – Digestive System and Energy Systems
- Nutrition – Providing Healthy Eating Information
- Specific Populations – Training Older Clients, Client Conditions
- Training Other Specific Population Clients
- Community Fitness Programs

Finalisation of qualification: SIS30322 Certificate III in Fitness

PATHWAYS

The Certificate III in Fitness will predominantly be used by students seeking to enter the sport, fitness and recreation industry as a fitness instructor, community coach, sports coach, athlete, or activity assistant.

Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.

COST

- **$265.00 =** Certificate II entry qualification via Binnacle Training
- **$100.00 =** Certificate III Gap Fee via Binnacle Training
- **$55.00 =** First Aid Certificate
- **$80.00** = Administration and program fee

PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: www.binnacletraining.com.au/rto and select 'RTO Files'.

Clare Watson Head of Year 11 and 12
Ph: 07 4632 7611 E: headyear11@st-ursula.qld.edu.au
E: headyear12@st-ursula.qld.edu.au

Wendy Cudd Academic Secretary
Ph: 07 4632 7611 E: wec@st-ursula.qld.edu.au

Bernadette Witham Deputy Principal
Ph: 07 4632 7611 E: deputyprincipal@st-ursula.qld.edu.au

38 Taylor Street, Toowoomba | www.st-ursula.qld.edu.au
CRICOS No: 03033M | ABN: 27 122 661 858