The St Joseph's Graduate

The staff and leadership of St Joseph's College understand we are a foundational influence in their lives in guiding young people in their educational journey. We have, with parents, the great honour and responsibility of challenging and shaping the character, spirit and intellect of our young people and their faith.

Our school will prepare the intellect of each child for the journey that awaits. However, our greater function is to ensure the foundational elements of faith and character are secure. In so doing we ensure a life that may be lived to the full as Christ intended. A belief anchored in our faith where each child's actions and decisions are founded in strength and integrity.

As such the St Joseph's graduate will:

Be persistent in their thoughts and attitudes and have an ability to think flexibly being solution focused

Show Empathy and search for Understanding of other people and act 'beyond themselves' through service and action within their communities

Strive for accuracy, question the world around them and pose problems for solution to create a society of integrity and reflectiveness

Think and work interdependently and understand that through cooperation and collaboration the best outcomes, and best practice, is ensured.

Be encouraged to think and communicate with clarity and precision, gathering data from multiple sources through multiple mediums, ensuring responsibility, reliability and success in decision making and action.

Always look to create, imagine, and innovate in the world around them to shape their own path in the world.

Endeavour to take time, manage their impulsivity and take risks that are responsible and beneficial to our communities now and in the future.

Will always look to learn, and reflect on their learning, to ensure their continuous improvement, always thinking about the past to inform their future direction and new experiences.

Enjoy life to its fullest, finding humour, responding with joy, and experiencing the fullness of God's creation with awe.

Introduction

This booklet details the St Joseph's College Senior Curriculum entering Year 11. This guide should assist students in making appropriate subject choices for their studies at St Joseph's during the Senior Phase of Learning. All students will be working towards a Queensland Certificate of Education (QCE).

To assist in the decision making of subject selection, this booklet will help to:

- Broaden one's knowledge of the various subjects on offer
- Explain pathways for senior year students and deciding which is most appropriate
- Provide requirements for obtaining a QCE (Queensland Certificate of Education)
- Provide requirements for obtaining an ATAR.

HOW TO CHOOSE YOUR SUBJECTS

In selecting subjects, it is important that students consider:

- Areas that are of interest
- Ability
- Career aim
- Pathway after school – university, TAFE, work, and prerequisites associated with these
- Job requirements
- Subject prerequisites – have these been met?
- Keeping options open and having a back-up plan

Students should not choose a subject based on:

- Friends taking it
- The teacher who has taken it in the past
- Possibility of an excursion
- They've heard it's easy
- They have heard they need to do it even though you hate it and haven't passed it previously
- You think it is only for boys or only for girls (all subjects have equal value for males and female.

YEAR 11 AND 12 SENIOR SCHOOL CURRICULUM

There are many pathways that students can choose to lead them to the attainment of the QCE. They must obtain a minimum 20 credit points through the courses that they study in Senior Schooling and meet certain Literacy and Numeracy requirements.

The curriculum structure we offer to Year 11 and 12 students exposes them to a range of pathways towards the achievement of the QCE.

This booklet outlines the options available in Year 11 and 12.

Student's study 6 subjects in Year 11 and 12. All students, at this point, are required to select from list below:

Religion and Ethics	Essential English	Essential Mathematics
Study of Religion	English	Mathematics

They are then required to indicate 6 preferences for the remaining 4 subjects (two of which will be reserves). As with all subject selection processes, we cannot guarantee that students will receive their first four preferences.

HOW CAN PARENTS HELP?

- Encouraging students in their learning and in sound study techniques
- Providing a supportive learning environment in the home showing a daily interest in what their child is doing
- Encouraging participation in subject activities
- Being aware of the school's expectations and assessment programs
- Helping children with their time management and encouraging them to begin planning for assessment as soon as it is handed out
- Enquiring about the school's course of study
- Discussing the topics studied
- Encouraging their children to read widely
- Providing access to news and current affairs which will assist students to consider a world view and a variety of opinions on current situations
- Taking opportunities to meet the teacher to discuss their child's progress
- Encouraging participation in extra-curricular activities
- Supporting school excursions

TIMELINE

Subject Information Session with Students	Term 3	Week 3
2022 – Year 11 Subject Selection Evening	Term 3	Week 3
All subject selection due to be uploaded on SSO	Term 3	Week 4
Subject Selection Interviews for all 2022 – Year 11 students	Term 3	Week 4
Students are informed of allocated electives	Term 4	

SENIOR EDUCATION PROFILE

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

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

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

SENIOR STATEMENT

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

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

Queensland Certificate of Education (QCE)

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

SENIOR SUBJECTS

The QCAA develops four types of senior subject syllabuses — General, Applied and Essential, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

GENERAL SYLLABI

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

APPLIED AND ESSENTIAL SYLLABI

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

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

GENERAL SYLLABI AND SHORT COURSES

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

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

21st century skills

Preparing students for a changing world

Young people are preparing for a very different world from the one we know.

Young Queenslanders in the 21st century need to be

| Innovators | Entrepreneurs | Lifelong learners | Responsible global citizens |

What are the 21st century skills in the General senior syllabuses?

Critical thinking	Creative thinking	Communication	Collaboration and teamwork	Personal and social skills	ICT skills
• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

APPLIED AND ESSENTIAL SYLLABI

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

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

VOCATIONAL EDUCATION & TRAINING - VET

Students can access VET programs through the school if it:

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

AUSTRALIAN TERTIARY ADMISSION RANK ELIGIBILITY - ATAR

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

- best five General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.
- The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

ENGLISH REQUIREMENT

Eligibility for an ATAR will require satisfactory completion of a QCAA General English subject. Please note Essential English is an Applied subject, not General and therefore does not meet eligibility.

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

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

GENERAL SYLLABI

General syllabi are developmental four-unit courses of study.

Unit 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in

Unit 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

Students should complete Units 1 and 2 before starting Units 3 and 4.

Unit 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

Unit 1	Unit 2	Unit 3	Unit 4
Satisfactory Result = 1 point	Satisfactory Result = 1 point	You must pass Unit 3 and 4 to get 2 points	
Unsatisfactory Result = 0 point	Unsatisfactory Result = 0 point	Pass U3, Fail U4 = 0 points	Fail U3, Pass U4 = 0 points

Assessment

Unit 1 and 2 assessments

Schools decide the sequence, scope, and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Unit 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least two but no more than four assessments for Unit 1 and 2. At least one assessment must be completed for each unit.

Schools report satisfactory completion of Unit 1 and 2 to the QCAA and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements, or other indicators.

Unit 3 and 4 assessments

Students complete a total of four summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop three internal assessments for each senior subject to reflect the requirements described in Unit 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. **For most subjects this is 25%; for Mathematics and Science subjects it is 50%.**

Instrument-specific marking guidelines
Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

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

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

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

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

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

APPLED AND ESSENTIAL SYLLABI

Applied and Essential syllabi course overview
Applied and Essential syllabi are developmental four-unit courses of study.

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

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

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

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

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

Applied syllabi do not use external assessment.

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

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

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:
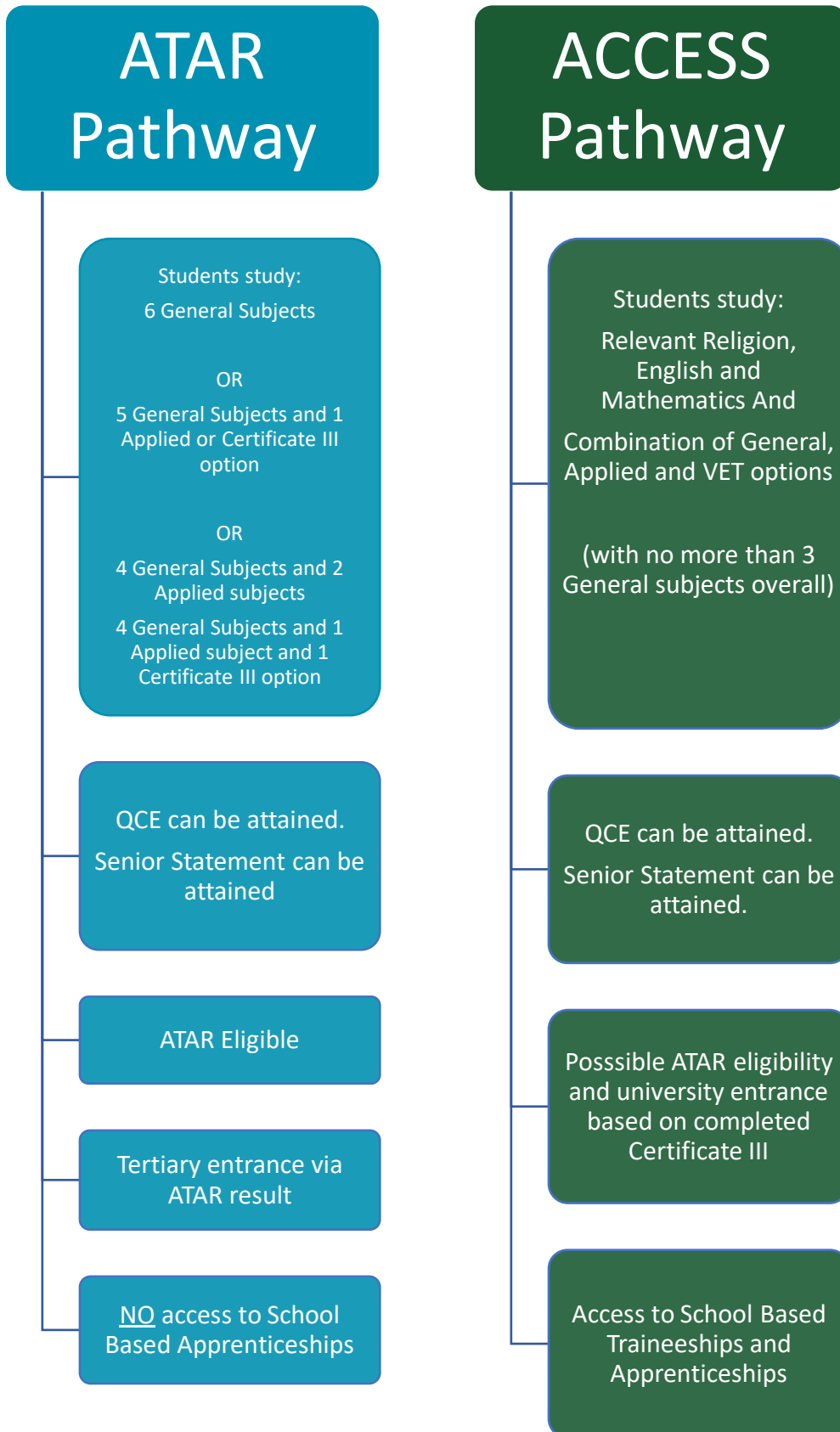
- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.
- The CIA is not privileged over the other summative internal assessment.

Summative Internal Assessment – Instrument-Specific Standards
The Essential English and Essential Mathematics syllabi provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

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

Which Pathway Should I Take?

ATAR Pathway	ACCESS Pathway
Students study: 6 General Subjects OR 5 General Subjects and 1 Applied or Certificate III option OR 4 General Subjects and 2 Applied subjects / 4 General Subjects and 1 Applied subject and 1 Certificate III option	**Students study:** Relevant Religion, English and Mathematics And Combination of General, Applied and VET options (with no more than 3 General subjects overall)
QCE can be attained. Senior Statement can be attained	QCE can be attained. Senior Statement can be attained.
ATAR Eligible	Posssible ATAR eligibility and university entrance based on completed Certificate III
Tertiary entrance via ATAR result	Access to School Based Traineeships and Apprenticeships
NO access to School Based Apprenticeships	

The ATAR Pathway

The ATAR Pathway is set up for one specific purpose – to give students a ranking which will enable them to apply for and be selected to complete a university course. An ATAR pathway is heavily academic and successfully achieving an ATAR score will require plenty of homework and study, as well as external examinations.

A balance of five General subjects is the typical choice for most students following an ATAR pathway.

An ACCESS Pathway

A Vocational Pathway can be used for students who are not looking at a tertiary pathway or are looking for an alternate pathway to university. It is often used by students interested in a range of more practical subject areas, and positions students well to transition into the workplace or into further study at some tertiary institutions.

A Vocational Pathway may incorporate a blend of General and Applied subjects, Certificate courses delivered in partnership with a Registered Training Organisation and / or a structured apprenticeship or traineeship.

Whilst not eligible for an ATAR, students may still successfully pursue study after school.

QCAA SENIOR SYLLABI

Key Learning Area	QCAA Subject	Year 10 Pre - requisites
English:		
	English - General	C in English
	English - Applied	NIL
Mathematics:		
	Specialist Mathematics	A in Maths
	Mathematics - Methods	B in Maths
	Mathematics - General	C in Maths
	Essential Mathematics - Applied	NIL
Science:		
	Biology - General	C in Maths and C in Science
	Chemistry - General	C in Maths and B in Science
	Physics - General	C in Maths and B in Science
	Science in Practice - Applied	C in Maths and C in Science
Humanities:		
	Business - General	C in Business and C in English
	Economics - General	C in Business and C in English
	Geography - General	C in English
	Legal Studies - General	C in Business and C in English
	Modern History - General	C in History and C in English
	Tourism - Applied	NIL
Religion:		
	Study of Religion - General	C in Religion and C in English
	Religion & Ethics - Applied	NIL
Languages:		
	Spanish - General	C in Spanish
The Arts:		
	Drama - General	NIL
	Film, Television and New Media - General	C in Media and C in English
	Media Arts in Practice - Applied	NIL
	Music - General	C in Music and C in English
	Music in Practice - Applied	NIL
	Visual Art - General	C in Visual Art
	Visual Art in Practice - Applied	NIL
	Arts in Practice - Applied	NIL
Health and PE:		
	Health - General	C in HPE
	Physical Education - General	C in HPE and C in Science
	Sport and Recreation - Applied	NIL
Technologies:		
	Digital Solutions - General	NIL
	Engineering – General	C in Maths
	Food & Nutrition - General	C in Maths and C in English
	Hospitality Practices - Applied	NIL

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) courses are available to students while they are still at school. VET is learning which is directly related to work. Nationally recognised qualifications are developed by industry to give people the knowledge and skills they need to work in a particular job.

The assessment conducted in these courses is competency-based. Students must demonstrate that they are competent at a particular task before they are awarded each competency.

Students can undertake VET at school:

- As part of their school studies – delivered by the school, in partnership with an external Registered Training Organisation (RTO),
- By enrolling in a qualification with an external registered training organisation, like TAFE, or
- As a school-based apprentice or trainee.

At St. Joseph's College, we are currently planning to offer the following VET courses as an integral part of the College timetable for 2023 – 2024:

CPC10120	Certificate I in Construction	3 QCE credits
SIT20306	Certificate II in Hospitality	4 QCE credits
BSB30120	Certificate III in Business	8 QCE credits
CHC30221	Certificate III in Education Support	8 QCE credits
SIS30115	Certificate III in Sport and Recreation	7 QCE credits

These qualifications are 'Fee for Service" products, extra payment and fees may be involved.

SENIOR EDUCATION and TRAINING (SET) Plan

The Senior Education and Training (SET) Plan is a confidential document that students develop in consultation with their parents/guardians and the College. A SET Plan is designed to map students' individual learning pathway through the senior phase of learning (Years 11 and 12). The SET Plan:

- includes flexible and coordinated pathway options.
- assists in examining learning options across education, training, and employment sectors.
- helps make decisions about learning pathways.
- helps communicate with personnel from the College about learning pathways.

Students are currently in the process of developing a Senior Education and Training (SET) Plan. The SET Plan helps students structure their learning around their abilities, interests, and ambitions. Students will map out what, where and how they will study during their senior phase of learning. The SET Plan needs to be agreed to by students, their parents/guardians, and the College.

SET PLAN INTERVIEWS

SET Plan Interviews are conducted by several key staff at the College. Parents and students are notified of interview dates and venues at the Subject Information Evening. Parents can help by:

- attend Student Academic Review Meetings and SET Plan Interviews.
- refer to the SET Plan and identified goals regularly and reflect on progress.
- communicate regularly with College teaching staff and assist students with investigating career options;
- support students in working towards SET Plan goals.

PRE-REQUISITES FOR UNIVERSITY AND COLLEGE COURSES

All Year 10 students were issued a link for the QTAC Handbook 'Tertiary Pre-requisites 2024'. This is a summary of selection criteria for entry to Universities, TAFE Queensland and Colleges. Pre-requisite subjects for courses to be offered at the respective universities in 2024 are listed in the handbooks referred to above; however, the following general points should be noted.

- Each institution has its own list of pre-requisite subjects which may differ between institutions.
- General English is a pre-requisite for almost all tertiary courses.
- Mathematics and Science subjects are most listed as pre-requisites; however, a variety of other subjects are also mentioned.
- While some subjects are not listed as pre-requisites, progress at university will be significantly less demanding if they have been studied in Years 11 and 12.
- QUT has an 'Assumed Knowledge' scheme, which replaces formal subject pre-requisites for course entry. Students who do not have the 'assumed level of knowledge' are not prevented from receiving an offer but may encounter difficulty with their studies. QUT recommends such students undertake bridging or preparation work to acquire the assumed knowledge.

PROGRESSION TO YEARS 11 AND 12

Students who select to remain ATAR eligible need to be equipped with the basic knowledge and skills to cope the end of Year 10 Mathematics and English and/or across all subjects will have difficulty coping with the demands of Years 11 and 12 and as such, could be asked to consider other pathways to ensure a successful transition from school to further study or work.

It is also important to realise the awarding of a QCE at the completion of Year 12, requires 20 credits; a credit is given when a minimum amount of learning is achieved, that is, a C grade which is determined at the end of Year 12.

SUBJECT SELECTION PROCESS
1. Students complete the online survey indicating in order of preference, the subjects they wish to study in Year 11.
2. A 'line structure' will be developed that provides the widest range of elective combinations (within timetabling constraints).
3. 'Subject Selection' will have to be reconsidered for the few students (if any) whose preferences are not completely satisfied by the 'line structure'.

Note: Subject selections for new enrolments will be made according to the 'line structure' and are subject to class size constraints.

HOME LEARNING FOR SUCCESS IN THE SENIOR YEARS

Home learning is not just homework. Homework is set by the teacher and students are expected to complete. Research has established that homework has a positive effect on learning, particularly at the middle and secondary school levels (Xu, 2010; Zimmerman & Kitsantas, 2005).

Home learning is study that consists of more than just the set homework. It includes:
- revising content taught that day
- completing advanced reading, research and planning for coming commitments
- preparing work for the next day.

Regular homework, which extends student learning, is an integral part of the learning process. Purposes include the following:
- build on skills acquired during lesson time.
- prepare for the next lesson through readings and so on.
- enable students to practice the concepts and skills covered in the lesson.
- empower students by enabling them to work independently.
- work on assignment/ assessment tasks.
- learn/ memorise content.

It is the student's responsibility to complete set homework and home learning. Recommended hours of home learning for each General subject is 3 hours per week. Recommended hours of home learning for each Applied subject and Certificate courses is 2 hours per week. Please note that for a student studying 6 General subjects, this would require at least 18 hours of home learning per week.

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	Texts and culture	Textual connections	Close study of literary 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	- 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	- 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	- Engaging with literary texts from diverse times and places - Responding to literary texts creatively and critically - Creating imaginative and analytical texts

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

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	Texts and human experiences	Language that influences	Representations and popular culture texts
- Responding to a variety of texts used in and developed for a work context - Creating multimodal and written texts	- Responding to reflective and nonfiction texts that explore human experiences - Creating spoken and written texts	- Creating and shaping perspectives on community, local and global issues in texts - Responding to texts that seek to influence audiences	- 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. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

SUMMATIVE ASSESSMENTS

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

SPECIALIST MATHEMATICS

GENERAL SENIOR SUBJECT

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

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

Pathways

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

Objectives

By 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 mathematics 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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, Vectors and Proof	Complex Numbers, Trigonometry, Functions and Matrices	Mathematical Induction, and further Vectors, Matrices and Complex Numbers	Further Statistical and Calculus Inference
- Combinatorics - Vectors in the plane - Introduction to proof	- Complex numbers 1 - Trigonometry and functions - Matrices	- Proof by mathematical induction - Vectors and matrices - Complex numbers 2	- Integration and applications of integration - Rates of change and differential equations - Statistical inference

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

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	Calculus and further functions	Further calculus	Further functions and statistics
- Arithmetic and geometric sequences and series 1 - Functions and graphs - Counting and probability - Exponential functions 1 - Arithmetic and geometric sequences	- Exponential functions 2 - The logarithmic function 1 - Trigonometric functions 1 - Introduction to differential calculus - Further differentiation and applications 1 - Discrete random variables 1	- The logarithmic function 2 - Further differentiation and applications 2 - Integrals	- 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			

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 act 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	Applied trigonometry, algebra, matrices, and univariate data	Bivariate data, sequences and change, and Earth geometry	Investing and networking
- Consumer arithmetic - Shape and measurement - Linear equations and their graphs	- Applications of trigonometry - Algebra and matrices - Univariate data analysis	- Bivariate data analysis - Time series analysis - Growth and decay in sequences - Earth geometry and time zones	- Loans, investments and annuities - Graphs and networks - Networks and decision mathematics

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

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, & graphs	Money, travel, & data	Measurement, scales, & data	Graphs, chance, & loans
- Number - Representing data - Graphs	- Managing money - Time and motion - Data collection	- Measurement - Scales, plans and models - Summarising and comparing data	- 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

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	Maintaining the internal environment	Biodiversity and the interconnectedness of life	Heredity and continuity of life
- Cells as the basis of life - Multicellular organisms	- Homeostasis - Infectious diseases	- Describing biodiversity - Ecosystem dynamics	- 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 to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals - structure, properties, and reactions	Molecular interactions and reactions	Equilibrium, acids, and redox reactions	Structure, synthesis, and design
- Properties and structure of atoms - Properties and structure of materials - Chemical reactions - reactants, products, and energy change	- Intermolecular forces and gases - Aqueous solutions and acidity - Rates of chemical reactions	- Chemical equilibrium systems - Oxidation and reduction	- 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	Linear motion & waves	Gravity & electromagnetism	Revolutions in modern physics
- Heating processes - Ionising radiation and nuclear reactions - Electrical circuits	- Linear motion and force - Waves	- Gravity and motion - Electromagnetism	- 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			

SCIENCE IN PRACTICE

APPLIED SENIOR SUBJECT

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research, and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests, and career aspirations. It can establish a basis for further education and employment in many fields, e.g., animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

Objectives

By the conclusion of the course of study students should:

- describe and explain scientific facts, concepts, and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods, and risks
- analyse data, situations, and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions, and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions and make decisions and recommendations using scientific evidence.

Structure

Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
- Scientific literacy and working scientifically - Workplace health and safety - Communication and self-management	- Science for the workplace - Resources, energy, and sustainability - Health and lifestyles - Environments - Discovery and change

Assessment

For Science in Practice, assessment from Unit 3 and 4 is used to determine the students exit result and consist of *four* instruments including:

- At least one investigation based on primary data
- A range of assessment instruments that includes no more than two assessment instruments from any one technique.

Collection of work	Collection of work	Collection of work	Collection of work	Collection of work
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of questions, scenarios and/or problems.

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	Business growth	Business diversification	Business evolution
- Fundamentals of business - Creation of business ideas	- Establishment of a business - Entering markets	- Competitive markets - Strategic development	- Repositioning a business - Transformation of a business

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

Economics

GENERAL SENIOR SUBJECT

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions.

Economic literacy is essential for understanding current issues: to make informed judgments and participate effectively in society. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge.

The field of economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena.

Economics is based on possibility and optimism. It appeals to students from Humanities and Business, and those interested in the broader relevance of Mathematics, Technology and Science because of their connection with economic forces. The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable.

Pathways

Economics is a general subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and Models	Modified Markets	International Economics	Contemporary macroeconomics
- The basic economic problem - Economic Flow - Market Forces	- Markets and Efficiency - Case Options of Market measures and Strategies	- The global economy - International economic issues	- Macroeconomics objectives and theory - Economic Management

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

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	Planning sustainable places	Responding to land cover transformations	Managing population change
- Natural hazard zones - Ecological hazard zones	- Responding to challenges facing a place in Australia - Managing the challenges facing a megacity	- Land cover transformations and climate change - Responding to local land cover transformations	- Population challenges in Australia - Global population change

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

LEGAL STUDIES

GENERAL SENIOR SUBJECT

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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	Movements in the modern world	National experiences in the modern world	International experiences in the modern world
- Australian Frontier Wars, 1788-1930s - Russian Revolution, 1905-1920s	- Independence movement in Vietnam, 1945-1975 - African American Civil Right Movements, 1954-1968	- Germany 1914-45 - Soviet Union 1920s-1945	- Australian engagement with Asia since 1945 - Cold War, 1945–1991

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, directly employing approximately 105 million people and accounting for 9.8% of the global gross domestic product.

1. Tourism is also one of Australia's most important industries, assuming increasing value as a source of expanding business and employment opportunities.
2. 'Tourism industry' is an umbrella term used to describe the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in entertainment, culture, conferences, adventure, shopping, dining, challenges, and self-development or visiting friends and relatives.
3. The subject is designed to give students a variety of intellectual, technical, 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.

In Tourism, students examine the socio-cultural, environmental, and economic aspects of tourism, as well as tourism opportunities, problems, and issues across global, national and local contexts.

Pathways

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

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

- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national, and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts.

Structure

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

Core	Electives
- Tourism as an Industry - The Travel experience - Sustainable Tourism	- Technology and tourism - Forms of tourism - Tourist destinations and attractions - Tourism marketing - Types of tourism - Tourism client groups

Assessment

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

- at least three different assessment techniques, including:
  - one project
  - one examination

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A technique that assesses investigative practices and the outcomes of applying these practices.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems.

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	Religion and ritual	Religious ethics	Religion, rights and the nation-state
- Sacred texts - Abrahamic traditions	- Lifecycle rituals - Calendrical rituals	- Social ethics - Ethical relationships	- 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 AND ETHICS

APPLIED SENIOR SUBJECT

Religion & Ethics focuses on the personal, relational, and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as 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. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class, and economic issues.

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:

- recognise and describe concepts, ideas and terminology about religion, beliefs, and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational, and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs, and ethics
- organise information and material related to religion, beliefs, and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs, and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs, and ethics
- communicate the outcomes of inquiries to suit audiences
- praise inquiry processes and the outcomes of inquiries.

Structure

Core topics	Elective topics	
- Who am I? the personal perspective - Who are we? the relational perspective - Is there more than this? the spiritual perspective	- The Australian scene - Peace and conflict - Ethics and morality - Religion and contemporary - Good and evil culture - Heroes and role models - Religions of the world	- Indigenous Australian - Religious citizenship spiritualities - Sacred stories - Meaning and purpose - Social justice - Spirituality

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 from at least three different assessment techniques, including:

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.

Spanish

GENERAL SENIOR SUBJECT

Spanish provides students with the opportunity to reflect on their understanding of the Spanish 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 Spanish-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 Spanish can establish 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 Spanish 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 Spanish 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 Spanish.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Mi mundo My world	La exploración de nuestro mundo Exploring our world	Nuestra Sociedad Our society	Mi future My future
- Family/carers and friends - Lifestyle and leisure - Education	- Travel - Technology and media - The contribution of Spanish culture to the world	- Roles and relationships - Socialising and connecting with my peers - Groups in society	- Finishing secondary school, plans and reflections - Responsibilities and moving on

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

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.

Student's 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	Reflect	Challenge	Transform
- 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	- How is drama shaped to reflect lived experience? - Realism, including Magical Realism, Australian Gothic - associated conventions of styles and texts	- 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	- 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 AND 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.

Pathways

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

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	Story forms	Participation	Identity
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?	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?	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?	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			

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. Tertiary studies, vocational education or work experience in the area of music can lead to and benefit careers in diverse fields. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity, music helps in developing transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

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	Identities	Innovations	Narratives through inquiry
- How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	- 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?	- How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	- 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 IN PRACTICE

APPLIED SENIOR SUBJECT

In Music in Practice, students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in school and community settings. They gain practical, technical and listening skills and make choices to communicate through the music activities of composing, performing and responding. They apply techniques, processes and skills, individually and in groups, to express music ideas.

Students learn about the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician in preparation for the workplace. Involvement in music making nurtures students' creative thinking and problem-solving skills. It helps build students' self-esteem, resilience and personal motivation and allows them to develop lifelong learning skills that reflect the real-world practices of composers, performers and audiences.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment by giving students the knowledge and skills that should enhance their employment prospects in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment opportunities may include musician, band or recording group member, music journalist, media composer, DJ, sound or studio engineer, songwriter or arranger, music sales and merchandising staff, record producer, concert promoter, entertainment manager, tour manager or music director.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices. apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose.
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives
- Music principles - Music practices	- Community music - Contemporary music - Live production and performance - Music for film, TV and video games - Music in advertising - The music industry - Music technology and production - Performance craft - Practical music skills - Song writing - World music

Assessment

For Music in Practice, assessment evidence from Units 3 and 4 contributes towards the students exit result.

Project	Performance	Product Composition	Investigation
This technique assesses a response to a single task, situation and/or scenario	This technique assesses physical demonstrations as outcomes of applying a range of cognitive, technical, physical, psychomotor, aural and/or creative/expressive skills	This technique assesses the application of a range of creative, expressive, listening, cognitive and technical skills to create music	This technique assesses investigative practices and includes locating and using information beyond students' own knowledge and the data they have been given.

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	Art as code	Art as knowledge	Art as alternate
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	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	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	Through inquiry learning, the following are explored: - Concept: evolving alternate representations and meaning - Contexts: contemporary and personal, cultural and/or formal - Focus: continued exploration of Unit 3 student-directed focus - Media: student-directed

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — inquiry phase 1	15%	Summative internal assessment 3 (IA3): Project — inquiry phase 3	35%
Summative internal assessment 2 (IA2): Project — inquiry phase 2	25%		
Summative external assessment (EA): 25% Examination			

VISUAL 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 identified skills to the production of artworks.	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.

ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

Arts in Practice embraces studies in and across the visual, performing and media arts — dance, drama, media arts, music and visual arts. The interdisciplinary nature of the arts is becoming a more prevalent characteristic of contemporary arts practice.

Students engage with two or more art forms to create an artwork. They explore the core of arts literacies and arts processes, apply techniques and processes, analyse and create artworks, and investigate artists' purposes and audience interpretations.

Students have the opportunity to engage with creative industries and arts professionals as they gain practical skills, use essential terminology and make choices to communicate ideas through their art- making.

Pathways

A course of study in Arts in Practice can establish a basis for further education and employment by providing students with the knowledge and skills that will enhance their employment prospects in the creative arts and entertainment industries. Employment opportunities, with additional training and experience, may be found in areas such as arts management and promotions, arts advertising and marketing, theatre and concert performance, multimedia, video game and digital entertainment design, screen and media, and creative communications and design.

Objectives

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

- identify and explain concepts and ideas related to arts literacies and arts processes
- interpret information about arts literacies and arts processes
- demonstrate arts literacies and processes in arts making
- organise and apply arts literacies and arts processes to achieve goals
- analyse artworks and arts processes
- use language conventions and features to convey information and meaning about art forms, works and processes
- generate arts ideas and plan arts processes
- implement arts processes to create communications and realise artworks
- evaluate artworks and processes.

Structure

The Arts in Practice course is designed around core and elective topics. Students explore at least three electives (art forms) across the four-unit course of study with at least two used in the creation of a product (artwork).

Core	Elective
- Arts literacies - Arts processes	- Dance - Drama - Media Arts - Music - Visual Arts

Assessment

For 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 one project, arising from community connections
- one product (artwork) (involving the integration of at least two art forms) that is separate from the assessable component of a project.

Project	Product (Artwork)	Extended response	Investigation
A response to a single task, situation and/or scenario that contains two or more components.	A technique that assesses a range of skills in the creation of an original product (artwork) that expresses a personal aesthetic.	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.

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

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 connection
- 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.

DIGITAL SOLUTIONS

GENERAL SENIOR SUBJECT

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

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

Learning in Digital Solutions provides students with opportunities to create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Pathways

Digital Solutions is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

Objectives

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

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations

Structure

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

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

ENGINEERING

GENERAL SENIOR SUBJECT

The problem-solving process in Engineering involves the practical application of science, technology, engineering and mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses, and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. Students learn transferrable 21st century skills that support their life aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society	Emerging technologies	Statics of structures and environmental considerations	Machines and mechanisms
- Engineering history - The problem-solving process in Engineering - Engineering communication - Introduction to engineering mechanics - Introduction to engineering materials	- Emerging needs - Emerging processes and machinery - Emerging materials - Exploring autonomy	- Application of the problem solving process in Engineering - Civil structures and the environment - Civil structures, materials and forces	- Machines in society - Materials - Machine control

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 2 (IA1): Project — folio	25%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 1 (IA2): Examination	25%	Summative external assessment (EA): Examination	25%

FOOD AND NUTRITION

GENERAL SENIOR SUBJECT

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein	Food drivers and emerging trends	Food science of carbohydrate and fat	Food solution development for nutrition consumer markets
- Introduction to the food system - Vitamins and minerals - Protein - Developing food solutions	- Consumer food drivers - Sensory profiling - Labelling and food safety - Food formulation for consumer markets	- The food system - Carbohydrate - Fat - Developing food solutions	- Formulation and reformulation for nutrition consumer markets - Food development process

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

HOSPITALITY PRACTICES

APPLIED SENIOR SUBJECT

Hospitality Practices enables students to develop knowledge, understanding and skills of the hospitality industry and to consider a diverse range of post school options. It emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

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

As well, students examine and evaluate industry practices from the food and beverage sector. Students develop awareness of industry workplace culture and practices and develop the skills, processes and attitudes desirable for future employment in the sector. They have opportunities to develop personal attributes that contribute to employability, including the abilities to communicate, connect and work with others, plan, organise, solve problems, and navigate the world of work.

Pathways

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

Objectives

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

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

Structure

Core	Electives
- Navigating the hospitality industry - Working effectively with others - Hospitality in practice	- Kitchen operations - Beverage operations and service - Food and beverage service

Assessment

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis, examination and/or evaluation of ideas and information in provided stimulus materials.	A technique that assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

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) - Body image (elective)	- Community as a resource for healthy living - Homelessness (elective) - Road safety (elective) - Anxiety (elective)	- Respectful relationships in the post-schooling transition

Assessment

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

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

SUMMATIVE ASSESSMENTS

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): 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 SENIOR SUBJECT

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesize   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	Sport psychology, equity, and physical activity	Tactical awareness, ethics and integrity and physical activity	Energy, fitness and training and physical activity
- Motor learning integrated with a selected physical activity - Functional anatomy and biomechanics integrated with Athletics	- Sport psychology integrated with Basketball - Equity — barriers and enablers	- Tactical awareness integrated with Volleyball - Ethics and integrity	- Energy, fitness, and training integrated with Soccer

Assessment

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

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

SUMMATIVE ASSESSMENTS

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

SPORT AND RECREATION

APPLIED SENIOR SUBJECT

Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying, and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in sport and recreation activities
- describe concepts and ideas about sport and recreation using terminology and examples
- explain procedures and strategies in, about and through sport and recreation activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group sport and recreation activities
- manage individual and group sport and recreation activities
- apply strategies in sport and recreation activities to enhance health, wellbeing, and participation for individuals and communities
- use language conventions and textual features to achieve particular purposes
- evaluate individual and group physical responses and interpersonal strategies to improve outcomes in sport and recreation activities
- evaluate the effects of sport and recreation on individuals and communities
- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

Core topics	Elective topics
- Sport and recreation in the community - Sport, recreation, and healthy living - Health and safety in sport and recreation activities - Personal and interpersonal skills in sport and recreation activities	- Active play and minor games - Challenge and adventure activities - Games and sports - Lifelong physical activities - Rhythmic and expressive movement activities - Sport and recreation physical activities

Assessment

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

- one project (annotated records of the performance is also required)
- one investigation, extended response, or examination.

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis, examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction, or conveying meaning or intent.	A response that answers several provided questions, scenarios and/or problems.

VOCATIONAL EDUCATION & TRAINING COURSES

WHAT IS VET?

Vocational Education and Training (also known as VET) is education and training that focuses on providing skills for work.

At St. Joseph's College, we are currently planning to offer the following VET courses as an integral part of the College timetable for 2023 – 2024:

CPC10120	**Certificate I in Construction**	**3 QCE credits**
SIT20306	**Certificate II in Hospitality**	**4 QCE credits**
BSB30120	**Certificate III in Business**	**8 QCE credits**
CHC30221	**Certificate III in Education Support**	**8 QCE credits**
SIS30115	**Certificate III in Sport and Recreation**	**7 QCE credits**

These qualifications are 'Fee for Service" products, extra payment and fees may be involved.

VETIS FUNDING

Certificate courses delivered by external RTO's may incur a fee and/or be included in the Department of Employment, Small Business and Training's VET investment budget (referred to as VETiS funding).

Due to funding guidelines, there are restrictions imposed around the use of VETiS. Students can only access VETiS funding once, and so when more than one certificate course is being studied, this will impact the costs payable by the student as the user.

EXTERNAL RTO'S AND OTHER ORGANISATIONS IN THE GOLD COAST REGION

Qualifications are delivered by external RTOs. The largest provider in the region is Gold Coast TAFE, but we will consider collaboration with All Trades Queensland, Gold Coast Trade College, and all registered RTO's. The most common areas of training are in:

- Construction
- Tourism
- Information Technology
- Digital Media
- Children's Services
- Crime and Justice

and many more.

In this mode of delivery, students attend classes outside the College and, as a result, their timetable may look different.

At St Joseph's College we plan to also offer:

- School Based Traineeships
- School Based Apprenticeships
- TAFE at Schools program

If interested in traineeships, apprenticeships and/or TAFE Courses please contact Mrs Fiona Fowler, Vocational Pathways and Careers Program Leader.

Code of Practice

All the VET courses offered by this College can lead to nationally recognised qualifications – a certificate (if all the requirements of the qualification are completed) or a statement of attainment (for those parts that are successfully completed where the full qualification is not completed).

This certificate/statement of attainment will be recognised nationally. This is because Australia has a national qualifications framework called the Vocational Qualifications Framework (VQF).

Certificates gained can lead directly to employment, further study, or tertiary pathways.

Service Agreement

Educational pathway programs are generally two-year courses. St. Joseph's College will provide all students with every opportunity to complete the certificate courses offered as per the rights and obligations outlined in the enrolment process and student information handbooks.

Students successfully achieving all qualification requirements will be provided with a Qualification and a Record of Results. Students who achieve at least one or more units but not a full qualification) for a certificate will receive a Statement of Attainment for units successfully achieved.

Students who depart a certificate course prior to its completion date will also receive a Statement of Attainment for competencies completed at the date of exit from the course.

All courses offered need to be of a viable class size for the College to implement them. If a VET subject cannot run, or the school can no longer deliver a course offered, every effort will be made to ensure that students may complete their studies through another RTO. In some cases, this may incur costs.

Learning Experiences

Assessment is competency based. Students must demonstrate competence on more than one occasion to be deemed competent. A range of teaching and learning strategies will be used to deliver competencies. These may include, but are not limited to:

- practical tasks
- group work
- activities in simulated work environments
- student workbooks
- role plays
- work placements and
- industry excursions and activities.

Appropriately qualified staff will assess the extent to which a student is likely to achieve the stated competency standards and outcomes of the course, based on his/her qualifications and experience.

Third Party Arrangements

In some instances, St Joseph's College will partner with another training organisation to deliver training, for either an individual unit of competency or for a full qualification. In these cases, St Joseph's College will deliver the qualification in accordance with the partnership agreement on behalf of another RTO.

Costs may be incurred, as outlined in the individual subject/ course outlines that follow in this handbook.

Please contact the VET and Careers Program Leader, Mrs Fiona Fowler for further information on (07) 5670 5500 or email: fiona.fowler@bne.catholic.edu.au
NOTE: Information regarding Training providers partners and the cost of courses may vary; however, the information is true and correct at the time of publication.

Structured Work Placement

Many VET courses have compulsory structured vocational placement to be undertaken throughout the two-year course.

Due to the nature of individual industry requirements, vocational placement may occur during school hours or may need to be undertaken out of school hours or in school holidays.

Please refer to individual course outlines for more details.

School-based traineeships and apprenticeships

School-based apprenticeships and traineeships (SATs) enable students to complete a formal qualification as well as undertake paid work in their chosen field. Students participating in this program will spend one day per week for one or two years 'on the job' and will undertake formal one-on- one training.

There are a range of SATs available to students in a range of areas including but not limited to:
- Construction
- Engineering
- Business
- Textiles
- Individual Support
- Hospitality, and
- Retail.

Requirements

A SAT must have an impact on your school timetable. Therefore, some of the training or work must take place during school hours. There may be costs for this training and related costs such as uniforms, textbooks, and transport.

Advantages of completing a SAT

SAT's contribute points towards the Queensland Certificate of Education. Young people employed as school-based apprentices or trainees develop workplace skills, knowledge, confidence and a competitive edge when applying for jobs.

Steps to gaining a SAT

1. Choose the right SAT that suits you. See the St Joseph's College Newsletter and Teams
2. See Mrs Fiona Fowler, the College Vocational Education and Career Coordinator.
3. Find an employer.
   a) Once you have decided which SAT you want to do, you will need to find an employer who will give you a job so you can earn while you learn.
   b) Contact businesses in person or by letter
   c) Apply for jobs advertised in newspaper or internet
   d) Contact a Job Network

e) Talk to family and friends to see if they know anyone who could employ you as an apprentice or trainee
f) Contact the Gold Coast Institute of TAFE. Gold Coast Institute of TAFE also assists in connecting prospective students with employers to gain a SAT.
g) Regularly consult the College Newsletter, where SATs are updated regularly.
4. Sign the training contract, a legally binding record with employer. Your parents or guardians
5. must also sign. The College is required to coordinate the sign-up of the student to the SAT.
6. Choose a Training Organisation.
7. Complete the Probation period: 90 days for a SBA, 30 days for a SBT.

For more information see: www.qld.gov.au/education/apprenticeships

TAFE Queensland, Gold Coast – TAFE at School Program

TAFE Queensland, Gold Coast provides access to a range of vocational programs for the benefit of young people and their future careers. With these exciting programs, school students can gain vocational skills and academic qualifications while at school.

TAFE delivers Certificate qualifications in a wide range of industry areas including automotive, electrotechnology, engineering, marine mechanical, plumbing, beauty therapy, hairdressing, kitchen operations, retail, make-up and skin care, tourism, media and more.

On completion of the qualification, students qualify for the following QCE points:

- Certificate II = 4 credits
- Certificate III = up to 8 credits in addition
  = Certificate III contributes towards an ATAR

Students in Queensland may access **ONE funded employment stream qualification** while still at school. In certain cases, when students have used their VET in Schools funding to complete fully a qualification, they may be eligible for Second Chance Funding. This initiative would allow students to undertake a second funded employment stream qualification.

For more information see: http://tafegoldcoast.edu.au

CPC10120 Certificate I in Construction

Course Details

The CPC10120 qualification is a two-year practical course that requires students to become competent in skills necessary for entry into several building and construction trades. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	January 2023 – December 2024		
Course Duration	4 semesters over 2 years (Year 11 and 12)		
Fees for service	Further details will be provided at Year 11 2023 Subject Selection and SET Planning		
Outcome	CPC10120 Certificate I in Construction	**QCE Credits**	Max 4
Pathway	Certificate III in Construction or Diploma		
Job Role	This course is designed for people interested in working in the fields as a carpenter, bricklayer, tiler, plasterer, plumber or painter.		
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator.		

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

NOTE: Information regarding all VET courses and fees are true at the time of publication.

SIT20316 Certificate II in Hospitality

Course Details

This qualification aims to develop in students the ability to select, prepare, present and serve foods and beverages as well as the knowledge, understanding, attitudes and skills related to: occupational fields involved in planning, preparation and service of food and beverages, management and decision-making in the provision of food for home, institutional and commercial purposes and problem solving through analysis, research, evaluation and creativity providing food to suit the occasion. Depending on the setting, students may work under direct supervision or autonomously. To undertake this course students will need to be comfortable working with foods and beverages, have good teamwork skills and have the ability to "think on their feet", as well as a good work ethic and commitment to completing work requirements. Students will be required to attend Hospitality functions outside of normal school hours.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	January 2023 – December 2024 - 8 Terms		
Course Duration	4 semesters over 2 years (Year 11 and 12)		
Fees for service	Further details will be provided at Year 11 2023 Subject Selection and SET Planning		
Industry placement	12 service shifts in a Hospitality aligned workplace. School functions and existing employment in hospitality can be used for 4 vocational placement shifts each.		
Outcome	SIT20316 Certificate II in Hospitality	**QCE Credits**	Max 4
Pathway	SIT30616 Certificate III in Hospitality		
Job Role	This course is designed for people interested in working in Hotels, Casinos, Resorts, Bars & Clubs, Pubs, and Cruise Ships.		
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator		

12 Units minimum (6 Core units plus minimum 6 Elective units)

Unit Code	Unit Title	
SITHIND002	Source and use information on the hospitality industry	Core
SITHIND003	Use hospitality skills effectively	Core
BSBWOR203	Work effectively with others	Elective
SITXWHS001	Participate in safe work practices	Core
SITXCCS003	Interact with customers	Core
SITXCOM002	Show social and cultural sensitivity	Core
SITXFIN001	Process financial transactions	Elective
SITXFSA001	Use hygienic practices for food safety	Elective
SITHGAM001	Provide responsible gambling services	Elective
SITHFAB004 *	Prepare and serve non-alcoholic beverages	Elective
SITHFAB005 *	Prepare and serve espresso coffee	Elective
SITHFAB002	Provide responsible service of alcohol	Elective
SITHCCC002	Prepare simple dishes	Elective

*SITXFS001 Use hygienic practices for food safety is a pre-requisite for the units of competency marked with *.

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

NOTE: Information regarding all VET courses and fees are true at the time of publication.

BSB30120 Certificate III in Business

Course Details

Kick start your career with this entry-level course in business administration. This course will give you the practical skills to successfully work in an office or business environment.

According to the Australian Government's Job Outlook service, the number of people working as general clerks grew strongly over the past five years and is expected to continue to grow in the future. This is a very large occupation with over 182,000 job openings expected over the next five years, ensuring strong job outcomes for graduates.

You will develop a broad range of knowledge covering keyboard speed and accuracy and health and safety for yourself and others. You may also have the opportunity to specialise in units that focus on payroll processing, electronic presentations, working effectively with diversity, and the use of business technology. This course is taught by industry experts that are dedicated to guiding you to achieve your goals, no matter where your career takes you.

Successful completion of the course provides you with the practical skills to work in many office and business roles. You will also develop a solid foundation for further study.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	January 2023 – December 2024		
Fees for service	Further details will be provided prior to Year 11 2023 Subject Selection and SET Planning		
Outcome	BSB30120 Certificate III in Business	**QCE Credits**	Max 8
Pathway	BSB40215 Certificate IV in Business or a range of other Certificate IV qualifications		
Job Role	Varied and may include Data Entry, Customer service Advisor, General Clerk, Word Processing Operator, Administration Officer, Receptionist, Personal Assistant		
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
Leaning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and the learning support coordinator		

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum.

NOTE: Information regarding all VET courses and fees are true at the time of publication.

CHS30112 Certificate III in Education Support

Course Details

In this course you will develop an understanding of learning difficulties, disabilities and school curriculum from Kindy – Year12. You will learn strategies to manage student behaviour and to develop students' numeracy and literacy levels. At Adapt, our focus is on developing you into a valuable staff member who can assist the teacher implement teaching strategies for individuals and groups.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	January 2023 – December 2024		
Course Duration	Up to 2 years (Year 11 and 12)		
Fees for service	Further details will be provided at Year 11 2023 Subject Selection and SET Planning		
Practical Placement	A minimum of 100 hours practical placement (work experience) in an educational setting must be achieved. Additional hours (up to 100) may be required for school-based students.		
Outcome	CHS30112 Certificate III in Education Support	**QCE Credits**	Max 4
Job Role	Possible job titles relevant to this qualification include Teacher Aide, Teacher Assistant, Learning Support Officer, Education assistant (special needs or disability), Language, Literacy or Numeracy worker, Education support worker, Home tutor.		
Learning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and learning support coordinator.		

SIS30115 Certificate III in Sport and Recreation

Course Details

Students deliver sport/recreation programs within their school community. May includes First Aid, CPR, officiating and coaching accreditations. Programs include:

- Officiating games
- Conduct coaching activities
- Strength and conditioning program
- Community sport, fitness and recreation program.

Student Selection	Persons with the language, literacy and numeracy skills to fulfil their job role		
Student Intake	January 2023 – December 2024		
Fees for service	Further details will be provided at Year 11 2023 Subject Selection and SET Planning		
Outcome	SIS30115 Certificate III in Sports and Recreation	**QCE Credits**	Max 8
Pathway	Outdoor recreation qualifications are designed to provide skills for outdoor leaders working at different levels of proficiency. All outdoor recreation qualifications provide a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.		
Job Role	Possible jobs may include: recreation officer, activity operation officer, sport and recreation attendant, community activities officer and leisure services officer.		
Recognition of Prior Learning	Students may apply for RPL (Recognition of prior learning) for specific units of competency, where competency in current knowledge and skills can be provided and verified		
Credit Transfer	Credit transfer for a unit of competency completed in another course will be allocated on presentation of a current and valid Statement of Attainment		
Leaning Support	Assistance with language, literacy and numeracy is available and may be provided in consultation with course teacher and the learning support coordinator		

NOTE: Information regarding all VET courses and fees are true at the time of publication