**Pioneer State High School**

**2020 Senior Subject Guide**



[Introduction 3](#_Toc16206713)

[Senior Education Profile 3](#_Toc16206714)

[Statement of results 3](#_Toc16206715)

[Queensland Certificate of Education (QCE) 3](#_Toc16206716)

[Queensland Certificate of Individual Achievement (QCIA) 4](#_Toc16206717)

[Senior subjects 4](#_Toc16206718)

[Underpinning factors 5](#_Toc16206719)

[Vocational education and training (VET) 5](#_Toc16206720)

[Australian Tertiary Admission Rank (ATAR) eligibility 5](#_Toc16206721)

[General syllabuses 6](#_Toc16206722)

[Structure 6](#_Toc16206723)

[Assessment 6](#_Toc16206724)

[Applied syllabuses 8](#_Toc16206725)

[Structure 8](#_Toc16206726)

[Assessment 8](#_Toc16206727)

[Senior External Examinations 9](#_Toc16206728)

[Assessment 9](#_Toc16206729)

[QCAA senior syllabuses 10](#_Toc16206731)

[Mathematics 11](#_Toc16206732)

[English 10](#_Toc16206734)

[Humanities 23](#_Toc16206735)

[Technologies 33](#_Toc16206736)

[Health and Physical Education 10](#_Toc16206737)

[Science 49](#_Toc16206738)

[Languages 6](#_Toc16206739)1

The Arts 63

[VET SUBJECT SELECTION 76](#_Toc16206741)

[CERTIFICATE II IN BUSINESS – BSB20115 77](#_Toc16206743)

[ICT20115 – CERTIFICATE II IN INFORMATION, COMMUNICATION AND DIGITAL MEDIA 79](#_Toc16206744)

[SIT20316 CERTIFICATE II IN HOSPITALITY 82](#_Toc16206745)

[SIS30315 CERTIFICATE III IN FITNESS 85](#_Toc16206746)

Introduction

The purpose of this guide is to support schools through the provision of a resource that guides students and parents/carers in Years 11 and 12 subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of a school’s curriculum offerings.

Schools design curriculum programs that provide a variety of opportunities for students while catering to individual schools’ contexts, resources, students’ pathways and community expectations.

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

# 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](https://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

## Statement of results

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

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

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

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

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

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

### General syllabuses

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

### Applied syllabuses

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

### Senior External Examination

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

### Short Courses

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

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

## Underpinning factors

All senior syllabuses are underpinned by:

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

### General syllabuses and Short Courses

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

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

### Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

### English requirement

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

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

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

# General syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. It is intended that Units 1 and 2 are studied as a pair. Assessment in Units 1 and 2 provides students with feedback on their progress in a course of study and contributes to the award of a QCE.

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

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

### Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

The results from Units 3 and 4 contribute to the award of a QCE and to ATAR calculations.

## Assessment

### Units 1 and 2 assessments

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

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

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

### Units 3 and 4 assessments

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

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

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

#### Instrument-specific marking guides

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

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

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

As part of quality teaching and learning, schools should discuss ISMGs with students to help 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.

# Applied syllabuses

## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

#### Instrument-specific standards matrixes

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

#### English and Essential Mathematics — Common internal assessment

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

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

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

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

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

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

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

## **Senior External Examinations**

### Senior External Examinations course overview

A Senior External Examination syllabus sets out the aims, objectives, learning experiences and assessment requirements for each of these subjects.

Results are based solely on students’ demonstrated achievement in examinations. Work undertaken before an examination is not assessed.

The Senior External Examination is for:

* low candidature subjects not otherwise offered as a General subject in Queensland
* students in their final year of senior schooling who are unable to access particular subjects at their school
* adult students (people of any age not enrolled at a Queensland secondary school)
  + to meet tertiary entrance or employment requirements
  + for personal interest.

Senior External Examination results may contribute credit to the award of a QCE and contribute to ATAR calculations.

For more information about the Senior External Examination, see: [www.qcaa.qld.edu.au/senior/see](https://www.qcaa.qld.edu.au/senior/see).

## Assessment

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

Results are based solely on students’ demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E. For more information about results, see the QCE and QCIA policy and procedures handbook, Section 10.

## Assessment

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

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

# QCAA senior syllabuses

## Mathematics

## General

* General Mathematics
* Mathematical Methods
* Specialist Mathematics

**Applied**

* Essential Mathematics

**Short Course**

* Numeracy

## English

**General**

* English

**Applied**

* Essential English

**Short Course**

* Literacy

## Humanities

**General**

* Ancient History
* Business
* Legal Studies
* Modern History

**Applied**

* Tourism

**Short course**

* Career Education

## Technologies

**General**

* Design
* Digital Solutions

**Applied**

* Building & Construction Skills
* Industrial Technology Skills
* Industrial Graphics

## Health and Physical Education

**General**

* Physical Education

**Applied**

* Early Childhood Studies
* Sport and Recreation

## Science

**General**

* Biology
* Chemistry
* Marine Science
* Physics
* Psychology

**Applied**

* Aquatic Practices

## Languages

**General**

• Japanese

## The Arts

**General**

* Dance
* Drama
* Film, Television & New Media
* Visual Art

**Applied**

* Media Arts in Practice
* Visual Arts in Practice

|  |  |  |
| --- | --- | --- |
|  | General Mathematics General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Mathematical Methods General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Specialist Mathematics General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

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

### Assessment

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

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

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 | Applied |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | English General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Essential English Applied senior subject | Applied |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Ancient History General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| --- | --- | --- | --- |
| **Investigating the ancient world**   * Digging up the past * Ancient societies — Slavery * Ancient societies — Art and architecture * Ancient societies — Weapons and warfare * Ancient societies — Technology and engineering * Ancient societies — The family * Ancient societies — Beliefs, rituals and funerary practices. | **Personalities in their time**   * Hatshepsut * Akhenaten * Xerxes * Perikles * Alexander the Great * Hannibal Barca * Cleopatra * Agrippina the Younger * Nero * Boudica * Cao Cao * Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) * Richard the Lionheart * Alternative choice of personality | **Reconstructing the ancient world**   * Thebes — East and West, 18th Dynasty Egypt * The Bronze Age Aegean * Assyria from Tiglath Pileser III to the fall of the Empire * Fifth Century Athens (BCE) * Philip II and Alexander III of Macedon * Early Imperial Rome * Pompeii and Herculaneum * Later Han Dynasty and the Three Kingdoms * The ‘Fall’ of the Western Roman Empire * The Medieval Crusades | **People, power and authority**  Schools choose one study of power from:   * Ancient Egypt — New Kingdom Imperialism * Ancient Greece — the Persian Wars * Ancient Greece — the Peloponnesian War * Ancient Rome — the Punic Wars * Ancient Rome — Civil War and the breakdown of the Republic   QCAA will nominate one topic that will be the basis for an external examination from:   * Thutmose III * Rameses II * Themistokles * Alkibiades * Scipio Africanus * Caesar * Augustus |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Business General senior subject | General |
|  | | |

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

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

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

**Pathways**

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

**Objectives**

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

* describe business environments and situations
* explain business concepts, strategies and processes
* select and analyse business data and information
* interpret business relationships, patterns and trends to draw conclusions
* evaluate business practices and strategies to make decisions and propose recommendations
* create responses that communicate meaning to suit purpose and audience.

### Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Business creation**   * Fundamentals of business * Creation of business ideas | **Business growth**   * Establishment of a business * Entering markets | **Business diversification**   * Competitive markets * Strategic development | **Business evolution**   * Repositioning a business * Transformation of a business |

### Assessment

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

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

Summative assessments

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

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
|  | Legal Studies General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Modern History General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| --- | --- | --- | --- |
| **Ideas in the modern world**   * Australian Frontier Wars,  1788–1930s * Age of Enlightenment, 1750s–1789 * Industrial Revolution,  1760s–1890s * American Revolution,  1763–1783 * French Revolution,  1789–1799 * Age of Imperialism,  1848–1914 * Meiji Restoration,  1868–1912 | **Movements in the modern world**   * Australian Indigenous rights movement since 1967 * Independence movement in India, 1857–1947 * Workers’ movement since the 1860s * Women’s movement since 1893 * May Fourth Movement in China, 1919 * Independence movement in Algeria, 1945–1962 | **National experiences in the modern world**   * Australia, 1914–1949 * England, 1707–1837 * France, 1799–1815 * New Zealand, 1841–1934 * Germany,1914–1945 * United States of America, 1917–1945 * Soviet Union, 1920s–1945 * Japan, 1931–1967 * China, 1931–1976 * Indonesia, 1942–1975 * India, 1947–1974 * Israel, 1948–1993 | **International experiences in the modern world**   * Australian engagement with Asia since 1945 * Search for collective peace and security since 1815 * Trade and commerce between nations since 1833 * Mass migrations since 1848 * Information Age since 1936 * Genocides and ethnic cleansings since 1941 * Nuclear Age since 1945 * Cold War, 1945–1991 |
| * Boxer Rebellion,  1900–1901 * Russian Revolution,  1905–1920s * Xinhai Revolution,  1911–1912 * Iranian Revolution,  1977–1979 * Arab Spring since 2010 * Alternative topic for Unit 1 | * Independence movement in Vietnam, 1945–1975 * Anti-apartheid movement in South Africa, 1948–1991 * African-American civil rights movement, 1954–1968 * Environmental movement since the 1960s * LGBTIQ civil rights movement since 1969 * Pro-democracy movement in Myanmar (Burma) since 1988 * Alternative topic for Unit 2 | * South Korea, 1948–1972 | * Struggle for peace in the Middle East since 1948 * Cultural globalisation since 1956 * Space exploration since 1957 * Rights and recognition of First Peoples since 1982 * Terrorism, anti-terrorism and counter-terrorism since 1984 |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Tourism Applied senior subject | Applied |
|  | | |

Tourism studies enable 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.

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.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

### 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:

* recall terminology associated with tourism and the tourism industry
* describe and explain tourism concepts and information
* identify and explain tourism issues or opportunities
* 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
* generate plans based on consumer and industry needs
* evaluate concepts and information within tourism and the tourism industry
* draw conclusions and make recommendations.

### Structure

The Tourism course is designed around interrelated core topics and electives.

|  |  |  |
| --- | --- | --- |
| Core topics | Elective topics | |
| * 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 from at least three different assessment techniques, including:

* one project
* 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. |
| At least two different components from the following:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal   + non-presentation: 8 A4 pages max (or equivalent)   + presentation: 3–6 minutes * performance: continuous class time * product: continuous class time. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. | * 60–90 minutes * 50–250 words per item |

|  |  |  |
| --- | --- | --- |
|  | Design General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Digital Solutions General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Building & Construction Skills Applied senior subject | Applied |
|  | | |

Building and Construction Skills focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment.

Students learn to meet customer expectations of quality at a specific price and time. In addition, they understand industry practices; interpret specifications, including information and drawings; safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment; communicate using oral, written and graphical modes; organise, calculate and plan construction processes; and evaluate the structures they create using predefined specifications.

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

### Pathways

A course of study in Building & Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

### Objectives

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

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

### Structure

The Building & Construction Skills course is designed around core and elective topics.

|  |  |
| --- | --- |
| Core topics | Elective topics |
| * Industry practices * Construction processes | Carpentry plus at least two other electives:   * Bricklaying * Concreting * Landscaping * Plastering and painting * Tiling. |

### Assessment

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

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

|  |  |  |
| --- | --- | --- |
| Project | Practical demonstration | Examination |
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal   + non-presentation: 8 A4 pages max (or equivalent)   + presentation: 3–6 minutes * product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | * 60–90 minutes * 50–250 words per item |

|  |  |  |
| --- | --- | --- |
|  | Industrial Graphics Skills Applied senior subject | Applied |
|  | | |

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

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

### Pathways

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

### Objectives

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

* describe industry practices in drafting and modelling tasks
* demonstrate fundamental drawing skills
* interpret drawings and technical information
* analyse drafting tasks to organise information
* select and apply drawing skills and procedures in drafting tasks
* use language conventions and features to communicate for particular purposes
* construct models from drawings
* create technical drawings from industry requirements
* evaluate industry practices, drafting processes and drawings, and make recommendations.

### Structure

The Industrial Graphics Skills course is designed around core and elective topics.

|  |  |
| --- | --- |
| Core topics | Elective topics |
| * Industry practices * Drafting processes | * Building and construction drafting * Engineering drafting * Furnishing drafting |

### Assessment

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

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

|  |  |  |
| --- | --- | --- |
| Project | Practical demonstration | Examination |
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a technical drawing (which incldues a model) component and at least one of the following components:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal   + non-presentation: 8 A4 pages max (or equivalent)   + presentation: 3-6 minutes * product: continous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | * 60–90 minutes * 50–250 words per item |

|  |  |  |
| --- | --- | --- |
|  | Industrial Technology Skills Applied senior subject | Applied |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

The Industrial Technology Skills course is designed around:

* core topics, which are integrated throughout the course
* elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| Core topics | Industry area | Elective topics |
| --- | --- | --- |
| * Industry practices * Production processes | Aeroskills | * Aeroskills mechanical * Aeroskills structures |
| Automotive | * Automotive mechanical * Automotive body repair * Automotive electrical |

|  |  |  |
| --- | --- | --- |
|  | Building and construction | * Bricklaying * Plastering and painting * Concreting * Carpentry * Tiling * Landscaping |
| Engineering | * Sheet metal working * Welding and fabrication * Fitting and machining |
| Furnishing | * Cabinet-making * Furniture finishing * Furniture-making * Glazing and framing * Upholstery |
| Industrial graphics | * Engineering drafting * Building and construction drafting * Furnishing drafting |
| Plastics | * Thermoplastics fabrication * Thermosetting fabrication |

### Assessment

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

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

|  |  |  |
| --- | --- | --- |
| Project | Practical demonstration | Examination |
| A response to a single task, situation and/or scenario. | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems. |
| A project consists of a product component and at least one of the following components:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal   + non-presentation: 8 A4 pages max (or equivalent)   + presentation: 3–6 minutes * product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | * 60–90 minutes * 50–250 words per item |

|  |  |  |
| --- | --- | --- |
|  | Physical Education General senior subject | General |
|  | | |

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

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### 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% |

|  |  |  |
| --- | --- | --- |
|  | Early Childhood Studies Applied senior subject | Applied |
|  | | |

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children’s needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

### Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher’s aides or assistants in a range of early childhood contexts.

### Objectives

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

* describe concepts and ideas related to fundamentals of early childhood
* explain concepts and ideas of practices of early childhood learning.
* analyse concepts and ideas of the fundamentals and practices of early childhood learning
* apply concepts and ideas of the fundamentals and practices of early childhood learning
* use language conventions and features to communicate ideas and information for specific purposes
* plan and justify play-based learning activities responsive to children’s needs
* evaluate play-based learning activities in response to children’s needs
* evaluate contexts in early childhood learning.

### Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

|  |  |
| --- | --- |
| Core topics | Elective topics |
| * Fundamentals of early childhood * Practices in early childhood | * Play and creativity * Literacy and numeracy skills * Being in a safe place * Health and physical wellbeing * Indoor and outdoor learning environments |

### Assessment

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

* two projects
* two other assessments.

|  |  |  |  |
| --- | --- | --- | --- |
| 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. |
| At least two different components from the following:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal: 3–6 minutes * performance: continuous class time * product: continuous class time. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal: 4–7 minutes. | * 60–90 minutes * 50–250 words per item |

|  |  |  |
| --- | --- | --- |
|  | Sport & Recreation Applied senior subject | Applied |
|  | | |

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

The Sport & Recreation course is designed around core and elective topics.

|  |  |
| --- | --- |
| 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 a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal: 3–6 minutes * performance: 2–4 minutes.\* | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken:   3–4 minutes   * multimodal: 4–7 minutes. | * 2–4 minutes\* | * 60–90 minutes * 50–250 words per item |

\* Evidence must include annotated records that clearly identify the application of standards to performance.

|  |  |  |
| --- | --- | --- |
|  | Biology General senior subject | General |
|  | | |

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Students plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Chemistry General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Chemical fundamentals — structure, properties and reactions**   * Properties and structure of atoms * Properties and structure of materials * Chemical reactions —reactants, products and energy change | **Molecular interactions and reactions**   * Intermolecular forces and gases * Aqueous solutions and acidity * Rates of chemical reactions | **Equilibrium, acids and redox reactions**   * Chemical equilibrium systems * Oxidation and reduction | **Structure, synthesis and design**   * Properties and structure of organic materials * Chemical synthesis and design |

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Marine Science General senior subject | General |
|  | | |

Marine Science provides opportunities for students to study an interdisciplinary science focusing on marine environments and the consequences of human influences on ocean resources.

Students develop their understanding of oceanography. They engage with the concept of marine biology. They study coral reef ecology, changes to the reef and the connectivity between marine systems. This knowledge is linked with ocean issues and resource management where students apply knowledge to consider the future of our oceans and techniques for managing fisheries.

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 Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, 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 |
| **Oceanography**   * An ocean planet * The dynamic shore | **Marine biology**   * Marine ecology and biodiversity * Marine environmental management | **Marine systems — connections and change**   * The reef and beyond * Changes on the reef | **Ocean issues and resource management**   * Oceans of the future * Managing fisheries |

### 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 | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

**Assessment**

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Psychology General senior subject | General |
|  | | |

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

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

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

### Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

### Objectives

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

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

### Structure

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **Individual development**   * Psychological science A * The role of the brain * Cognitive development * Human consciousness and sleep | **Individual behaviour**   * Psychological science B * Intelligence * Diagnosis * Psychological disorders and treatments * Emotion and motivation | **Individual thinking**   * Localisation of function in the brain * Visual perception * Memory * Learning | **The influence of others**   * Social psychology * Interpersonal processes * Attitudes * Cross-cultural psychology |

**Assessment**

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

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

Summative assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Unit 3 | | Unit 4 | |
| Summative internal assessment 1 (IA1):   * 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 | | | |

|  |  |  |
| --- | --- | --- |
|  | Aquatic Practices Applied senior subject | Applied |
|  | | |

Aquatic Practices provides opportunities for students to explore, experience and learn practical skills and knowledge valued in aquatic workplaces and other settings.

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

**Pathways**

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as yacht and sailing club races and competitions and boating shows. **Objectives**

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

* describe concepts and ideas in aquatic contexts
* explain concepts and ideas in aquatic contexts
* demonstrate skills in aquatic contexts
* analyse information, situations and relationships in aquatic contexts
* apply knowledge, understanding and skills in aquatic contexts
* use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose
* generate plans and procedures for activities in aquatic contexts
* evaluate the safety and effectiveness of activities in aquatic contexts
* make recommendations for activities in aquatic contexts.

**Structure**

The Aquatic Practices course is designed around:

* the four areas of study with the core topics for ‘Safety and management practices’ embedded in each of the four areas of study
* schools determine whether to include elective topics in a course of study.

| Areas of study | Core topics | Elective topics |
| --- | --- | --- |
| Environmental | * Environmental conditions * Ecosystems * Conservation and sustainability | * Citizen science |
| Recreational | * Entering the aquatic environment | * Aquatic activities |
| Commercial | * Employment | * Aquaculture, aquaponics and aquariums * Boat building and marine engineering |
| Cultural | * Cultural understandings | * Historical understandings |
| Safety and management practices | * Legislation, rules and regulations for aquatic environments * Equipment maintenance and operations * First aid and safety * Management practices | — |

### Assessment

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Project | Investigation | Extended response | Examination | Performance |
| 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. | A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills. |
| At least two different components from the following:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal: 3–6 minutes * performance: continuous class time * product: continuous class time. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal: 4–7 minutes. | * 60–90 minutes * 50–250 words per item | * performance: continuous class time to develop and practice the performance. |

|  |  |  |
| --- | --- | --- |
|  | Japanese General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

**Assessment**

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Dance General senior subject | General |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

* demonstrate an understanding of dance concepts and skills
* apply literacy skills
* organise and apply the dance concepts
* analyse and interpret dance concepts and skills
* apply technical skills
* realise meaning through expressive skills
* create dance to communicate meaning
* evaluate dance, justifying the use of dance concepts and skills.

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Drama General senior subject | General |
|  | | |

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

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

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

**Pathways**

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

**Objectives**

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Film, Television & New Media General senior subject | General |
|  | | |

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Visual Art General senior subject | General |
|  | | |

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

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

### Assessment

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

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

Summative assessments

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

|  |  |  |
| --- | --- | --- |
|  | Media Arts in Practice Applied senior subject | Applied |
|  | | |

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

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

### Assessment

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| Project | Product | Extended response | Investigation |
| A response to a single task, situation and/or scenario. | A technique that assesses the application of skills in the production of media artwork/s. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response that includes locating and using information beyond students’ own knowledge and the data they have been given. |
| At least two different components from the following:   * written: 500–900 words * spoken: 2½–3½ minutes * multimodal   + non-presentation: 8 A4 pages max (or equivalent)   + presentation: 3–6 minutes * product: variable conditions. | * variable conditions | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. |

|  |  |  |
| --- | --- | --- |
|  | Visual Arts in Practice Applied senior subject | Applied |
|  | | |

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 idenified 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. |
| A project consists of:   * a product component: variable conditions * at least one different component from the following   + written: 500–900 words   + spoken: 2½–3½ minutes   + multimodal     - non-presentation: 8 A4 pages max (or equivalent)     - presentation: 3–6 minutes. | * variable conditions | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. | Presented in one of the following modes:   * written: 600–1000 words * spoken: 3–4 minutes * multimodal   + non-presentation: 10 A4 pages max (or equivalent)   + presentation: 4–7 minutes. |

# VET SUBJECT SELECTION

**RTO – Pioneer SHS - 30424**



CERTIFICATE SUBJECTS

### Vocational Education and Training subjects available at Pioneer SHS - RTO 30424

|  |  |
| --- | --- |
| **Subject** | **Code** |
| **Certificate II in Business -****BSB20115** | **BSN** |
| **Certificate II in Information, Digital Media and**  **Technology – ICT20115** | **IDT** |
| **Certificate II in Hospitality - SIT20216** | **VHT** |
| **Cert lll in Fitness – SIS30315** | **FTN** |

Please note all Vocational Education Certificate course are only available should there be sufficient numbers of students and Pioneer SHS is able to provide suitably qualified staff to offer the course in 2020.

## CERTIFICATE II IN BUSINESS – BSB20115

**SUBJECT TYPE:** VET **DURATION:** Two years **4 QCE Points Possible**

**ENTRY REQUIREMENTS:**  Nil **DELIVERED:** On site at Pioneer SHS

**QUALIFICATION PACKAGING RULES:**

**Total number of units** = 12 (1 Core unit & 11 elective units)

Core Unit

BSBWHS201 Contribute to the health and safety of self and others

Elective Units

BSBIND201 Work effectively in a business environment

BSBITU213 Use digital technologies to communicate remotely

BSBITU211 Produce digital text documents

BSBWOR203 Work effectively with others

BSBWOR204 Use business technology

BSBITU212 Create and use spreadsheets

BSBWOR202 Organise and complete daily work activities

BSBCMM201 Communicate in the workplace

BSBCUS201 Deliver a service to customers

BSBINM201 Process and maintain workplace information

BSBITU313 Design and produce digital text documents

**COURSE OUTLINE:**

This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision in the business area. Students will be able to gain employment in areas such administration, business, reception.

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| BSBIND201 Work effectively in a business environment  BSBWHS201 Contribute to the health and safety of self and others | BSBITU213 Use digital technologies to communicate remotely  BSBITU211 Produce digital text documents  BSBWOR203 Work effectively with others |
| **Semester 3** | **Semester 4** |
| BSBWOR204 Use business technology  BSBITU212 Create and use spreadsheets BSBWOR202 Organise and complete daily work activities  BSBCMM201 Communicate in the workplace | BSBCUS201 Deliver a service to customers  BSBINM201 Process and maintain workplace information  BSBITU313 Design and produce digital text documents |

**LEARNING EXPERIENCES:** A range of teaching and learning strategies will be used to deliver the competencies. These include:

1. Practical tasks
2. Group work
3. Activities in simulated work environments

**ASSESSMENT:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Assessment includes observation, portfolios, and questioning.

**FEEs:** Nil

**MINIMUM SUGGESTED WEELKY HOMEWORK TIME**: 1 hour

**FURTHER INFORMATION:**  Contact the Business HOD, Mrs Carolyn Young - cyoun85@eq.edu.au. For information regarding support services and other general VET information please contact the VET HOD, Mrs Sally Munns – smunn6@eq.edu.au. Students will be provided with access to a Student VET Handbook.

**SERVICE AGREEMENT:** This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. If the certificate course is no longer offered through our school, arrangements will be made for the student to complete this through an outside RTO. Students successfully achieving all qualifications requirements will be provided with a Qualification Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. We have a complaints and appeals policy available of the Pioneer SHS website.

Correct at time of publication (8 August 2019) but subject to change.

## ICT20115 – CERTIFICATE II IN INFORMATION, COMMUNICATION AND DIGITAL MEDIA

**SUBJECT TYPE:** VET **DURATION:** Two years **4 QCE Points Possible**

**ENTRY REQUIREMENTS:**  Nil **DELIVERED:** On site at Pioneer SHS

**QUALIFICATION PACKAGING RULES:**

**Total number of units** = 14 (7 Core units & 7 elective units)

BSBWHS201 Contribute to Health & Safety of Self and Others

ICTICT201 Use computer operating systems and hardware

ICTICT202 Work and communicate effectively in an ICT environment

ICTICT207 Integrate Commercial Computing Packages

ICTICT205 Design basic organisational documents using computing packages

ICTICT204 Operate digital media technology package

ICTICT203 Operate application software packages

ICTWEB201 Use social media tools for collaboration and engagement

ICTSAS206 Detect and protect from spam and destructive software

ICTSAS308 Run standard diagnostic tests

CUADIG303 Produce and prepare photo images

ICPDMT321 Capture a digital image

ICTICT210 Operate database applications

BSBSUS201 Participate in environmentally sustainable work practices

**COURSE OUTLINE:**

This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| BSBWHS201 Contribute to Health & Safety  of Self and Others  BSBSUS201 Participate in environmentally sustainable work practices  ICTICT201 Use computer operating systems and hardware | ICTICT207 Integrate commercial computing packages  ICTICT205 Design basic organisational documents using computing packages  ICTICT203 Operate a digital media technology package  ICTICT024 Operate digital media technology package |
| **Semester 3** | **Semester 4** |
| ICTWEB201 Use social media tools for collaboration and engagement  ICTICT202 Work and communicate effectively in an ICT environment  ICTSAS206 Detect and protect from spam and destructive software | ICTSAS308 Run standard diagnostic tests  CUADIG303 Produce and prepare photo  ICPDMT321 Capture a digital image  ICTICT210 Operate database applications |

**LEARNING EXPERIENCES:** A range of teaching and learning strategies will be used to deliver the competencies. These include:

1. Practical tasks
2. Group work
3. Activities in simulated work environments

**ASSESSMENT:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Assessment includes observation, portfolios, questioning.

**PATHWAYS:**  This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry. This qualification provides basic digital literacy skills to support a wide range of varying industry occupations in areas such as business and administration. Once completed successfully, students may undertake a range of other Certificate III qualifications.

**FEES:** Nil

**MINIMUM SUGGESTED WEELKY HOMEWORK TIME**: 1 hour

**FURTHER INFORMATION:**  Contact the Business HOD Mrs Carolyn Young, cyoun85@eq.edu.au For information regarding support services and other general VET information please contact the VET HOD, Mrs Sally Munns – smunn6@eq.edu.au. Students will be provided with access to a Student VET Handbook.

**SERVICE AGREEMENT:** This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. If the certificate course is no longer offered through our school, arrangements will be made for the student to complete this through an outside RTO. Students successfully achieving all qualifications requirements will be provided with a Qualification Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. We have a complaints and appeals policy available of the Pioneer SHS website.

Correct at time of publication (8 August 2019) but subject to change.

## SIT20316 **CERTIFICATE II IN HOSPITALITY**

**Partnership with Club Training Australia (RTO Code: 31607)**

## SUBJECT TYPE: VET DURATION: Two years 4 QCE Points Possible

**ENTRY REQUIREMENTS:**  Nil **DELIVERED:** On site at Pioneer SHS

**SUBJECT TYPE:** VET-partnership with Club Training Australia (RTO 31607) and Pioneer SHS (RTO 30424)

May also utilise Commercial kitchens at other venues.

**ENTRY REQUIREMENTS:**  Nil, though an interest in the Hospitality Industry and a desire to serve customers is essential. Work placement (12 shifts) is compulsory. The Cert II Hospitality component of this course is delivered in partnership with Club Training Australia. RTO – 31607. The qualification utilises VETiS (Vocational Education and Training in Schools) funding. This allows students to access this course at no cost, however students should be aware that they can only select one (1) VETIS funded course whilst at school.

**QUALIFICATION PACKAGING RULES:**

**Cert II Hospitality SIT20316 (Status – Current)**

**Total number of units** = 12 (6 Core units & 6 elective units) Core Units

|  |  |
| --- | --- |
| • BSBWOR203 | Work effectively with others |
| • SITHIND002 | Source and use information on the hospitality industry |
| • SITHIND003 | Use hospitality skills effectively |
| • SITXCOM002 | Show social and cultural sensitivity |
| • SITXCCS003 | Interact with customers |
| • SITXWHS001    Elective Units | Participate in safe work practices |
| • SITXFSA001 | Use hygienic practices for food safety (prerequisite for 3 electives) |
| • SITHFAB002 | Provide responsible service of alcohol |
| • SITHFAB004 | Prepare and serve non-alcoholic beverages |
| • SITHFAB007 | Serve food and beverage |
| • SITHGAM001 | Provide responsible gambling service |
| • BSBCMM201 | Communicate in the workplace |

Upon successful completion, students are certified with 4 QCE Credits

Nationally recognised qualifications:

* Certificate ll in Hospitality SIT20316 – Food and Beverage (4 Credits – Core) – RTO – Club Training Australia
* Responsible Service of Alcohol Qualification
* Responsible Gambling Service Qualification

**PATHWAYS:**  This program will allow students to enter the workforce with the skills and knowledge required to secure an entry level position in a hospitality and/or food service establishment, in various hospitality settings such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. After achieving this qualification, people could undertake SIT30216 Certificate III in Hospitality.

**FEES:** Purchase of Pioneer SHS Hospitality Uniform Shirt - **$30 (approximately)**. Course free but uses VETiS funding.

**COURSE OVERVIEW**

|  |  |  |
| --- | --- | --- |
| **PROJECT** | **DETAILS** | **COMPETENCIES** |
| **Year 11** |  |  |
| Coffee Shop | **Weekly Coffee Shop – Open to Staff and Senior**  **Students**  Students cook a savoury and a sweet dish each week.  Students make a range of hot and cold beverages including Latte, cappuccino, short black, flat white, mocha, and macchiato and flavoured milk shakes. Students take responsibility for taking and serving orders, along with financial accountability | SITXFSA001 Use hygienic practices for food safety  SITXWHS001 Participate in safe work practices  SITHFAB004 Prepare and serve nonalcoholic beverages  SITHFAB007 Serve food and beverage  SITHFAB002 Provide responsible service of alcohol  BSBWOR203 Work effectively with others |
| Industry Tour | **Tour of Local Hospitality Venues – Suggested venues**  Sporting Club (Magpies), Cinema (BCC), Resort (Ocean  International), Age Care Facility (Good Shepard Lodge) |
| Work Placement | **Work Placement in an approved venue 1 Week** |
| Function A | **International Women’s Day Breakfast**  Cater and serve breakfast for female Year 8 and Year 12 students and female staff |
| Function B | **Australia’s Biggest Morning Tea**  Design, cater and serve a “High Tea” for Pioneer SHS Staff and Volunteers |
| **Year 12** |  |  |
| Coffee Shop | **Weekly Coffee Shop (as above)** | SITHIND003 Use hospitality skills effectively BSBWOR203 Communicate in the workplace  SITHGAM001 Provide responsible gambling service  SITXCCS003 Interact with customers SITXCOM002 Show social and cultural sensitivity  SITHIND002 Source and use information on hospitality industry |
| Hospitality Camp or Tours | **3 day camp to Whitsundays or 3 x 1 day tours**  Visiting a range of Hospitality Venues in the Whitsunday region including Island resorts, Restaurants, Cafes, Hotels,  Mainland resorts and Back packer accommodation |
| Work Placement | **Work Placement in an approved venue 1 week** |
| Function C | **Industry Breakfast**  Cater and serve breakfast for local employers involved in the Pioneer SHS SATs program |
| Function D | **Melbourne Cup Lunch**  Design, cater and serve a Melbourne Cup Lunch |

**ASSESSMENT:** Assessment is competency based and therefore no levels of achievement are awarded. Assessment includes observation, portfolios, questioning and feedback from workplace supervisors.

**MINIMUM SUGGESTED WEELKY HOMEWORK TIME**: 1 hour

**FURTHER INFORMATION:**  Contact the VET HOD, Mrs Sally Munns – smunn6@eq.edu.au. Students will be provided with access to a Student VET Handbook.

**SERVICE AGREEMENT:** This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. If the certificate course is no longer offered through our school, arrangements will be made for the student to complete this through an outside RTO. Students successfully achieving all qualifications requirements will be provided with a Qualification Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. We have a complaints and appeals policy available of the Pioneer SHS website.

Correct at time of publication (8 August 2019) but subject to change.

SIS30315 CERTIFICATE III IN FITNESS

**Partnership with Binnacle Training (RTO Code: 31319)**

**SUBJECT TYPE:** VET qualification

**DURATION:** Two years **8 QCE Points Possible**

**DELIVERED:** On site at Pioneer SHS

**IMPORTANT:** This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: http://www.binnacletraining.com.au/rto.php and select ‘RTO Files’.

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

**QCE Credits:** Successful completion of the Certificate III in Fitness contributes eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE

This program also includes the following:

**First Aid** qualification and CPR certificate; *plus* coaching accreditation.

* A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer)

**ENTRY REQUIREMENTS:**  Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Each student must obtain a (free) ‘Working with Children’ Student Blue Card (application to be completed as part of the enrolment process). A student’s official enrolment is unable to be finalised until their Student Blue Card has been issued.

**TOPICS OF STUDY**

|  |  |  |  |
| --- | --- | --- | --- |
| **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| * The Sport, Fitness and Recreation Industry * Introduction to Anatomy and Physiology * Developing Coaching Practices | * Conducting Health Assessments * Work Health and Safety in Sport & Fitness * Delivering Community Fitness Programs * First Aid and CPR certificate | * Customer Service in the Fitness Industry * Conducting Group Fitness Sessions * Anatomy and Physiology – Musculoskeletal and Cardiovascular Systems | * Learning Gym Exercises * Fitness Programming and Instruction * Work Effectively in the Sport, Fitness and Recreation Industry |
| **TERM 5** | **TERM 6** | **TERM 7** | **TERM 8** |
| * Anatomy and Physiology – Digestive System & Energy Systems * Nutrition – Providing Healthy Eating Information | * Training Older Clients | * Training Other Specific Population Clients | * First Aid and/or CPR certificate   ***Finalisation of qualification: SIS30315 Certificate III in Fitness*** |

**UNITS OF COMPETENCY**

|  |  |  |
| --- | --- | --- |
| **UNIT CODE** | **UNIT TITLE** | **Core / Elective** |
| HLTWHS001 | Participate in workplace health and safety | E (Gym) |
| BSBRSK401 | Identify risk and apply risk management processes | E (Gym) |
| SISXEMR001 | Respond to emergency situations | E |
| SISXCCS001 | Provide quality service | Core |
| SISXIND001 | Work effectively in sport, fitness and recreation environments | Core |
| SISXIND002 | Maintain sport, fitness and recreation industry knowledge | E |
| HLTAID003 | Provide first aid | E (Gym) |
| SISXFAC001 | Maintain equipment for activities | Core |
| SISFFIT011 | Instruct approved community fitness programs | E (General) |
| SISFFIT001 | Provide health screening and fitness orientation | Core |
| SISFFIT003 | Instruct fitness programs | Core |
| SISFFIT004 | Incorporate anatomy and physiology principles into fitness programming | Core |
| SISFFIT006 | Conduct fitness appraisals | E (Gym) |
| SISFFIT002 | Recognise and apply exercise considerations for specific populations | Core |
| SISFFIT005 | Provide healthy eating information | Core |
| SISFFIT014 | Instruct exercise to older clients | Core |

*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.*

**LEARNING AND ASSESSMENT:** Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).

A range of teaching/learning strategies will be used to deliver the competencies. These include:

* Practical tasks
* Hands-on activities involving participants/clients
* Group work
* Practical experience within the school sporting programs and fitness facility
* Log Book of practical experience

Evidence contributing towards competency will be collected throughout the course. This process allows a student’s competency to be assessed in a holistic approach that integrates a range of competencies.

**NOTE: This program involves a mandatory ‘outside subject’ weekly component as follows:**

**TERM 5**: 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.

**TERM 6**: A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school**.**

**All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (approximately 40 hours).**

**PATHWAYS: students seeking to enter the fitness industry and/or entry into University will predominantly use the Certificate III in Fitness**. For example:

* Exercise Physiologist
* Teacher – Physical Education
* Sport Scientist

**Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit www.qcaa.qld.edu.au/senior/new-snr-assessment-te/tertiary-entrance**

Students may also choose to continue their study by completing the Certificate IV in Fitness.

**FEES**

***NOTE: A $100.00 deposit is required by the end of week 6 term 4 to secure your enrolment***

* ***$290.00 =*** *Binnacle Training Fee*
* ***$40.00 =*** *First Aid Certificate costs*
* ***$ 40.00 Year 11 =*** *Training shirt*
* ***$ 40.00 Year 12 =*** *Excursions to other outside venues to participate in and to conduct fitness activities.*

*Final cost and notification of these excursions will be included in the permission letter which will be distributed closer to the excursion date.*

*All texts and reprographics are provided by the school.*

**FURTHER INFORMATION:** Contact the Health & Physical Education HOD, Matthew Grieger – mgrie10@eq.edu.au. For information regarding support services and other general VET information please contact the VET HOD, Mrs Sally Munns – smunn6@eq.edu.au. Students will be provided with access to a Student VET Handbook.

**ENROLMENT POLICY:** We will accept all new enrolments within Semester 1 of Year 11 upon assessment by your Fitness Teacher. The School will not give refunds following withdrawal from the course after Semester 1 of Year 11. Any school fees still owing must be paid prior to your enrolment in this subject.

**MINIMUM SUGGESTED WEEKLY HOMEWORK TIME:** ½ - 1 hour to complete the competencies for each module.

**SERVICE AGREEMENT:** This is a two year course. The RTO guarantees that the student will be provided with every opportunity to complete the certificate as per the rights and obligations outlined in the enrolment process and information handbooks provided. If the certificate course is no longer offered through our school, arrangements will be made for the student to complete this through an outside RTO. Students successfully achieving all qualifications requirements will be provided with a Qualification Certificate and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. We have a complaints and appeals policy available of the Pioneer SHS website.

Correct at time of publication (8 August 2019) but subject to change.