2025

THE CATHEDRAL COLLEGE

Curriculum Handbook

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CONTENTS

Note: *There will be subjects listed in this Handbook that may not run in a particular year due to low class numbers.*

INTRODUCTION

This handbook contains details of the subjects offered at The Cathedral College (TCC) in each year level. The Cathedral College Curriculum is formed using the Australian Curriculum documents and the Queensland Curriculum and Assessment Authority (QCAA) Syllabuses.

The study of Religious Education, English and Mathematics is mandatory across all year levels.

Students entering Year 7 do not have the opportunity to choose electives. All students study a suite of subjects that provide them with a broad range of options when choosing electives in future year levels. Students in Year 7 study the following subjects for the duration of the year:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education.

In addition, students will also study the following electives for one semester; Business and Digital Technologies, Industrial Technology and Design, Food and Textiles, Visual Arts, Performing Arts and Japanese.

Students entering Year 8 and 9 will study 'Core Subjects' of Religious Education, English, Mathematics, Science, and Humanities, as well as three (year duration) elective subjects chosen from The Arts, Business and Digital Technologies, Food and Textiles Technology, Industrial Technology and Design, Japanese, Health, Physical Education and Science (STEM, Horticulture and Agriculture).

Students entering Year 10 will study 'Core Subjects' of Religious Education, English, Mathematics and Science as well as three (year duration) elective subjects chosen from The Arts, Business and Digital Technologies, Food and Textiles Technology, Humanities, Industrial Technology and Design, Japanese, Health and Physical Education and Science (STEM, Horticulture and Agriculture).

It is important to note that choosing a particular elective in Year 8 or 9 does not lock a student into continuing that elective the following year.

Students will need to select their preferred subjects using the Web Preference program. These preferences will be blended to formulate an arrangement that will cater to the interests and needs of most students.

It may be helpful for students to consider the following when deciding on elective subjects:

- In which subjects do I achieve my best results?
- What subjects do I enjoy?
- What subjects would I like to study as possible courses of study in Senior School?
- What types of occupations might I like to enter after the completion of my secondary schooling?

Students making the decision to undertake senior studies are making a commitment towards a more independent approach to learning. With this commitment, there needs to be a clear purpose for continuing with study and school life. Some students wish to gain knowledge and skills which will lead to further study and specialisation at tertiary level, while other students will wish to gain the skills and competencies necessary to lead them directly into full-time employment or a combination of onsite training and work.

The College expects that students wanting to continue in the senior school will have a preparedness to work diligently and productively in class and at home to create the best learning environment for themselves and others.
The College expects senior school students to have attained a minimum of a **C standard** in subjects in Year 10 in order to have the foundation necessary to ensure success in Years 11 and 12. Students who wish to enter Year 11, but whose work has not met this standard may be required to attend an interview with their parents and the Assistant Principal: Curriculum or College Principal to discuss their alternatives.

Students undertaking a **Tertiary Pathway** must meet the following prerequisites.

General subjects – C in Year 10 English or Literature.

In addition:

- **Japanese** – 2 semesters Japanese in Year 9 or 10
- **Mathematical Methods** – C in Year 10 Mathematical Methods/ Specialist Mathematics
- **Specialist Mathematics** – C in Year 10 Specialist Mathematics, B in Year 10 Mathematical Methods
- **Biology, Chemistry, Physics, Psychology** – C in Year 10 Physical or Life Science.

SENIOR EDUCATION PROFILE

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

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

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

SENIOR STATEMENT

Students are issued with a Senior Statement in the December following the completion of a QCAA-developed course of study.

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

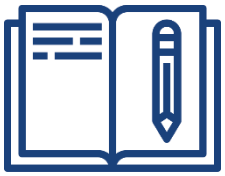
General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

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.

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

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

21st century skills – the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and 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 + TRAINING

Students can access VET programs through the school by:

- third-party arrangements with an external provider who is an RTO
- undertaking school-based apprenticeships or traineeships.

AUSTRALIAN TERIARY 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 C standard of Achievement in one of five subjects — English, Essential English, Literature and English and Literature Extension.

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.

ASSESSMENT

UNITS 1 + 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 + 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 GUIDELINES

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

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

Schools cannot change or modify an ISMG for use with summative internal assessment. As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

EXTERNAL ASSESSMENT

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

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

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

APPLIED and APPLIED (Essential) SYLLABUSES

STRUCTURE

Applied and Applied (Essential) syllabuses are four-unit courses of study.
The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

ASSESSMENT

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.
Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

INSTRUMENT-SPECIFIC STANDARDS MATRIX

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

ESSENTIAL ENGLISH + ESSENTIAL MATHEMATICS – COMMON INTERNAL ASSESSMENT

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

COURSES OF STUDY

7 COURSE OF STUDY

Year Long Subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education

Semester Subjects:

- Business and Digital Technologies
- Food Technology and Textiles
- Industrial Technology and Design
- Japanese
- Performing Arts (Drama, Music)
- Visual Arts

8 COURSE OF STUDY

Core Subjects (Year Long):

- Religious Education
- English
- Humanities
- Mathematics
- Science

Electives – 3 to be studied (year duration):

The Arts

- Dance
- Drama
- Medi
- Music
- Visual Art

Business and Digital Technologies

- Economics and Business
- Digital Technologies
- Microsoft Applications

Languages

- Japanese

Food and Textiles Technology

- Fashion
- Food Technology

Industrial Technology and Design

- Industrial Technology and Design

Health and Physical Education

- Health
- Physical Education

Science

- Horticulture
- STEM

COURSE OF STUDY 9

Core Subjects (Year Long):

- Religious Education
- English
- Humanities
- Mathematics
- Science

Electives – 3 to be studied (year duration):

The Arts

- Dance
- Drama
- Media
- Music
- Visual Art

Business and Digital Technologies

- Economics and Business
- Digital Technologies

Languages

- Japanese

Food and Textiles Technology

- Fashion
- Food and Nutrition
- Food Technology

Industrial Technology and Design

- Graphics and Design
- Industrial Technology and Design

Health and Physical Education

- Health
- Physical Education

Science

- Agriculture/Horticulture
- STEM

COURSE OF STUDY 10

Compulsory Subjects (Year Long):

- Religion and Ethics/Study of Religion
- English/Literature/Essential English
- Mathematics – Essential/General/Methods/Specialist
- Earth Science/Physical Science and/or Life Science

Electives – 3 to be studied (year duration):

The Arts

- Dance
- Drama
- Media
- Visual Art

Business and Digital Technologies

- Accounting
- Business
- Digital Technologies

Languages

- Japanese

Humanities

- History
- Legal Studies

Food and Textiles Technology

- Fashion
- Food and Nutrition
- Hospitality Practices

Industrial Technology and Design

- Design
- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills

Health and Physical Education

- Health
- Physical Education
- Recreationf

	Year Long Subjects	Core Subjects		All students must study Religious Education, a English, Mathematics and Science Subject	In Year 11 and Year 12 all students must study a Religion, English and Mathematics subject		Certificate Courses
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	
RE	Religious Education	Religious Education	Religious Education	Study of Religion	Study of Religion	Study of Religion	
				Religion and Ethics	Religion and Ethics	Religion and Ethics	
English	English	English	English	English	English	English	
	Essential English	Essential English	Essential English	Essential English	Essential English	Essential English	
			Specialist English	Literature	Literature	Literature	
						English & Literature Extension	
Maths	Mathematics	Mathematics	Mathematics	Essential Mathematics	Essential Mathematics	Essential Mathematics	
	Essential Mathematics	Essential Mathematics	Essential Mathematics	General Mathematics	General Mathematics	General Mathematics	
			Specialist Mathematics	Mathematical Methods	Mathematical Methods	Mathematical Methods	
				Specialist Mathematics	Specialist Mathematics	Specialist Mathematics	
The Arts	Performing Arts (Drama + Music)	Dance	Dance	Dance	Certificate III Dance	Certificate III Dance	Cert III Screen & Media Cert III Visual Arts
		Drama	Drama	Drama	Drama	Drama	
					Drama in Practice	Drama in Practice	
	Visual Arts	Music	Music	Music	Music	Music	
		Visual Art	Visual Art	Visual Art	Visual Art	Visual Art	
					Visual Arts in Practice	Visual Arts in Practice	
		Media	Media	Media	Film, TV and New Media	Film, TV and New Media	
Business	Business + Digital Technologies	Economics and Business	Economics and Business	Accounting Business	Business	Business	Cert II Workplace Skills (Business) Cert II Tourism Cert II Business Cert III Entrepreneurship & New Business
		Digital Technologies	Digital Technologies	Digital Technologies	Digital Solutions (FisherOne Dist. Ed)	Digital Solutions (FisherOne Dist. Ed)	
		Microsoft Applications			Tourism	Tourism	

Food + Textiles Technology	Food & Textiles	Fashion	Fashion	Fashion	Fashion	Fashion	Cert II/Cert III Hospitality Cert II Kitchen Operations Cert II Salon Assistant Cert II Community Services Cert III Education Support Cert II Community Services (Early Childhood)
			Food and Nutrition	Food and Nutrition	Food and Nutrition	Food and Nutrition	
		Food Technologies	Food Technologies	Hospitality	Hospitality Practices	Hospitality Practices	
					Cert II Early Childhood and Education & Care	Cert II Early Childhood and Education & Care	
HPE	Health + Physical Education	Health	Health	Health	Health	Health	Cert II Health Support
		Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	
				Recreation	Certificate III Fitness	Certificate III Fitness	
Hum.	Humanities	Humanities	Humanities	Legal Studies	Legal Studies	Legal Studies	Cert IV Crime and Justice
				History	Modern History	Modern History	
ITD	Industrial Technology + Design	Industrial Technology + Design	Industrial Technology + Design	Engineering Skills	Engineering Skills	Engineering Skills	Cert II Electrotechnology # Cert II Engineering Pathways Cert II Automotive Preparation Cert II Aircraft Line Maintenance Cert I Construction
				Furnishing Skills	Furnishing Skills	Furnishing Skills	
				Industrial Graphics Skills	Industrial Graphics Skills	Industrial Graphics Skills	
			Graphics and Design	Design	Design	Design	
	Japanese	Japanese	Japanese	Japanese	Japanese	Japanese	
Science	Science	Science	Science	Life Science	Biology	Biology	Cert II Rural Operations Cert II Rural Operations (Equine) Cert II Animal Care Cert II Horticulture Cert III Aviation (Remote Pilot) Cert II Sampling & Measurement
					Psychology	Psychology	
					Agricultural Science	Agricultural Science	
		STEM	STEM	Physical Science	Chemistry	Chemistry	
					Physics	Physics	
		Agriculture/Horticulture	Agriculture/Horticulture	Earth Science	Agricultural Practices	Agricultural Practices	


Careers

EMPLOYMENT PATHWAY

Students on an employment pathway can divide their time between school, TAFE, other private providers and workplaces to earn additional qualifications. In addition to school studies, these qualifications can satisfy the requirements of the QCE.

The Vocational Education and Training in Schools (VETis) programme offers some 12 month subsidised Certificate I and Certificate II courses. Each student can only complete one subsidised course, so it is highly recommended that this course be undertaken in Year 12. Certificate III courses entail a cost to the student, unless they are completed as part of a School Based Traineeship, and generally take two years to complete.

If students elect to undertake courses/programs or work placement off campus, all arrangements are to be made through the Careers Coordinator, Mrs Karen Copping.

The Employment Pathway has been developed to cater for students aiming to equip themselves with experience, training and qualifications that will ease their entry into the workforce or TAFE on completion of their Year 12 studies.

CERTIFICATE COURSES

(include but not limited to):

Courses that go for 18 months and can be commenced in Year 11 are:

- Cert II in Rural Operations (subsidised)
- Cert II in Electrotechnology (subsidised) (General Maths requirement)
- Cert II Animal Studies (not subsidised)
- Cert III in Education Support (check subsidy)
- Cert III Early Childhood Education (not subsidised)

Other popular courses that are subsidised and go for 12 months and can only be commenced in Year 12 are:

- Cert I Construction
- Cert II Engineering Pathways
- Cert II Automotive Vocational Preparation
- Cert II Health Support Services
- Cert II Tourism
- Cert II Hospitality
- Cert II Kitchen Operations
- Cert II Infrastructure and Resource Management
- Cert II Retail Cosmetics

SCHOOL BASED APPRENTICESHIPS OR TRAINEESHIPS (SATS)

SATS provide students with job opportunities while increasing their available options at school as well as beyond Year 12.

This is the classic way to combine work and study so that students can earn while they learn. They may work towards achieving a Certificate II qualification or partially complete a Certificate III qualification while still working towards their QCE.

Should a student be offered a SAT, they will have dual status as a full-time school student and as a paid employee undertaking an integrated education, training and employment program.

Each school-based trainee/apprentice, their parent/guardian and employer enters into a legally binding employer-employee Training Agreement that is registered with the Department of Education and Training. The training agreement is usually for a two-year duration (i.e. through Years 11 and 12), but students can complete it in a shorter time. If the traineeship or apprenticeship is not completed before the end of the Year 12 school year, employers are obligated to employ the student on a full-time or part-time basis until completion. (Apprenticeships usually have a four-year duration.)

A comprehensive list of government-approved school-based apprenticeships and traineeships can be viewed at www.training.qld.gov.au

ADVANTAGES OF SATS TO STUDENTS:

- Achieve an additional nationally recognised qualification
- Paid for on-the-job time in the workplace
- Gain valuable skills learnt on-the-job
- Receive structed training that is competency based
- Are trained by a Registered Training Organisation
- Gain confidence and self-esteem in an adult environment
- Develop skills and attitudes which are relevant to the world of work
- Employability is potentially increased.

FINDING AN EMPLOYER INTERESTED IN HIRING A SAT

The College does not actively seek school-based apprenticeships and traineeships on behalf of parents and students. However, the College will provide information for parents and students to pass on to interested employers detailing the program and how the process operates.

Vacancies are advertised through the emailed Careers Newsletter for which any eligible student may apply.

CLOTHING REQUIRED

Students must wear specific clothing to TAFE courses dependent on the course requirement.

COSTS OF COURSES

Costs vary depending on usage of consumable materials and text material. The availability of courses and specific costs are published by the provider.

WORK EXPERIENCE

Students are able to perform a total of 30 days of work experience per calendar year. Students are only able to perform work experience during school holidays up to and including the last day of the school year.

For students to perform work experience, a Work Experience Agreement must be completed. Parents and students can make arrangements for work experience directly with an employer with all parties completing and signing the Work Experience Agreement Form.

The agreement provides insurance for the student whilst in the workplace after the Principal has signed the forms. The College must be in possession of the original, before the work experience can begin.

Information is provided for the employer, parents and students to peruse the liability/insurance conditions and exclusions. The College advises parents to have adequate private medical cover as the College insurance only covers permanent injury or death. Parents of students in Year 11 and 12 who need assistance in contacting potential work experience employers should contact the Careers Coordinator.

QCAA SENIOR SYLLABUSES

The following subjects will be offered at the selection process. Subjects are contingent on an appropriate number of students choosing the subject from 2019 through to 2020.

RELIGION

General

- Study of Religion

Applied

- Religion & Ethics

ENGLISH

General

- English
- Literature
- English & Literature Extension (Units 3 & 4)

Applied

- Essential English

MATHEMATICS

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

THE ARTS

General

- Drama
- Film, TV and New Media
- Visual Art

Applied

- Drama in Practice
- Visual Arts in Practice
- Certificate III Dance

BUSINESS and DIGITAL TECHNOLOGIES

General

- Business
- Digital Solutions (Distance Ed)

Applied

- Tourism

FOOD & TEXTILES TECHNOLOGY

General

- Food & Nutrition

Applied

- Early Childhood Studies
- Fashion
- Hospitality Practices

HEALTH & PHYSICAL EDUCATION

General

- Health
- Physical Education

Certificate Course

- Certificate III Fitness

HUMANITIES

General

- Legal Studies
- Modern History

INDUSTRIAL TECHNOLOGY AND DESIGN

General

- Design

Applied

- Engineering Skills
- Furnishing Skills
- Industrial Graphics Skills

LANGUAGES

General

- Japanese

SCIENCE

General

- Biology
- Chemistry
- Physics
- Psychology
- Agricultural Science

Applied

- Agricultural Practices


Religion

INTRODUCTION

The Cathedral College is proud of its Catholic identity. The teachings of Jesus Christ are the foundation for the school's core values of compassion, gratitude and respect, and inform every aspect of learning, teaching and being a part of the College community. An important part of each student's personal development is exploring their spirituality and developing a set of values that will ensure they are productive and well-rounded citizens. Religious Education, while underpinned by the teachings of the Catholic Church, also makes opportunities to explore, compare and discuss other world religions and philosophies. It is vital that students have religious and spiritual literacy so they can embrace difference and make informed choices about their own faith journey.

YEAR 7 RELIGIOUS EDUCATION

Year Focus: The ways in which believers live their faith

Semester 1
Unit 1 Topic: Sacred Texts
Unit 1 Assessment: Image Design
Unit 2 Topic: Christian Life
Unit 2 Assessment: Orientation Poster

Semester 2
Unit 3 Topic: Church
Unit 3 Assessment: Prayer Investigation
Unit 4 Topic: Beliefs
Unit 4 Assessment: TED Talk Presentation

YEAR 8 RELIGIOUS EDUCATION

Year Focus: The relationship between God and God's people

Semester 1
Unit 1 Topic: Sacred Texts
Unit 1 Assessment: Storyboard/Podcast
Unit 2 Topic: Beliefs
Unit 2 Assessment: Scripture Analysis

Semester 2
Unit 3 Topic: Church
Unit 3 Assessment: Report
Unit 4 Topic: Christian Life
Unit 4 Assessment: Infographic

YEAR 9 RELIGIOUS EDUCATION

Year Focus: Faith in the lives of Believers

Semester 1
Unit 1 Topic: Sacred Texts
Unit 1 Assessment: Scripture Evaluation
Unit 2 Topic: Beliefs
Unit 2 Assessment: TED Talk

Semester 2
Unit 3 Topic: Church
Unit 3 Assessment: Report
Unit 4 Topic: Christian Life
Unit 4 Assessment: Examination

YEAR 10 RELIGIOUS EDUCATION

Year Focus: The mystery of God: named, encountered and better understood in today's world

Semester 1
Unit 1 Topic: Sacred Texts
Unit 1 Assessment: Evaluation of Representations of God
Unit 2 Topic: Beliefs
Unit 2 Assessment: Examination

Semester 2
Unit 3 Topic: Church
Unit 3 Assessment: Report
Unit 4 Topic: Christian Life
Unit 4 Assessment: Examination

STUDY OF RELIGION

General Senior Subject

Study of Religion is the investigation and study of religious traditions and how religion has influenced, and continues to influence, people's lives. As religions are living traditions, a variety of religious expressions exists within each tradition. Religious beliefs and practices also influence the social, cultural and political lives of people and nations. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in modern society.

In this subject, students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion. Each tradition is explored through the lens of the nature and purpose of religion, sacred texts that offer insights into life, and the rituals that mark significant moments and events in the religion itself and in the lives of adherents. Nature and purpose of religion, sacred texts, and rituals provide the foundations for understanding religious ethics and the ways religion functions in society and culture.

Throughout the course of study, students engage with an inquiry approach to learning about religions, their central beliefs and practices, and their influence on individuals, groups and society. As a result, a logical and critical approach to understanding the influence of religion should be developed, with judgments supported through valid and reasoned argument. This contributes to the development of a range of transferable thinking and processing skills that will help students to live and work successfully in the 21st century.

Study of Religion allows students to develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields. The subject contributes to students becoming informed citizens, as religion continues to function as a powerful dimension of human experience. Through recognising the factors that contribute to different religious expressions, students develop empathy and respect for the ways people think, feel and act religiously, as well as a critical awareness of the religious diversity that exists locally and globally.

PATHWAYS

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

OBJECTIVES

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

- explain features and expressions of religious traditions
- analyse perspectives about religious expressions
- evaluate the significance and influence of religion
- communicate meaning to suit purpose.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Religion, meaning and purpose • Nature and purpose of religion • Sacred texts	Religion and ritual • Lifecycle rituals • Calendrical rituals	Religious ethics • Social ethics • Personal ethics	Religion - rights and relationships • Religion and the nation–state • Human existence and rights

ASSESSMENT

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

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

Summative assessments

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

RELIGION & ETHICS

Applied Senior Subject

A sense of purpose and personal integrity are essential for participative and contributing members of society. Religion & Ethics allows students to explore values and life choices and the ways in which these are related to beliefs and practices as they learn about religion, spirituality and ethics. In addition, it enables students to learn about and reflect on the richness of religious, spiritual and ethical worldviews.

In this syllabus, religion is understood as a faith tradition based on a common understanding of beliefs and practices. In a religious sense, beliefs are tenets, creeds or faiths; religious belief is belief in a power or powers that influence human behaviours. Ethics refers to a system of moral principles; the rules of conduct or approaches to making decisions for the good of the individual and society. Both religion and ethics prompt questions about values, the determination of a moral course of action, and what personal and community decisions can be considered when confronted with situations requiring significant decisions.

Religion & Ethics enhances students' understanding of how personal beliefs, values, spiritual and moral identity are shaped and influenced by factors such as family, culture, gender and social issues. It allows for flexible courses of study that recognise the varied needs and interests of students through exploring topics such as the meaning of life, purpose and destiny, life choices, moral and ethical issues and social justice.

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. It enables students to investigate and critically reflect on the role and function of religion and ethics in society and to communicate principles and ideas relevant to their lives and the world.

Learning experiences should be practical and experiential in emphasis and access the benefits of networking within the community. Schools may consider involvement with religious communities, charities, welfare and service groups and organisations. The syllabus enables students to interact with the ideas and perspectives of members of the wider community who may express beliefs and values different from their own.

Students develop effective decision-making skills and learn how to plan, implement and evaluate inquiry processes and outcomes, resulting in improved 21st century, literacy and numeracy skills. They examine religion and ethics information and apply their understanding and skills related to community contexts. The knowledge and skills developed in Religion & Ethics provide students with the ability to participate effectively in the changing world around them as active and engaged citizens dealing with religious, spiritual and ethical issues.

PATHWAYS

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

OBJECTIVES

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

- explain religious, spiritual and ethical principles and practices
- examine religious, spiritual and ethical information
- apply religious, spiritual and ethical knowledge
- communicate responses
- evaluate projects.

STRUCTURE

Religion & Ethics is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Australian identity
Unit Option B	Social justice
Unit Option C	Meaning, purpose and expression
Unit Option D	World religious and spiritualities
Unit Option E	Peace
Unit Option F	Sacred stories

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Religion & Ethics are:

Technique	Description	Response requirements
Project	Students provide a view on a scenario.	**Product/Plan/Campaign** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 800 words **Evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, or 8 A4 pages, or equivalent digital media • Spoken: up to 4 minutes, or signed equivalent • Written: up to 600 words
Investigation	Students investigate a question, opportunity or issue to develop a response.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words
Extended response	Students respond to stimulus related to a scenario.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, or 10 A4 pages, or equivalent digital media • Spoken: up to 7 minutes, or signed equivalent • Written: up to 1000 words


English

INTRODUCTION

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

YEAR 7 ENGLISH

Semester 1

- Unit 1 - Welcome to my Life
- Unit 1 - Assessment: Autobiographical anecdote
- Unit 2 – Finding My Voice
- Unit 2 - Assessment: Persuasive Speech

Semester 2

- Unit 3 – Moving Pictures
- Unit 3 - Assessment: Analytical Response
- Unit 4 - Writer's Workshop
- Unit 4 - Assessment: Creative Transformation

YEAR 8 ENGLISH

Semester 1

- Unit 1 – Big Beats
- Assessment: Song/poem analysis
- Unit 2 - Tech Talk: Language and Technology
- Assessment: Persuasive Speech

Semester 2

- Unit 1 – Reimagining Fairytales
- Assessment: Imaginative Response
- Unit 2 – Lights! Camera! Action!
- Assessment: Analytical Essay Exam

YEAR 9 ENGLISH

Semester 1

- Unit 1 – Truth or Justice?: Play Study
- Assessment: Analytical Essay Exam
- Unit 2 – Stand Up! Speak Out!
- Assessment – Persuasive Speech

Semester 2

- Unit 1 – Back to the Future – Science fiction
- Assessment - Digital Sci-fi story
- Unit 2 – First Nations Literature: Novel Study
- Assessment: Analytical Essay Exam

YEAR 9 SPECIALIST ENGLISH

Semester 1

- Unit 1 – Representations in Literature – Novel Study
- Assessment: Analytical Essay Exam
- Unit 2 – Stand Up! Speak Out!
- Assessment – Persuasive Speech/ Junior Oratory competition

Semester 2

- Unit 1 – Science Fiction: Technical and Scientific Language
- Assessment - Digital Sci-fi story and marketing package
- Unit 2 – First Nations Literature: Poetry Study
- Assessment: Analytical Essay Exam

YEAR 10 ENGLISH

Semester 1

- Unit 1 – Issues in the Media
- Assessment: Persuasive Speech
- Unit 2 – The Classics: Romeo and Juliet
- Assessment: Literary Analysis Exam

Semester 2

- Unit 1 – Australians at War: Film Study
- Assessment – Essay for a public audience
- Unit 2 – Dark and Stormy Night: Gothic Literature
- Assessment: Imaginative Response to Stimulus Exam

YEAR 10 LITERATURE

Semester 1

- Unit 1 – Australian Gothic Literature
- Assessment: Analytical Essay
- Unit 2 – The Classics: The Merchant of Venice
- Assessment: Multimodal Re-imagining

Semester 2

- Unit 1 – Post- Apocalyptic Fiction
- Assessment: Short Story Transformation
- Unit 2 – Close Study: The Literary Novel
- Assessment: Literary Analysis Exam

YEAR 10 ESSENTIAL ENGLISH

Semester 1

- Unit 1 – Public Speaking
- Assessment: Persuasive Speech
- Unit 2 – Dark and Stormy: Positioning an Audience
- Assessment: Imaginative Response to Stimulus

Semester 2

- Unit 1 – Local Advertising
- Assessment: Analytical Multimodal Presentation
- Unit 2 – The Race That Stops the Nation
- Assessment: Media Article

ENGLISH

General Senior Subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary and non-literary texts
- skills to 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
- enjoyment and appreciation of literary and non-literary texts, the aesthetic use of language, and style
- creative thinking and imagination, by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary and non-literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary and non-literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

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 conversations of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/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
- user grammar and language structures for particular purposes.
- use mode-appropriate features to achieve particular purposes.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Texts in context • Language and textual analysis • Responding to and creating texts	Texts and culture • Texts in contexts • Language and textual analysis • Responding to and creating texts	Textual connections • Conversations about issues in texts • Conversations about concepts in texts	Close study of literary texts • Creative responses to literary texts • Critical responses to literary 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): • Spoken persuasive response	25%	Summative internal assessment 3 (IA3): • Examination – extended response	25%
Summative internal assessment 2 (IA2): • Written response for a public audience	25%	Summative external assessment (EA): • Examination — extended response	25%

LITERATURE

General Senior Subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language, and style
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments – *please note IA2 is completed before IA1 from 2020 onwards

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination – extended response	25%	Summative internal assessment 3 (IA3): • Imaginative response	25%
Summative internal assessment 2 (IA2): • Imaginative response	25%	Summative external assessment (EA): • Examination — extended response	25%

ENGLISH & LITERATURE EXTENSION

(UNITS 3 & 4 ONLY)

General Senior Subject

English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and should be read in conjunction with those syllabuses. To study English & Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

Unit 3	Unit 4
Ways of reading • Readings and defences • Defence of a complex transformation	Exploration and evaluation • Extended academic research paper • Theorised exploration of texts

ASSESSMENT

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Reading and defence	20%	Summative internal assessment 3 (IA3): • Academic research paper	35%
Summative internal assessment 2 (IA2): • Defence of a complex transformation	20%	Summative external assessment (EA): • Examination — extended response	25%

ESSENTIAL ENGLISH

Applied Senior Subject

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences 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
- skills to choose generic structures, language, language features and technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how language positions both them and others
- empathy for others and appreciation of different perspectives through a study of a range of texts from diverse cultures, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers
- enjoyment of contemporary literary and non-literary texts, including digital texts.

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 suit particular purposes and audiences
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and/or concepts
- make use of and explain opinions and/or ideas in texts, according to purpose
- 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 language choices according to register informed by purpose, audience and context
- use mode-appropriate language features to achieve particular purposes across modes.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to texts • Creating texts	Texts and human experiences • Responding to texts • Creating 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

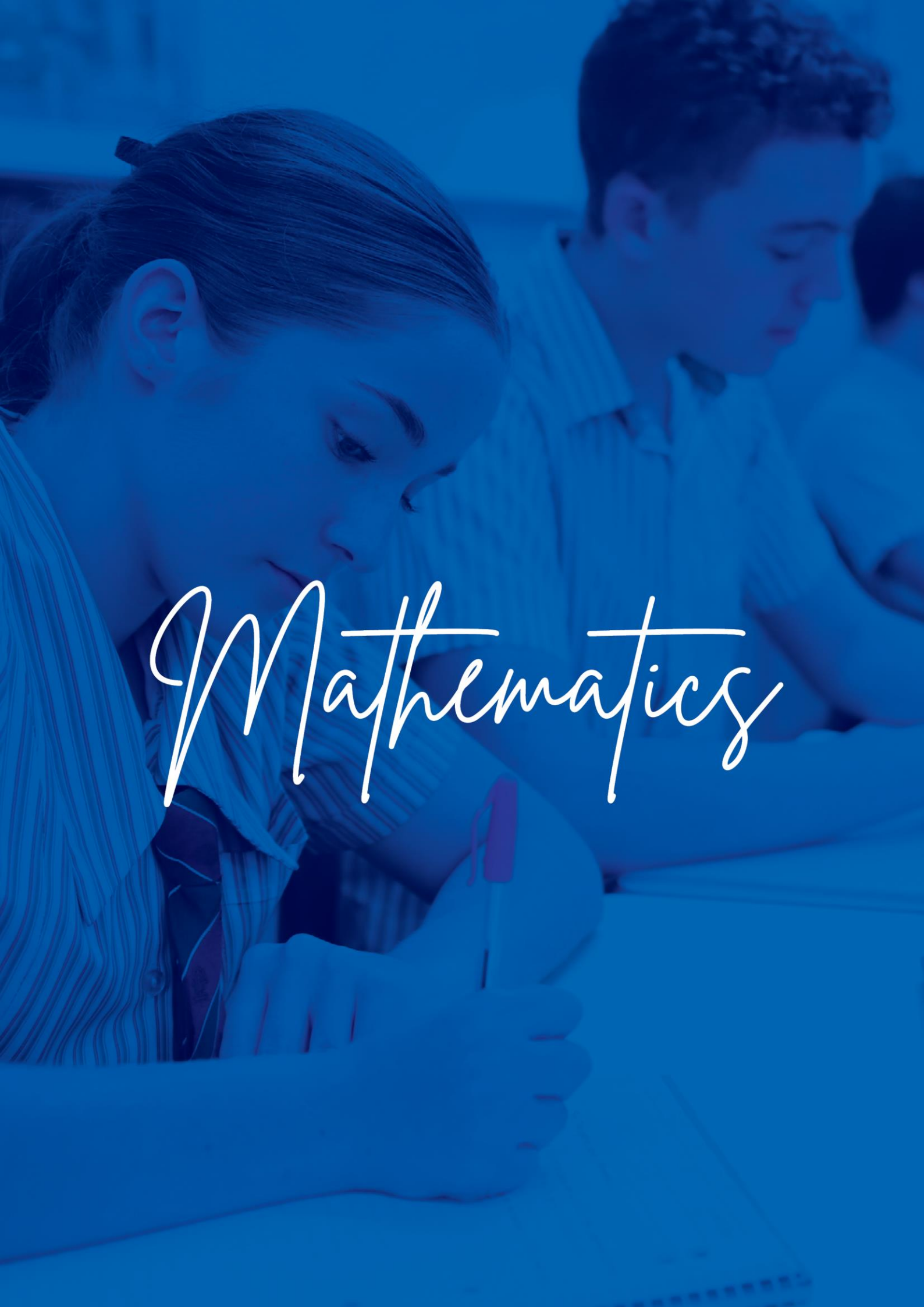
ASSESSMENT

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): • Spoken response	Summative internal assessment 3 (IA3): • Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Written response


Mathematics

INTRODUCTION

Mathematics is an essential part of everyday life and without it; our lives would be much more difficult. It offers rationality to our thoughts and in our hands can make tasks simpler and easier. Mathematics is needed to be a cook or a farmer, a carpenter or a mechanic, a checkout operator or a doctor, an engineer or a scientist, a musician; everyone needs mathematics in their day-to-day life.

YEAR 7 MATHEMATICS

Semester 1

- Unit 1: Number 1
- Unit 1 Assessment: Examination
- Unit 2: Number 2, Measurement
- Unit 2 Assessment: Examination

Semester 2

- Unit 3:Algebra
- Unit 3 Assessment: Assignment
- Unit 4: Probability, statistics
- Unit 4 Assessment: Examination

YEAR 8 MATHEMATICS

Semester 1

- Unit 1: Number 1, 2
- Unit 1 Assessment: Examination
- Unit 2: Algebra 1, 2
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Probability, Statistics, Algebra 3
- Unit 3 Assessment: Assignment
- Unit 4: Measurement, Geometry
- Unit 4 Assessment: Examination

YEAR 9 MATHEMATICS

Semester 1

- Unit 1: Measurement, Probability, Statistics
- Unit 1 Assessment: Examination
- Unit 2: Finance, Pythagoras' Theorem, Trigonometry
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Algebra 1, 2, 3 (Index laws, linear equations, non-linear equations)
- Unit 3 Assessment: Assignment
- Unit 4: Geometric reasoning
- Unit 4 Assessment: Examination

YEAR 9 SPECIALIST MATHEMATICS

This challenging extension subject is based upon results of students in year 8. Students will study the full course from year 9 plus extension material from year 10.

YEAR 10 ESSENTIAL MATHEMATICS

Essential Mathematics is designed to lead to the Applied subject of Essential Mathematics in Year 11 and 12. Students will study a number of practical related topics that can be used in everyday life.

Semester 1

- Unit 1: Number 1, Probability
- Unit 1 Assessment: Examination
- Unit 2: Number 2
- Unit 2 Assessment: Assignment

Semester 2

- Unit 3: Algebra
- Unit 3 Assessment: Examination
- Unit 4: Measurement and statistics
- Unit 4 Assessment: Examination

YEAR 10 GENERAL MATHEMATICS

General Mathematics provides an introduction to many practical based mathematical concepts. It is a pre-requisite for Year 11 and 12 General Mathematics.

Semester 1

- Unit 1: Probability, Statistics
- Unit 1 Assessment: Assignment
- Unit 2: Algebra 1 (linear, non-linear equations), Geometric reasoning
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Trigonometry, Finance,
- Unit 3 Assessment: Examination
- Unit 4: Measurement, Algebra 2
- Unit 4 Assessment: Examination

YEAR 10 MATHEMATICAL METHODS

Mathematical Methods is designed to introduce students to many concepts used in Senior Mathematics. Mathematical Methods is a pre-requisite for Year 11 and 12 Mathematical Methods and Specialist Mathematics. Mathematical Methods emphasises the application of the language and structure of mathematics in the real world, and helps provide students with useful mathematical knowledge and skills for an increasingly technological society.

Semester 1

- Unit 1: Trigonometry, Algebra 1 (linear equations)
- Unit 1 Assessment: Examination
- Unit 2: Algebra 2 (non-linear equations)
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Statistics, Algebra 3, 4 (non-linear equations, polynomials),Surds and Logarithms, Finance
- Unit 3 Assessment: Assignment
- Unit 4: Algebra 5 (non-linear equations), Probability, Finance
- Unit 4 Assessment: Examination

YEAR 10 SPECIALIST MATHEMATICS

This difficult and challenging subject is a continuation of the year 9 specialist course in which students will study the full Year 10 Mathematical Methods course plus extension material from Year 11.

GENERAL MATHEMATICS

General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops 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.

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. It incorporates a practical approach that equips learners for their needs as future citizens. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

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:

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems.

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

MATHEMATICAL METHODS

General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics 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. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Surds, algebra, functions and probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	Calculus and further functions • Exponential functions • Logarithms and logarithmic functions • Introduction to differential calculus • Applications of differential calculus • Further differentiation	Further calculus and introduction to statistics • Differentiation of exponential and logarithmic functions • Differentiation of trigonometric functions and differentiation rules • Further applications of differentiation • Introduction to integration • Discrete random variables	Further calculus, trigonometry and statistics • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td colspan="4">Summative internal assessment 1 (IA1): 20%
Problem-solving and modelling task</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination – short response</td><td>15%</td><td>Summative internal assessment 3 (IA3):
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• Examination – combination response</td></tr>
</table>

SPECIALIST MATHEMATICS

General Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics 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.

Students who undertake Specialist Mathematics will 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.

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems.

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, proof, vectors and matrices • Combinatorics • Introduction to proof • Vectors in the plane • Algebra of vectors in two dimensions • Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** • Complex numbers • Complex arithmetic and algebra • Circle and geometric proofs • Trigonometry and functions • Matrices and transformations	**Further complex numbers, proof, vectors and matrices** • Further complex numbers • Mathematical induction and trigonometric proofs • Vectors in two and three dimensions • Vector calculus • Further matrices	**Further calculus and statistical inference** • Integration techniques • Applications of integral calculus • Rates of change and differential equations • Modelling motion • 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

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ESSENTIAL MATHEMATICS

Applied Senior Subject

Mathematics is a unique and powerful intellectual discipline that is used to investigate patterns, order, generality and uncertainty. It is a way of thinking in which problems are explored and solved through observation, reflection and logical reasoning. It uses a concise system of communication, with written, symbolic, spoken and visual components. Mathematics is creative, requires initiative and promotes curiosity in an increasingly complex and data-driven world. It is the foundation of all quantitative disciplines.

To prepare students with the knowledge, skills and confidence to participate effectively in the community and the economy requires the development of skills that reflect the demands of the 21st century. Students undertaking Mathematics will develop their critical and creative thinking, oral and written communication, information & communication technologies (ICT) capability, ability to collaborate, and sense of personal and social responsibility — ultimately becoming lifelong learners who demonstrate initiative when facing a challenge. The use of technology to make connections between mathematical theory, practice and application has a positive effect on the development of conceptual understanding and student disposition towards mathematics.

Mathematics teaching and learning practices range from practising essential mathematical routines to develop procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning. When students achieve procedural fluency, they carry out procedures flexibly, accurately and efficiently. When factual knowledge and concepts come to mind readily, students are able to make more complex use of knowledge to successfully formulate, represent and solve mathematical problems. Problem-solving helps to develop an ability to transfer mathematical skills and ideas between different contexts. This assists students to make connections between related concepts and adapt what they already know to new and unfamiliar situations. With appropriate effort and experience, through discussion, collaboration and reflection of ideas, students should develop confidence and experience success in their use of mathematics.

The major domains of mathematics in Essential Mathematics are Number, Data, Location and time, Measurement and Finance. Teaching and learning builds on the proficiency strands of the P–10 Australian Curriculum. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They will learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. Students will see mathematics as applicable to their employability and lifestyles, and develop leadership skills through self-direction and productive engagement in their learning. They will show curiosity and imagination, and appreciate the benefits of technology. Students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Managing money	Date and travel • Fundamental topic: Calculations • Data collection • Graphs • Time and motion	Measurement, scales and chance • Fundamental topic: Calculations • Measurement • Scales, plans and models • Probability and relative frequencies	Graphs, data and loans • Fundamental topic: Calculations • Bivariate graphs • Summarising and comparing data • 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 – short response


Science

INTRODUCTION

Middle School Science develops the necessary knowledge and skills to allow students to make informed choices and succeed in Senior Sciences. Even if students do not wish to study any Senior Science, the subjects offered in the Middle School will prepare them to become active and informed citizens in the surrounding world.

In addition to the core Science subjects, two electives are offered. The Year 8 and 9 Horticulture elective allows students to engage with modern techniques. Students will use gardens around the College for practical experience as well as learning the science behind how to improve skills and production.

The STEM elective also involves project-based learning experiences. Students utilise robotics and other engineering platforms to design solutions for real world issues. Both of these electives are seen as an extension to the core Science subject.

YEAR 7 SCIENCE

Semester 1

- Unit 1: Introduction to Science/Chemistry
- Unit 1: Assessment: Student Experiment – Dirty Water
- Unit 2: Earth Science
- Unit 2: Assessment: Exam - Resources

Semester 2

- Unit 3: Biology
- Unit 3: Assessment: Exam - Habitats
- Unit 4: Physics
- Unit 4: Assessment: Exam – Forces and Motion

YEAR 8 SCIENCE

Semester 1

- Unit 1: Biology
- Unit 1 Assessment: Board Game
- Unit 2: Geology
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Physics
- Unit 3 Assessment: Student Experiment - Goldberg
- Unit 4: Chemistry
- Unit 4 Assessment: Examination

YEAR 8 HORTICULTURE (ELECTIVE)

Semester 1

- Unit 1: Sustainable Gardening
- Unit 1 Assessment: Growth Analysis
- Unit 2: Disease and Pest Management
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Horticulture as a Business
- Unit 3 Assessment: Business Analysis
- Unit 4: Resource Management
- Unit 4 Assessment: Research Investigation

YEAR 8 STEM (ELECTIVE)

Semester 1

- Unit 1: Introduction to STEM
- Unit 1 Assessment: Examination
- Unit 2: Robotics
- Unit 2 Assessment: Assessment Booklet

Semester 2

- Unit 3: Electronics
- Unit 3 Assessment: Folio (Workbook)
- Unit 4: Structural Engineering
- Unit 4 Assessment: Folio (Report)

YEAR 9 SCIENCE

Semester 1

- Unit 1 Topic – Environmental Science
- Unit 1 Assessment – Research Investigation
- Unit 2 Topic – Chemical Reactions
- Unit 2 Assessment – Examination

Semester 2

- Unit 3 Topic – Disease
- Unit 3 Assessment – Examination
- Unit 4 Topic – Waves and Energy
- Unit 4 Assessment – Examination

YEAR 9 HORTICULTURE (ELECTIVE)

Semester 1

- Unit 1 Topic – Advanced Horticulture
- Unit 1 Assessment – Student Experiment
- Unit 2 Topic – Aboriginal Practices
- Unit 2 Assessment – Examination

Semester 2

- Unit 3 Topic – Horticulture Technology
- Unit 3 Assessment – Examination
- Unit 4 Topic – Climate Change
- Unit 4 Assessment – Research Investigation

YEAR 9 STEM (ELECTIVE)

Semester 1

- Unit 1 Topic – Electronics and Coding
- Unit 1 Assessment – Assessment Booklet
- Unit 2 Topic – Robotics
- Unit 2 Assessment – Robot Challenge

Semester 2

- Unit 3 Topic – Machines
- Unit 3 Assessment – Assessment Booklet
- Unit 4 Topic – Using STEM
- Unit 4 Assessment – Project Report

YEAR 10 SCIENCE

Students have the choice of two strands of Year 10 Science. These include Physical Science and Life Science. Physical Science involves the study of non-living organisms and will prepare students for ATAR Chemistry and Physics in Year 11 & 12. Life Science investigates the interactions of living organisms and will prepare students for the Year 11 & 12 ATAR subjects of Biology and Psychology.

Students with a keen interest in Science or occupations involving data analysis and problem solving are encouraged to select both the Physical and Life Science strands in Year 10. This will allow them to obtain all the necessary knowledge and skills to progress to any of the four Sciences offered in Year 11 & 12.

For students to experience success in Year 10 – 12 Science courses they should be achieving at least a C+ standard in Year 9 Science and Maths.

YEAR 10 PHYSICAL SCIENCE

Semester 1

- Unit 1 Topic – Kinematics
- Unit 1 Assessment – Student Experiment
- Unit 2 Topic – Electricity and Energy
- Unit 2 Assessment – Examination

Semester 2

- Unit 3 Topic – Organic Chemistry
- Unit 3 Assessment – Research Investigation
- Unit 4 Topic – Inorganic Chemistry
- Unit 4 Assessment – Examination

YEAR 10 LIFE SCIENCE

Semester 1

- Unit 1 Topic – Memory and the Brain
- Unit 1 Assessment – Student Experiment
- Unit 2 Topic – Psychology
- Unit 2 Assessment – Examination

Semester 2

- Unit 3 Topic – Cell Theory
- Unit 3 Assessment – Research Investigation
- Unit 4 Topic – Genetics
- Unit 4 Assessment – Examination

YEAR 10 EARTH SCIENCE

Semester 1

- Unit 1 Topic – Ecology
- Unit 1 Assessment – Water Quality Investigation
- Unit 2 Topic – Global Systems
- Unit 2 Assessment – Examination

Semester 2

- Unit 3 Topic – Agriculture
- Unit 3 Assessment – Native Food Plant Investigation
- Unit 4 Topic – Forensic Chemistry
- Unit 4 Assessment – Examination

AGRICULTURAL SCIENCE

General Senior Subject

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

The primary industries sector of the Australian economy is facing many challenges, and the ability of Australia to meet these challenges depends on a well-informed community and highly skilled people working in all sectors of primary industries.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre. In Unit 1, students examine the plant and animal science required to understand agricultural systems, their interactions and their components. In Unit 2, students examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. In Unit 3, students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. In Unit 4, students consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

Agricultural Science aims to develop students':
Biology aims to develop students':

- interest in Agricultural Science and their appreciation of how interdisciplinary knowledge can be used to understand contemporary issues in food and fibre production
- understanding and appreciation of agriculture as a complex and innovative system, and how it relates to sustainable production decisions now and into the future
- understanding that agricultural science knowledge is used in a variety of contexts and is influenced by social, economic, cultural and ethical considerations
- ability to conduct a variety of field, research and laboratory investigations involving collection and analysis of qualitative and quantitative data, and interpretation of evidence
- ability to critically evaluate agricultural science concepts, interpretations, claims and conclusions, with reference to evidence
- ability to communicate understandings and justify findings and conclusions related to agricultural production systems, using appropriate representations, modes and genres.

PATHWAYS

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

OBJECTIVES

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

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	Resources • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	Agricultural production • Animal production B • Plant production B • Agricultural enterprises B	Agricultural management • Enterprise management • Evaluation of an agricultural enterprise's sustainability

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 – combination response			

BIOLOGY

General Senior Subject

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Biology aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change
- understanding of major biological concepts, theories and models related to biological systems at all scales, from subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop; how scientists use biology in a wide range of applications; and how biological knowledge influences society in local, regional and global contexts
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge
- ability to 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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	Maintaining the internal environment • Homeostasis – thermoregulation and osmoregulation • Infectious diseases and epidemiology	Biodiversity and the interconnectedness of life • Describing biodiversity and populations • Functioning ecosystems and succession	Heredity and continuity of life • Genetics and heredity • 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

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Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination – combination response			

CHEMISTRY

General Senior Subject

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making
- expertise in conducting a range of scientific investigations, including the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences, including through the use of appropriate representations, language and nomenclature.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

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

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PHYSICS

General Senior Subject

Physics provides opportunities for students to engage with the classical and modern understandings of the universe. In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields, and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Students will learn valuable skills required for the scientific investigation of questions. In addition, they will become citizens who are better informed about the world around them, and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Physics aims to develop students':

- appreciation of the wonder of physics and the significant contribution physics has made to contemporary society
- understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined, and new models and theories are developed in physics; and how physics knowledge is used in a wide range of contexts and informs personal, local and global issues
- investigative skills, including the design and conduct of investigations to explore phenomena and solve problems, the collection and analysis of qualitative and quantitative data, and the interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate processes, claims and processes
- investigate phenomena.

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

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PSYCHOLOGY

General Senior Subject

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. In Unit 1, students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. In Unit 2, students investigate the concept of intelligence, the process of diagnosis and how to classify psychological disorder and determine an effective treatment, and lastly, the contribution of emotion and motivation on the individual behaviour. In Unit 3, students examine individual thinking and how it is determined by the brain, including perception, memory, and learning. In Unit 4, students consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

Psychology aims to develop students':

- interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues
- appreciation of the complex interactions, involving multiple parallel processes that continually influence human behaviour
- understanding that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations
- ability to conduct a variety of field research and laboratory investigations involving collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence
- ability to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

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 ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • The role of the brain • Cognitive development • Consciousness, attention and sleep	Individual behaviour • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	Individual thinking • Brain function • Sensation and 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	
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Summative external assessment (EA): 50% • Examination – combination response			

AGRICULTURAL PRACTICES

Applied Senior Subject

Agricultural Practices provides opportunities for students to explore, experience and learn concepts and practical skills valued in agricultural science, workplaces and other settings. Learning in Agricultural Practices involves creative and critical reasoning; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Agricultural Practices students apply scientific knowledge and skills in situations to produce outcomes. Students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

Projects and investigations are key features of Agricultural Practices. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike agricultural contexts.

By studying Agricultural Practices, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical agricultural situations.

PATHWAYS

A course of study in Agricultural Practices can establish a basis for further education, training and employment in agriculture, aquaculture, food technology, environmental management and agribusiness. The subject also provides a basis for participating in and contributing to community associations, events and activities, such as agricultural shows.

OBJECTIVES

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

- Describe ideas and phenomena
- Execute procedures
- Analyse information
- Interpret information
- Evaluate conclusions and outcomes
- Plan investigations and projects.

STRUCTURE

Agricultural Practices is a four-unit course of study. This syllabus contains eight QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Animal industries
Unit Option B	Plant industries
Unit Option C	Land-based animal production
Unit Option D	Water-based animal production
Unit Option E	Land-based plant production
Unit Option F	Water-based plant production
Unit Option G	Animal agribusiness
Unit Option H	Plant agribusiness

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Agricultural Practices are:

Summative assessments

Technique	Description	Response Requirements
Applied Investigation	Students investigate a research question by collecting, analysing and interpreting primary or secondary information.	One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words
Practical Project	Students use practical skills to complete a project in response to a scenario.	Complete Subject One of the following: • Project 1 • Performance: up to 4 minutes Documented process Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media


Humanities

INTRODUCTION

Humanities and the Social Science subjects equip students with the knowledge and critical thinking skills to make a difference in our dynamic world. Through collaborative and active learning practices, students are engaged and challenged. Humanities and Social Science subjects assist young people to understand how life experiences are the result of particular social, cultural, economic and environmental relationships that characterise communities at particular times and places. The values, concepts and skills are drawn from a range of traditions of inquiry. Disciplines include History, Geography and Civics and Citizenship.

YEAR 7 HUMANITIES

Semester 1

- Unit 1: Civics and Citizenship: Government
- Unit 1 Assessment: Portfolio
- Unit 2: Deep time History of Australia
- Unit 2 Assessment: Research Based Report

Semester 2

- Unit 3: Ancient Rome
- Unit 3 Assessment: Research Project
- Unit 4: Water and liveability in Central Queensland
- Unit 4 Assessment: Examination

YEAR 8 HUMANITIES

Semester 1

- Unit 1: Civics and Citizenship: Politics
- Unit 1 Assessment: Investigative Report
- Unit 2: Medieval Europe
- Unit 2 Assessment: Source Based Examination

Semester 2

- Unit 3: The Spanish Conquest of the Americans
- Unit 3 Assessment: Historical Essay
- Unit 4: Coastal Landforms and Landscapes
- Unit 4 Assessment: Examination

YEAR 9 HUMANITIES

Semester 1

- Unit 1: Civics and Citizenship: Laws and Society
- Unit 1 Assessment: Investigative Report
- Unit 2: Making a Nation
- Unit 2 Assessment: Source Based Examination

Semester 2

- Unit 3: World War I
- Unit 3 Assessment: Historical Essay
- Unit 4: Biomes and Food Security
- Unit 5 Assessment: Examination

YEAR 10 HISTORY

Semester 1

- Unit 1: Australian Civil Rights Movement
- Unit 1 Assessment: Examination
- Unit 2: Ancient Rome
- Unit 2 Assessment: Independent Research Task

Semester 2

- Unit 3: The Accuracy of Hollywood
- Unit 3 Assessment: Independent Research Task
- Unit 4: Popular Culture
- Unit 4 Assessment: Source Based Examination

YEAR 10 LEGAL STUDIES

Semester 1

Unit 1

- Topic 1: Legal Foundations
- Topic 2: Criminal Investigation Process
- Assessment: Combination Response Examination

Unit 2

- Topic 3: Criminal Trial Process
- Topic 4: Punishment and Sentencing
- Assessment: Investigation Inquiry Report

Semester 2

Unit 3

- Topic 1: Civil Law Foundations
- Topic 2: Contractual Obligations
- Assessment: Presentation

Unit 4

- Topic 3: Negligence and the Duty of Care
- Assessment: Combination Examination

LEGAL STUDIES

General Senior Subject

Legal Studies focuses on the interaction between society and the discipline of law. 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. An understanding of legal processes and concepts enables citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Legal Studies explores the role and development of law in response to current issues. The subject starts with the foundations of law and explores the criminal justice process through to punishment and sentencing. Students then study the civil justice system, focusing on contract law and negligence. With increasing complexity, students critically examine issues of governance that are the foundation of the Australian and Queensland legal systems, before they explore contemporary issues of law reform and change. The study finishes with considering Australian and international human rights issues. Throughout the course, students analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts.

The primary skills of inquiry, critical thinking, problem-solving and reasoning empower Legal Studies students to make informed and ethical decisions and recommendations. Learning is based on an inquiry approach that develops reflection skills and metacognitive awareness. Through inquiry, students identify and describe legal issues, explore information and data, analyse, evaluate to propose recommendations, and create responses that convey legal meaning. They improve their research skills by using information and communication technology (ICT) and databases to access research, commentary, case law and legislation. Students analyse legal information to determine the nature and scope of the legal issue and examine different or opposing views, which are evaluated against legal criteria. These are critical skills that allow students to think strategically in the 21st century.

Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. Legal knowledge empowers students to make constructive judgments on, and knowledgeable commentaries about, the law and its processes. Students examine and justify viewpoints involved in legal issues, while also developing respect for diversity. Legal Studies satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Legal Studies enables students to appreciate how the legal system is relevant to them and their communities. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 • Australia's legal response to international law and human rights • 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 – analytical essay	25%
Summative internal assessment 2 (IA2): • Investigation — inquiry report	25%	Summative external assessment (EA): • Examination — combination response	25%

MODERN HISTORY

General Senior Subject

Modern History is a discipline-based subject where students examine traces of humanity's recent past so they may form their own views about the Modern World since 1750. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students consider different perspectives and learn that interpretations and explanations of events and developments in the past are contestable and tentative. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between what existed previously, and the world being lived in today — all of which may help build a better tomorrow.

Modern History has two main aims. First, Modern History seeks to have students gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Second, Modern History aims to have students engage in historical thinking and form a historical consciousness in relation to these same forces. Both aims complement and build on the learning covered in the Australian Curriculum: History 7–10. The first aim is achieved through the thematic organisation of Modern History around four of the forces that have helped to shape the Modern World — ideas, movements, national experiences and international experiences. In each unit, students explore the nature, origins, development, legacies and contemporary significance of the force being examined. The second aim is achieved through the rigorous application of historical concepts and historical skills across the syllabus. To fulfil both aims, engagement with a historical inquiry process is integral and results in students devising historical questions and conducting research, analysing, evaluating and synthesising evidence from historical sources, and communicating the outcomes of their historical thinking.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of literacy, numeracy and 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as 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:

- devise historical questions and conduct research
- comprehend terms, concepts and issues
- analyse evidence from historical sources
- evaluate evidence from historical sources
- synthesise evidence from historical sources
- communicate to suit purpose.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • Australian Frontier Wars, 1788–1930s • Russian Revolution, 1905–1920s	Movements in the modern world • Women's movement since 1893 • African-American civil rights movement, 1954–1968	National experiences in the modern world • Germany,1914–1945 • China, 1931-1976	International experiences in the modern world • Australian engagement with Asia since 1945 • Cold War, 1945–1991

ASSESSMENT

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

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

Summative assessments

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


The Arts

INTRODUCTION

The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

YEAR 7 PERFORMING ARTS

Semester – Drama and Music

- Unit 1: Music – So, You Wanna Be in a Band?
- Unit 1 Assessment: Performance
- Unit 2: Drama - Melodrama
- Unit 2 Assessment: Performance

YEAR 7 VISUAL ART

Semester 1

- Unit 1 – Press and Mold: Printmaking
- Assessment – Experimental Folio
- Unit 2 – Clay and Collage – Ceramics and Mixed Media
- Assessment – Experimental Folio

Semester 2

- Unit 3 – Palette and Perceptions: Painting or Media
- Assessment – Experimental Folio
- Unit 4 – Shadows and Strokes: Sculpture or Photography
- Assessment – Experimental Folio: Assemblage and Photography

YEAR 8 DANCE

Semester 1

- Unit 1- Musical Theatre through the ages
- Assessment – Performance
- Unit 2 – The history and evolution of classical ballet
- Assessment – Portfolio of work including written analysis

Semester 2

- Unit 3 – Pioneers of Modern Dance
- Assessment – Performance
- Unit 4 – Dancing with the Stars – from Rock ‘n’ Roll to Disco
- Assessment – Performance

YEAR 8 DRAMA

Semester 1

- Unit 1 – Improvisation & Process Drama
- Assessment – Performance
- Unit 2 – Stagecraft
- Assessment – Performance

Semester 2

- Unit 3 – Fractured Fairytales
- Assessment - Performance
- Unit 4 - Scriptwriting
- Assessment – Scriptwriting

YEAR 8 MUSIC

Semester 1

- Unit 1 – Beat Chronicles: Unravelling the Secrets of Rhythm
- Assessment – Performance
- Unit 2 – Pitchology 101: Mastering Pitch for Musical Creativity
- Assessment – Composition

Semester 2

- Unit 3 – Tech Tunes: Recording and Production Basics
- Assessment – Composition/Performance
- Unit 4 – Music Analysis: from The Beatles to Billy Ellish
- Assessment – Musicology: Exam/Performance

YEAR 8 VISUAL ART

Semester 1

- Unit 1 – Drawn Tranquillity: Still Life Drawings
- Assessment – Experimental Folio
- Unit 2 – PopRide Palette: Pop Art and Graphic Design
- Assessment – Experimental Folio

Semester 2

- Unit 3 – Terra Tales: Ceramics
- Assessment – Experimental Folio and Exam Analysis
- Unit 4 – Pixel Perspectives: Photography
- Assessment – Experimental Folio

YEAR 8 MEDIA

Semester 1

- Unit 1 – From Idea to Instruction: How-To
- Assessment – How-To Video
- Unit 2 – Frames in Motion: Stop Motion
- Assessment – Stop Motion Film

Semester 2

- Unit 3 – Quest for Cinematic Adventure: Short Film
- Assessment – Short Film
- Unit 4 – Gameplay to Cinematics: Crafting Interactive Narratives
- Assessment – Analysis

YEAR 9 DANCE

Semester 1

- Unit 1 – Choreographic Forms and Devices
- Assessment – Performance
- Unit 2 – Leading contemporary dance choreographers in the 21st Century
- Assessment – Exam: Extended Response

Semester 2

- Unit 3 – Breaking Down Barriers in Dance
- Assessment – Performance
- Unit 4 – Iconic Dance Styles: Samba, Can Can and Hip Hop
- Assessment – Performance

YEAR 9 DRAMA

Semester 1

- Unit 1 – Characterisation & Stanislavksi
- Assessment - Performance
- Unit 2 – Epic Theatre and Brecht
- Assessment – Performance

Semester 2

- Unit 3 – Live Theatre Performance
- Assessment – Written Analysis
- Unit 4 – Transforming Shakespeare
- Assessment – Performance and Scriptwriting

YEAR 9 MUSIC

Semester 1

- Unit 1 – Roots of Rock: The Birth of Rock 'n' Roll 1
- Assessment: Composition/Performance
- Unit 2 - Roots of Rock: The Birth of Rock 'n' Roll 2
- Assessment – Musicology: Exam

Semester 2

- Unit 3 – The Evolution of Pop: The 50's to today 1
- Assessment - Performance
- Unit 4 – The Evolution of Pop: The 50's to today 1
- Assessment – Musicology: Exam/Composition

YEAR 9 VISUAL ART

Semester 1

- Unit 1 – Cathedral Shadows: Interiors
- Assessment – Folio of Artworks
- Unit 2 – Cultural Connections and Couture: Expressions in Masks and Head Dresses
- Assessment – Folio of Artworks and Exam: Analysis

Semester 2

- Unit 3 – Bound Perspectives: Artist Books and Printmaking
- Assessment – Folio of Artwork
- Unit 4 – Ink Narratives: Graphic Novels
- Assessment – Folio of Artwork

YEAR 9 MEDIA

Semester 1

- Unit 1 – Media Marvels: Introduction to Editing and Visual Communication
- Assessment – Short Film
- Unit 2 – Frames in Motion: Exploring Animation
- Assessment - Animation

Semester 2

- Unit 3 – Tales of Terror: Series Premiere
- Assessment – Multi-platform horror/thriller poster and social media post and treatment
- Unit 4 – Voice Waves: High School Adventures in New media
- Assessment – Analysis

YEAR 10 DANCE

Semester 1

- Unit 1 – Storytelling through dance using Traditional influences
- Assessment – Performance and Written Analysis
- Unit 2 – Storytelling through dance using Contemporary influences
- Assessment – Performance

Semester 2

- Unit 3 – Postmodern Dance: Deconstructing Tradition
- Assessment – Performance
- Unit 4 – Contemporary Dance: Innovations in Motion
- Assessment – Performance and Analysis

YEAR 10 DRAMA

Semester 1

- Unit 1 – Commedia Dell'Arte
- Assessment - Performance
- Unit 2 – Transformation and Scene Project
- Assessment – Performance

Semester 2

- Unit 3 – Magic Realism
- Assessment - Performance
- Unit 4 - Absurd Theatre
- Unit 4 Assessment - Directors Pitch

YEAR 10 MUSIC

Our classroom music program is designed to complement and enhance the AMEB (Australian Music Examinations Board) theory grades. The classroom music program integrates the core principles of the AMEB theory curriculum. By aligning with AMEB standards, our curriculum not only prepares students for their theory exams but also deepens their understanding of music theory, sight-reading, and aural skills.

Semester 1

- Unit 1 – Jazz: The impact of Jazz on Music Today 1
- Assessment – Performance
- Unit 2 – Jazz: The impact of Jazz on Music Today 2
- Assessment – Musicology: Exam/Composition

Semester 2

- Unit 3 – TV Tunes: Music in Television and Commercials
- Assessment – Performance
- Unit 4 – The World of Film Scores: An Introduction
- Assessment – Musicology Exam/Composition

YEAR 10 MEDIA ARTS

Semester 1

- Unit 1 – Visual Storytelling 101
- Assessment – Music Video
- Unit 2 – 0zFlicks and TV Tales: Dive into Australian Cinema and Television
- Assessment – Trailer for a Feature Length Film

Semester 2

- Unit 3 – Unveiling Truths: Documentary
- Assessment – Documentary
- Unit 4 – Level Up: The Art and Craft of Gaming in Media
- Assessment – Game Sequence and Review

YEAR 10 VISUAL ART

Semester 1

- Unit 1 – The Self: Unveiling Self through Printmaking
- Assessment – Folio of artworks
- Unit 2 – The Self: Mixed Media
- Assessment – Folio of artworks

Semester 2

- Unit 3 – Threads of Change: Wearable Art
- Assessment - Folio of artworks and Wearable Art Photography
- Unit 4 – Expressions Within: The Human Condition
- Assessment – Folio of artworks and Exam: Analysis extended response

DRAMA

General Senior Subject

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens. Drama is created and performed in diverse spaces, including formal and informal theatre spaces, to achieve a wide range of purposes. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will develop a range of interrelated skills of drama that will complement the knowledge and processes needed to create dramatic action and meaning. They will 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. A study of a range of forms and styles in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

Drama engages students in the making of and responding to dramatic works to help them realise their creative potential as individuals. Learning in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly transferable skills that encourage them to imagine future perspectives and possibilities.

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, cultural institutions, administration and management, law, communications, education, public relations, research, science and technology. The understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives in a range of contexts, and to communicate meaning in functional and imaginative ways.

OBJECTIVES

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

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- manipulate dramatic languages
- analyse dramatic languages
- evaluate dramatic languages.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity?	Transform How can you transform dramatic practice?

ASSESSMENT

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Practice-led Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Dramatic Concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination — extended response</td></tr>
</table>

FILM, TELEVISION & NEW MEDIA

General Senior Subject

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products, and will investigate and respond to moving-image media content and production contexts.

Film, television and new media are our primary sources of information and entertainment. They are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Engaging meaningfully in local and global participatory media cultures enables us to understand and express ourselves. Through making and responding to moving-image media products, students will 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.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.

PATHWAYS

The processes and practices of Film, Television & New Media, such as project-based learning and creative problem-solving, develop transferable 21st century skills that are highly valued in many areas of employment. Organisations increasingly seek employees who demonstrate work-related creativity, innovative thinking and diversity. A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of film, television and media, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communications, design, marketing, education, film and television, public relations, research, science and technology.

OBJECTIVES

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

- design moving-image media products
- create moving-image media products
- resolve film, television and new media ideas, elements and processes
- apply literacy skills
- analyse moving-image media products
- evaluate film, television and new media products, practices and viewpoints

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Technologies • Institutions • Languages	Story Forms • Representations • Audiences • Languages	Participation • Technologies • Audiences • Institutions	Identity • Technologies • Representations • Languages

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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Stylistic project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Multi-platform content project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

MUSIC

General Senior Subject

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.
Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience.

In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world. The study of Music provides students with opportunities for intellectual and personal growth, and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the field of music, and more broadly, in creative industries, cultural institutions, administration and management, health, communications, education, public relations, research, science and technology. As more organisations value work-related creativity and diversity, the processes and practices of Music develop 21st century skills essential for many areas of employment. Specifically, the study of Music helps students develop creative and critical thinking, collaboration and communication skills, personal and social skills, and digital literacy — all of which is sought after in modern workplaces.

OBJECTIVES

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

- demonstrate technical skills
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music
- realise music ideas.

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended response</td></tr>
</table>

VISUAL ART

General Senior Subject

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse art materials, techniques, technologies and processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

PATHWAYS

This subject prepares young people for participation in the 21st century by fostering curiosity and imagination, and teaching students how to generate and apply new and creative solutions when problem-solving in a range of contexts. This learnt ability to think in divergent ways and produce creative and expressive responses enables future artists, designers and craftspeople to innovate and collaborate with the fields of science, technology, engineering and mathematics to design and manufacture images and objects that enhance and contribute significantly to our daily lives.

Visual Art prepares students to engage in a multimodal, media-saturated world that is reliant on visual communication. Through the critical thinking and literacy skills essential to both artist and audience, learning in Visual Art empowers young people to be discriminating, and to engage with and make sense of what they see and experience.

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, and more broadly, in creative industries, cultural institutions, advertising, administration and management, communication, education, public relations, health, research, 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 influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of art media
- realise responses to communicate meaning.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects	Art as code • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions	Art as knowledge • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed	Art as alternate • Concept: evolving alternate representations and meaning • Contexts: contemporary, personal, cultural and/or formal • Focus: 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

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">30%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination – extended resopnse</td></tr>
</table>

VISUAL ARTS IN PRACTICE

Applied Senior Subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

In Visual Arts in Practice, students respond to authentic, real-world stimulus (e.g. problems, events, stories, places, objects, the work of artists or artisans), seeing or making new links between art-making purposes and contexts. They explore visual language in combination with media, technologies and skills to make artworks. Throughout the course, students are exposed to two or more art-making modes, selecting from 2D, 3D, digital (static) and time-based and using these in isolation or combination, as well as innovating new ways of working.

When responding, students use analytical processes to identify problems and develop plans or designs for artworks. They use reasoning and decision-making to justify their choices, reflecting and evaluating on the success of their own and others' art-making. When making, students demonstrate knowledge and understanding of visual features to communicate artistic intention. They develop competency with and independent selection of media, technologies and skills as they make experimental and resolved artworks, synthesising ideas developed throughout the responding phase.

Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

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:

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artworks.

STRUCTURE

Visual Arts in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Unit Option	Unit Title
Unit Option A	Clients
Unit Option B	Transform and extend
Unit Option C	Looking inwards (self)
Unit Option D	Transform and extend

Assessment

Technique	Description	Response requirements
Project	Students make artwork, design proposals and stylistic experiments. They evaluate artworks, art style and/or practices that explore the focus of the unit. Students plan resolved artworks.	**Experimental folio** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) OR **Prototype artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes OR **Design proposal** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media, including up to 4 prototype artwork/s — 2D, 3D, digital (static) and/or time-based (up to 30 seconds each) OR **Folio of stylistic experiments** Up to 8 experimental artworks: 2D, 3D, digital (static) and/or time-based (up to 30 seconds) AND **Planning and evaluations** One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words Spoken: up to 4 minutes, or signed equivalent
Resolved artwork	Students make a resolved artwork that communicates and/or addresses the focus of the unit.	**Resolved artwork** One of the following: • 2D, 3D, digital (static): up to 4 artwork/s • Time-based: up to 3 minutes

Students complete two assessment tasks for each unit. The assessment techniques used in Visual Arts in Practice are:

DRAMA IN PRACTICE

Applied Senior Subject

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Drama exists wherever people present their experiences, ideas and feelings through re-enacted stories. From ancient origins in ritual and ceremony to contemporary live and mediated presentation in formal and informal theatre spaces, drama gives expression to our sense of self, our desires, our relationships and our aspirations. Whether the purpose is to entertain, celebrate or educate, engaging in drama enables students to experience, reflect on, communicate and appreciate different perspectives of themselves, others and the world they live in.

Drama in Practice gives students opportunities to make and respond to drama by planning, creating, adapting, producing, performing, interpreting and evaluating a range of drama works or events in a variety of settings. A key focus of this syllabus is engaging with school and/or local community contexts and, where possible, interacting with practising artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

As students gain practical experience in a number of onstage and offstage roles, they recognise the role drama plays and value the contribution it makes to the social and cultural lives of local, national and international communities.

Students participate in learning experiences in which they apply knowledge and develop creative and technical skills in communicating ideas and intention to an audience. They also learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner. Individually and in groups, where possible, they shape and express dramatic ideas of personal and social significance that serve particular purposes and contexts. They identify and follow creative and technical processes from conception to realisation, which foster cooperation and creativity, and help students to develop problem-solving skills and gain confidence and resilience.

PATHWAYS

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

OBJECTIVES

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

- use drama practices
- plan drama works
- communicate ideas
- evaluate drama works.

STRUCTURE

Drama in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

Core	Electives
Unit Option A1 , A2	Collaboration
Unit Option B1, B2	Community
Unit Option C	Contemporary
Unit Option D	Commentary

Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Drama in Practice are:

Technique	Description	Response Requirements
Devising project	Students plan, devise and evaluate a scene for a focus of the unit.	Devised scene Up to 4 minutes (rehearsed) Planning and evaluation of devised scene One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Directional project	Students plan, make and evaluate a director's brief for an excerpt of a published script for the focus of the unit.	Director's brief Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media Planning and evaluation of the director's brief One of the following: • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent
Performance	Students perform the excerpt of the published script, a devised scene, or collage drama for the focus of the unit.	Performance Performance (live or recorded): up to 4 minutes


Business
+ DIGITAL
TECHNOLOGIES
What is Easy Heal?

INTRODUCTION

ECONOMICS & BUSINESS

Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable and equitable Australian and global economies. The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems. Economics and business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime.

ACCOUNTING

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses, and individuals. Accounting is a way of systematically organising, critically analysing, and communicating financial data and information for decision-making. When students study this subject, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts to develop an understanding of accrual accounting, accounting for GST, managerial and accounting controls, internal and external financial statements, and analysis. Accounting is for students with a special interest in business, commerce, entrepreneurship, and the personal management of financial resources.

DIGITAL TECHNOLOGIES

Technologies enrich and influence the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments. Digital Technologies focuses on the use of computation thinking and information systems to define, develop and implement digital solutions to real world problems.

MICROSOFT APPLICATIONS

Microsoft 365 Applications and computer skills are important for academic success. These skills provide students with a competitive edge by preparing them for the digital world they live in.

Microsoft 365 Applications are used as part of the curriculum at TCC where students complete assignments, write reports, create presentations, and analyse data using tools like Microsoft Word, PowerPoint and Excel.

File management and researching, One Note and Teams using Microsoft 365 provides a foundation for understanding essential computer skills. Proficiency in these applications allows students to effectively complete their academic tasks.

YEAR 7 BUSINESS AND DIGITAL TECHNOLOGIES

Semesters 1 and 2

- Unit 1: Economic influences and future planning
- Unit 1 Assessment: Examination
- Unit 2: Project Management and coding
- Unit 1 Assessment: Project

YEAR 8 ECONOMICS AND BUSINESS

Semester 1

- Unit 1: Business environment
- Unit 1 Assessment: Investigative Report
- Unit 2: Taxation
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Financial planning
- Unit 3 Assessment: Report
- Unit 4: Australia's market system
- Unit 4 Assessment: Examination

YEAR 8 MICROSOFT APPLICATIONS

Semester 1

- Unit 1: Edge, One Drive, Word
- Unit 1 Assessment: Project
- Unit 2: Excel
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Powerpoint
- Unit 3 Assessment: Project
- Unit 4: One Note, Teams
- Unit 4 Assessment: Examination

YEAR 8 DIGITAL TECHNOLOGIES

Semester 1

- Unit 1: Robotics
- Unit 1 Assessment: Project
- Unit 2: Structured Programming 1 (Web languages)
- Unit 2 Assessment: Semester examination

Semester 2

- Unit 3: Structured Programming 1 (Web languages)
- Unit 3 Assessment: Project
- Unit 4: Data management and design
- Unit 4 Assessment: Semester examination

YEAR 9 ECONOMICS AND BUSINESS

Semester 1

- Unit 1: Becoming an entrepreneur
- Unit 1 Assessment: Investigative Report
- Unit 2: Identity and money in a global economy
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: The power of money
- Unit 3 Assessment: Business Report
- Unit 4: Introduction to Economics
- Unit 4: Assessment: Examination

YEAR 9 DIGITAL TECHNOLOGIES

Semester 1

- Unit 1: Introduction to data driven solutions
- Unit 1 Assessment: Project
- Unit 2: Advanced Programming Techniques
- Unit 2 Assessment: Semester examination

Semester 2

- Unit 3: Internet of things and automation
- Unit 3 Assessment: Project
- Unit 4: Users and hardware/software requirements
- Unit 4 Assessment: Semester examination

YEAR 10 BUSINESS

Semester 1

- Unit 1: Introduction to Tourism
- Unit 1 Assessment: Magazine Article
- Unit 2: Business Fundamentals
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Entering Markets
- Unit 3 Assessment: Investigative Report
- Unit 4: Business Finance
- Unit 4 Assessment: Examination

YEAR 10 ACCOUNTING

Semester 1

- Unit 1: Real-world Accounting
- Unit 1 Assessment: Project
- Unit 2: Financial Reporting
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Managing Resources
- Unit 3 Assessment: Examination
- Unit 4: Accounting – The Big Picture
- Unit 4 Assessment: Examination

BUSINESS

General Senior Subject

Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations is explored. Through this exploration, students investigate the influence of and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

Learning in Business integrates an inquiry approach with authentic case studies. Students become critical observers of business practices by applying an inquiry process in undertaking investigations of business situations. They use a variety of technological, communication and analytical tools to comprehend, analyse and interpret business data and information. Students evaluate strategies using business criteria that are flexible, adaptable and underpinned by communication, leadership, creativity and sophistication of thought.

This multifaceted course creates a learning environment that fosters ambition and success, while being mindful of social and ethical values and responsibilities. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students' confidence and capacity to participate as members or leaders of the global workforce through the integration of 21st century skills.

Business allows students to engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

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 situations and environments
- explain business concepts and strategies
- analyse and interpret business situations
- evaluate business strategies
- create responses that communicate meaning to suit audience, context and purpose.

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): • Feasibility report	25%
Summative internal assessment 2 (IA2): • Business report	25%	Summative external assessment (EA): • Examination — combination response	25%

DIGITAL SOLUTIONS

General Senior Subject

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

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

By using the problem-based learning framework, students develop confidence in dealing with complexity, as well as tolerance for ambiguity and persistence in working with difficult problems that may have many solutions. Students are able to communicate and work with others in order to achieve a common goal or solution. Students write computer programs to generate digital solutions that use data; require interactions with users and within systems; and affect people, the economy and environments. Solutions are generated using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Some examples of digital solutions include instructions for a robotic system, an instructional game, a productivity application, products featuring interactive data, animations and websites.

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play. Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

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): • Technical proposal	25%	Summative internal assessment 3 (IA3): • Digital solution	25%
Summative internal assessment 2 (IA2): • Digital solution	25%	Summative external assessment (EA): • Examination — combination response	25%

TOURISM

Applied Senior Subject

Tourism is one of the world's largest industries and one of Australia's most important industries, contributing to gross domestic product and employment.

The term 'tourism industry' describes the complex and diverse businesses and associated activities that provide goods and services to tourists who may be engaging in travel for a range of reasons, including leisure and recreation, work, health and wellbeing, and family.

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

In Tourism, students examine the sociocultural, environmental and economic aspects of tourism, as well as opportunities and challenges across global, national and local contexts. Tourism provides opportunities for Queensland students to develop understandings that are geographically and culturally significant to them by, for example, investigating tourism activities related to local Aboriginal communities and Torres Strait Islander communities and tourism in their own communities.

The core of Tourism focuses on the practices and approaches of tourism and tourism as an industry; the social, environmental, cultural and economic impacts of tourism; client groups and their needs and wants, and sustainable approaches in tourism. The core learning is embedded in each unit. The objectives allow students to develop and apply tourism-related knowledge through learning experiences and assessment in which they plan projects, analyse challenges and opportunities, make decisions, and reflect on processes and outcomes.

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:

- explain tourism principles, concepts and practices
- examine tourism data and information
- apply tourism knowledge
- communicate responses
- evaluate projects.

STRUCTURE

Unit A	Unit B	Unit C	Unit D
Tourism and travel	Tourism Industry and careers	Tourism trends and patterns	Tourism marketing

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Tourism are:

Unit A	Unit B	Unit C	Unit D
A1: Project – Traveller information package	B1: Investigation – Value of the Tourism Industry	C1: Investigation – Tourism trends C2: Project – Sustainable tourism guide	D1: Investigation – Marketing Campaign Evaluation D2: Project – Tourism Promotion


Food + Textiles
TECHNOLOGY

INTRODUCTION

Food and Nutrition – is the study of food in the context of nutrition, food science and food technology. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high-quality, nutritious food products for the future. A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of food, nutrition and design. Undertaking Food & Nutrition units supports further study in tertiary programs such as food technology, dietetics and health.

Hospitality – the hospitality industry has become increasingly important economically in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. Hospitality enables students to develop knowledge, understanding and skills of the hospitality industry that are transferable across sectors and geographic borders and can lead to a range of post school options.

Food Technology - they apply design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions while cooking. Students study the ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts on food choice for a sustainable future. They develop the knowledge, understanding and skills to become discerning decision-makers.

Fashion – is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Through undertaking this unit students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. It is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales.

YEAR 7 FOOD AND TEXTILES TECHNOLOGY

Semester

- Unit 1 – Introduction to Food Technologies
- Unit 1 Assessment – Written exam
- Unit 2 – Introduction to Material and Technologies Specialisations
- Unit 2 Assessment – Folio

YEAR 8 FASHION

Semester 1

- Unit 1 – Let's Create
- Assessment - Textiles Project & Journal

Semester 2

- Unit 2 - Upcycle & Remake
- Assessment – Textiles Project & Journal

YEAR 8 FOOD TECHNOLOGY

Semester 1

- Unit 1 – Food Specialisations
- Assessment – Practical Cooking Challenge and Written Exam – Short Response

Semester 2

- Unit 2 – Sustainability with the Kitchen: Food and Fibre Production
- Assessment - Practical Cooking Project & Exam

YEAR 9 FASHION

Semester 1

- Unit 1 – Introduction to Fashion Design
- Assessment - Textiles Project & Journal

Semester 2

- Unit 2 – Fashion Culture
- Assessment - Textiles Project & Journal

YEAR 9 FOOD & NUTRITION

Semester 1

- Unit 1 – Introduction to Nutrition
- Assessment - Practical Cooking & Journal and Written Exam – Short Response

Semester 2

- Unit 2 – Introduction to Food Science
- Assessment - Practical Cooking & Journal and Written Exam – Short Response

YEAR 9 FOOD TECHNOLOGY

Semester 1

- Unit 1– A Taste of Asia & Methods of Cooking
- Assessment - Practical Cooking & Journal and Written Exam - Short Response

Semester 2

- Unit 2 – Signature Dessert & Food and Fibre Production
- Assessment - Practical Cooking & Journal and Written Exam – Short Response

YEAR 10 FOOD & NUTRITION

Semester 1

- Unit 1– Food Availability & Selection
- Assessment – Folio and Written Exam - Short Response

Semester 2

- Unit 2 – The Australian Food Industry
- Assessment - Practical Cooking Project and Written Exam - Short Response

YEAR 10 HOSPITALITY

Semester 1

- Unit 1 - Introduction to Hospitality & Methods of Cookery
- Assessment - Individual Practical Cooking Challenge and Written Exam – Short Response

Semester 2

- Unit 2 – Menu Design & In-house Dining
- Assessment – Practical Task & Journal and Project

YEAR 10 FASHION

Semester 1

- Unit 1 – Fashion Drawing & History of Fashion
- Assessment – Folio & Product and Project

Semester 2

- Unit 2 – Fashion Designers & Art of Adornment and Accessories
- Assessment – Product and Project

FOOD & NUTRITION

General Senior Subject

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development. Waste management, sustainability and food protection are overarching principles that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Food & Nutrition is a developmental course of study. In Unit 1, students develop an understanding of the chemical and functional properties of vitamins, minerals and protein-based food, as well as sensory profiling, food safety, spoilage and preservation. In Unit 2, students explore consumer food drivers, sensory profiling, labelling and food safety, and the development of food formulations. In Unit 3, students develop knowledge about the chemical, functional and sensory properties of carbohydrate- and fat-based food, and food safety, food preservation techniques and spoilage. In Unit 4, students focus on the investigation of problems for nutrition consumer markets and develop solutions for these while improving safety, nutrition, transparency and accessibility, as well as considering the wider impacts and implications of solutions.

Using a problem-solving process in Food and Nutrition, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students learn to explore complex, open-ended problems and develop food and nutrition solutions. They recognise and describe problems, determine solution success criteria, develop and communicate ideas and generate, evaluate and refine real-world-related solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their food and nutrition solutions. The problem-based learning framework in Food and Nutrition encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

In Food & Nutrition, students learn transferable 21st century skills that support their aspirations, including critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Students become adaptable and resilient through their problem-solving learning experiences. These skills enable students to innovate and collaborate with people in the fields of science, technology, engineering and health to create solutions to contemporary problems in food and nutrition.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

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): • Food and Nutrition solution	25%
Summative internal assessment 2 (IA2): • Food and Nutrition solution	25%	Summative external assessment (EA): • Examination – combination response	25%

EARLY CHILDHOOD STUDIES

Applied Senior Subject

The first five years of life are critical in shaping growth and development, relationships, wellbeing and learning. The early years can have a significant influence on an individual's accomplishments in family, school and community life. Quality early childhood education and care support children to develop into confident, independent and caring adults.

Early Childhood Studies focuses on students learning about children aged from birth to five years through early childhood education and care. While early childhood learning can involve many different approaches, this subject focuses on the significance of play to a child's development. Play-based learning involves opportunities in which children explore, imagine, investigate and engage in purposeful and meaningful experiences to make sense of their world.

The course of study involves learning about ideas related to the fundamentals and industry practices in early childhood learning. Investigating how children grow, interact, develop and learn enables students to effectively interact with children and positively influence their development. Units are implemented to support the development of children, with a focus on play and creativity, literacy and numeracy skills, wellbeing, health and safety, and indoor and outdoor learning environments. Throughout the course of study, students make decisions and work individually and with others.

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

Students have opportunities to learn about the childcare industry, such as the roles and responsibilities of workers in early childhood education and care services. Opportunities to interact with children and staff in early childhood education and care services would develop their skills and improve their readiness for future studies or the workplace. Through interacting with children, students have opportunities to experience the important role early childhood educators play in promoting child development and wellbeing.

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:

- investigate the fundamentals and practices of early childhood learning
- plan learning activities
- implement activities
- evaluate learning activities.

STRUCTURE

Early Childhood Studies is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Play and creativity
Unit Option B	Literacy and numeracy
Unit Option C	Children's development
Unit Option D	Children's wellbeing
Unit Option E	Indoor and outdoor environments
Unit Option F	The early education and care sector

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Early Childhood Studies are:

Technique	Description	Response Requirements
Investigation	Students investigate fundamentals and practices to devise and evaluate the effectiveness of a play-based learning activity.	Planning and evaluation Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students investigate fundamentals and practices to devise, implement and evaluate the effectiveness of a play-based learning activity.	Play-based learning activity Implementation of activity: up to 5 minutes Planning and evaluation • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

HOSPITALITY PRACTICES

Applied Senior Subject

Technologies have been an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. The hospitality industry is important economically and socially in Australian society and is one of the largest employers in the country. It specialises in delivering products and services to customers and consists of different sectors, including food and beverage, accommodation, clubs and gaming. Hospitality offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferable across sectors and locations.

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. The subject includes the study of industry practices and production processes through real-world related application in the hospitality industry context. Production processes combine the production skills and procedures required to implement hospitality events. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to perform production and service skills, and meet customer expectations of quality in event contexts.

Applied learning hospitality tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to the hospitality industry and future employment opportunities. Students learn to recognise and apply industry practices; interpret briefs and specifications; demonstrate and apply safe practical production processes; communicate using oral, written and spoken modes; develop personal attributes that contribute to employability; and organise, plan, evaluate and adapt production processes for the events they implement. The majority of learning is done through hospitality tasks that relate to 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 Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

OBJECTIVES

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

- Demonstrate practices, skills and processes
- Interpret briefs
- Select practices, skills and procedures
- Sequence processes
- Evaluate skills, procedures and products
- Adapt production plans, techniques and procedures.

STRUCTURE

Hospitality Practices is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Culinary trends
Unit Option B	Bar and barista basics
Unit Option C	In-house dining
Unit Option D	Casual dining
Unit Option E	Formal dining
Unit Option F	Guest services

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Hospitality Practices are:

Technique	Description	Response Requirements
Practical demonstration	Students produce and present an item related to the unit context in response to a brief.	**Practical demonstration** Practical demonstration: menu item **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Project	Students plan and deliver an event incorporating the unit context in response to a brief.	**Practical demonstration** Practical demonstration: delivery of event **Planning and evaluation** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media
Investigation	Students investigate and evaluate practices, skills and processes.	**Investigation and evaluation** One of the following: • Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media • Written: up to 1000 words


Health + Physical
EDUCATION

INTRODUCTION

Physical Education is designed to support students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

Engagement in physical activities is a major emphasis in this subject and as such, 50% of class time is devoted to participation in physical activity. Participation in every practical lesson is expected.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The subject also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

YEAR 7 HEALTH & PHYSICAL EDUCATION

Semester 1

- Unit 1: Health benefits of Physical activity, Swimming Technique
- Unit 1 Assessment: Research Assignment
- Unit 2: Food and Nutrition, Athletics, Indigenous Games
- Unit 2 Assessment: Assignment

Semester 2

- Unit 3: Alcohol and other drugs, Netball and AFL
- Unit 3 Assessment: Examination
- Unit 4: Playing the game and being a good sport, lifelong physical activities
- Unit 4 Assessment: Research Assignment

YEAR 8 HEALTH & PHYSICAL EDUCATION

Semester 1

- Unit 1: Mental health and Wellbeing, Trampoline/Athletics
- Unit 1 Assessment: Examination
- Unit 2: Relationships and sexuality, athletics and tennis
- Unit 2 Assessment: Examination

Semester 2

- Unit 3: Safety, AFL and Soccer
- Unit 3 Assessment: Multimodal
- Unit 4: Enhancing personal fitness through lifelong physical activity, swimming and fitness
- Unit 4 Assessment: Assignment

YEAR 9 HEALTH & PHYSICAL EDUCATION

Semester 1

- Unit 1: Mental Health and Resilience, Lifesaving
- Unit 1 Assessment: Collection of work
- Unit 2: Physical Fitness, Coaching, Sports tactics and strategies, Basketball, Volleyball
- Unit 2 Assessment: Examination + Highlights Video

Semester 2

- Unit 3: Biomechanics, Orienteering and Archery
- Unit 3 Assessment: Examination
- Unit 4: Body systems and Energy, Fitness
- Unit 4 Assessment: Investigation Report

YEAR 10 PHYSICAL EDUCATION

(for students choosing a university pathway in senior school)

Semester 1

- Unit 1: Sports Psychology, Volleyball
- Unit 1 Assessment: Examination
- Unit 2: Energy Systems, Touch Football
- Unit 2 Assessment: Project Folio

Semester 2

- Unit 3: Motor Learning and Biomechanics, Tennis
- Unit 3 Assessment: Project Folio
- Unit 4: Coaching, Ethics and Integrity, Aquathlon
- Unit 4 Assessment: Investigation Report

YEAR 10 HEALTH

(for students choosing a university pathway in senior school)

Semester 1

- Unit 1: Resilience as a personal Health Resource
- Unit 1 Assessment: Examination
- Unit 2: Body Image and Respectful Relationships
- Unit 2 Assessment: Investigation

Semester 2

- Unit 3: Homelessness and Alcohol
- Unit 3 Assessment: Research Assignment
- Unit 4: – Road Safety
- Unit 4 Assessment: Investigation Report

YEAR 10 RECREATION

(for students choosing an employment pathway in senior school)

Semester 1

- Unit 1: Sport and recreation in the community, active play and minor games
- Unit 1 Assessment: Investigation - Written
- Unit 2: Sport, recreation and healthy living, lifelong physical activities
- Unit 2 Assessment: Investigation - Multimodal

Semester 2

- Unit 3: Health and safety in sport and recreation, challenge and adventure activities
- Unit 3 Assessment: Investigation - Written
- Unit 4: Personal and interpersonal skills in sport and recreation activities, games and sports
- Unit 4 Assessment: Examination

PHYSICAL EDUCATION

General Senior Subject

The Physical Education syllabus is developmental and becomes increasingly complex across the four units. In Unit 1, students develop an understanding of the fundamental concepts and principles underpinning their learning of movement sequences and how they can enhance movement from a biomechanical perspective. In Unit 2, students broaden their perspective by determining the psychological factors, barriers and enablers that influence their performance and engagement in physical activity. In Unit 3, students enhance their understanding of factors that develop tactical awareness and influence ethical behaviour of their own and others' performance in physical activity. In Unit 4, students explore energy, fitness and training concepts and principles to optimise personal performance.

Students learn experientially through three stages of an inquiry approach to ascertain relationships between the scientific bases and the physical activity contexts. Students 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 and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

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 in physical activity • Functional anatomy and biomechanics in physical activity	Sport psychology and equity in physical activity • Sport psychology in physical activity • Equity — barriers and enablers	Tactical awareness and ethics in physical activity • Tactical awareness in physical activity • Ethics and integrity in physical activity	Energy, fitness and training in physical activity • Energy, fitness and training integrated in 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%

HEALTH

General Senior Subject

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

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of the Health inquiry model. This syllabus is underpinned by a salutogenic (strengths-based) approach, which focuses on how health resources are accessed and enhanced. Resilience as a personal health resource in Unit 1, establishes key teaching and learning concepts, which build capacity for the depth of understanding over the course of study. Unit 2 focuses on the role and influence of peers and family as resources through one topic selected from two choices: Elective topic 1: Alcohol, or Elective topic 2: Body image. Unit 3 explores the role of the community in shaping resources through one topic selected from three choices: Elective topic 1: Homelessness, Elective topic 2: Transport safety, or Elective topic 3: Anxiety. The culminating unit challenges students to investigate and evaluate innovations that influence respectful relationships to help them navigate the post schooling life course transition.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change. The investigative skills required to understand complex issues and problems will enable interdisciplinary learning, and prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

PATHWAYS

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

OBJECTIVES

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

- recognise and describe information about health-related topics and issues
- comprehend and use the Health inquiry model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesise information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- organise information for particular purposes
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Action research	25%	Summative internal assessment 3 (IA3): • Investigation	25%
Summative internal assessment 2 (IA2): • Examination – extended response	25%	Summative external assessment (EA): • Examination – extended response	25%

SIS30321 CERTIFICATE III IN FITNESS + SIS20115 CERTIFICATE II IN SPORT & RECREATION

Binnacle Training (RTO Code: 31319)

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. Students assist with facilitation of sport and recreation programs within their school community. Includes coaching accreditation and the nationally recognised First Aid competency.

QCE CREDITS

Successful completion of the Certificate III in Fitness contributes a maximum of 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
- Coaching accreditation.
- A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer).

ENTRY REQUIREMENTS

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

COST (current as of 2020)

- $210.00 = Binnacle Training Fees
- $80.00 = Binnacle Training Fee - Certificate III (Upgrade from entry qualification)
- $40.00 = First Aid

The enrolment fee for each module is payable prior to beginning study. Please note that once a student is enrolled in this course, there is an expectation that all four modules will be completed.

Students must have a passion for and/or interest in pursuing a career in the Sport, Fitness and Recreation industry. While there are no subject prerequisites for this course, it is recommended that students have achieved at least a 'C' for both Year 10 Physical Education and Year 10 English. They must also have at least sound spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

TOPICS OF STUDY

YEAR 11			
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 *Finalisation of qualification: SIS20115 Certificate II in Sport and Recreation*
YEAR 12			
TERM 1	**TERM 2**	**TERM 3**	**TERM 4**
• 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*

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.

IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)	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'.

INDUSTRIAL TECHNOLOGY + *Design*

INTRODUCTION

The Industrial Technology & Design Department offers a range of relevant subjects for Years 7, 8, 9 & 10 students. They are suited to students with a keen interest in graphics, workshop based activity, the design process, and trade type occupations. The opportunity to develop the basic skills and knowledge for further studies and employment in the fields of construction trades, engineering trades, product design and drafting is available. Year 7, 8 & 9 subjects and Year 10 Design use a 'design problem solving approach', and encourage students to develop individual solutions to a range of practical problems and issues. Year 10 subjects focus on skill development and manufacturing processes.

YEAR 7 INDUSTRIAL TECHNOLOGY & DESIGN

Semester

- Unit 1 – Materials, Technology & The Design Process
- Unit 2 – Drawing Systems & Sketching
- Unit 3 – Project Management & Production
- Assessment – Design Folio, Drawing Folio and Product

YEAR 8 INDUSTRIAL TECHNOLOGY & DESIGN

Semester 1

- Unit 1 – Engineering Principles & The Design Process
- Unit 2 – Drawing Systems & Sketching
- Unit 3 – Project Management & Production
- Unit 4 – CAD (computer aided drawing)
- Assessment – 2 Drawing Folios, 1 Project Design Folio and 1 Product.

Semester 2

- Unit 5 – Electric motors, Solar power & The Design Process
- Unit 6 – The Design Process, Project Management & Production
- Assessment – 2 Project Design Folios and 2 Products.

YEAR 9 GRAPHICS & DESIGN

Semester 1

- Unit 1 – Graphical communication, The Design Process, Sketching, Inventor CAD and 3D Printing
- Unit 2 – Design Exercise 1 – Graphics Block Model
- Unit 3 – Design Exercise 2 – Key Tag
- Assessment – Project Design Folio and Prototype
- Graphics Block Model; Project Design Folio and Prototype – Key Tag

Semester 2

- Unit 4 – Graphical communication, The Design Process, Sketching, Revit and AutoCAD programs
- Unit 5 – Design Exercise 3 – Building Renovation
- Unit 6 – Design Exercise 4 – Packaging
- Assessment – Project Design Folio – Building Renovation
- Project Design Folio and Prototype – Packaging

YEAR 9 INDUSTRIAL TECHNOLOGY & DESIGN

Semester 1

- Unit 1 – Graphical communication and sketching
- Unit 2 – Workplace safety
- Unit 3 – Design Exercise 1 – Carry-all
- Assessment – Drawing Folio & Exam, Project Design Folio and Product

Semester 2

- Unit 4 – Workplace Safety
- Unit 5 – Design Exercise 2 – Serving Board
- Unit 6 – Design Exercise 3 – Wall Clock
- Unit 7 – Design Exercise 4 – Plastics Product
- Assessment – 3 Project Design Folios and 3 Products

YEAR 10 DESIGN

- Unit 1 – Developing ideas for design
- Unit 2 – Exploring needs, wants and opportunities
- Unit 3 – Applying the Design Process
- Unit 4 – Redesigning for enhancement
- Assessment – 2 Exams (Design Challenge), 2 Projects (Folio)

YEAR 10 ENGINEERING SKILLS

- Unit 1 – Workplace Health & Safety
- Unit 2 –Tool Box
- Unit 3– Shelf & Brackets
- Unit 4 – Single Door Tool Cabinet
- Unit 5 – Hose Rack
- Unit 6 – Equipment Carrier

- Assessment – 4 Project Folios, 4 Products, 2 Practical Demonstrations, Exam
- Machining Exercise – Paperweight Dice (mill & metal lathe)

YEAR 10 FURNISHING SKILLS

- Unit 1 – Workplace Health & Safety
- Unit 2 – Work Stool and the CNC Router
- Unit 3 – Tradies Toolbox
- Unit 4 – Key Cabinet
- Unit 5 – Small Table
- Assessment – 3 Project Folios, 3 Products, 2 Practical Demonstrations, Exam
- Machining Exercise – Roll Holder (wood lathe)

YEAR 10 INDUSTRIAL GRAPHICS

- Unit 1 – Industry Practices
- Unit 2 –Freehand sketching
- Unit 3– CAD Engineering Products
- Unit 4 – CAD Furnishing Products
- Assessment – 2 Projects (Folio), Practical Demonstration, Exam

DESIGN

General Senior Subject

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

In Unit 1, students will learn about and experience designing in the context of stakeholder-centred design. They will be introduced to the range and importance of stakeholders and how the design process is used to respond to their needs and wants. In Unit 2, students will learn about and experience designing in the context of commercial design, considering the role of the client and the influence of economic, social and cultural issues. They will use a collaborative design approach. In Unit 3, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they respond to the needs and wants of a particular person. In Unit 4, students will learn about and experience designing in the context of sustainable design. They will explore design opportunities and design to improve economic, social and ecological sustainability.

The teaching and learning approach uses a design process grounded in the problem-based learning framework. This approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using sketching and low-fidelity prototyping skills; and evaluating ideas. Students communicate design proposals to suit different audiences.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They will understand the agency of humans in conceiving and imagining possible futures through design. Students will develop valuable 21st century skills in critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. The design thinking students learn is broadly applicable to a range of professions and supports the development of critical and creative thinking.

Students will develop an appreciation of designers and their role in society. They will 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. Design equips students with highly transferrable, future-focused thinking skills relevant to a global context.

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 visual representation skills
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- evaluate ideas to make refinements
- propose design concepts in response to design problems
- 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
Stakeholder-centred design • Designing for others	Commercial design influences • Responding to needs and wants	Human-centred design • Designing with empathy	Sustainable design influences • Responding to opportunities

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): • Design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — extended response	25%

ENGINEERING SKILLS

Applied Senior Subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian manufacturing industry to produce products. The manufacturing industry transform raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Engineering Skills includes the study of the manufacturing and engineering industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by manufacturing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the structural, transport and manufacturing engineering industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate safe practical production processes using hand and power tools, machinery and equipment. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic.

OBJECTIVES

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and structures
- adapt plans, skills and procedures.

STRUCTURE

Engineering Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Fitting and machining
Unit Option B	Welding and fabrication
Unit Option C	Sheet metal working
Unit Option D	Production in the structural engineering industry
Unit Option E	Production in the transport engineering industry
Unit Option F	Production in the manufacturing engineering industry

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Engineering Skills are:

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufatcure a unit context product that consists of multiple interconnected components and document the manufacturing process.	**Product** Product: 1 fitting and machining product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

FURNISHING SKILLS

Applied Senior Subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries. Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

PATHWAYS

A course of study in Furnishing Skills can establish a basis for further education and employment in the furnishing industry. With additional training and experience, potential employment opportunities may be found in furnishing trades as, for example, a furniture-maker, wood machinist, cabinet-maker, polisher, shopfitter, upholsterer, furniture restorer, picture framer, floor finisher or glazier.

OBJECTIVES

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

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

STRUCTURE

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Furniture-making
Unit Option B	Furniture-making
Unit Option C	Interior furnishing
Unit Option D	Production in the domestic furniture industry
Unit Option E	Production in the commercial furniture industry
Unit Option F	Production in the bespoke furniture industry

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures.	**Practical demonstration** Practical demonstration: the skills and procedures used in 3–5 production processes **Documentation** Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media
Project	Students manufacture a product and document the manufacturing process.	**Product** Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes **Manufacturing process** Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media

INDUSTRIAL GRAPHICS SKILLS

Applied Senior Subject

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills used by Australian manufacturing and construction industries to produce products. The manufacturing and construction industries transform raw materials into products required by society. This adds value for both enterprises and consumers. Australia has strong manufacturing and construction industries that continue to provide employment opportunities.

Industrial Graphics Skills includes the study of industry practices and drawing production processes through students' application in, and through a variety of industry-related learning contexts. Industry practices are used by enterprises to manage drawing production processes and the associated manufacture or construction of products from raw materials. Drawing production processes include the drawing skills and procedures required to produce industry-specific technical drawings and graphical representations. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet client expectations of drawing standards.

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the building and construction, engineering and furnishing industrial sectors. Students learn to interpret drawings and technical information, and select and demonstrate manual and computerised drawing skills and procedures. The majority of learning is done through drafting tasks that relate to business and industry. They work with each other to solve problems and complete practical work.

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:

- demonstrate practices, skills and procedures
- interpret client briefs and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products

STRUCTURE

Industrial Graphics Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

Unit Option	Unit Title
Unit Option A	Drafting for residential building
Unit Option B	Computer-aided manufacturing
Unit Option C	Computer-aided drafting – modelling
Unit Option D	Graphics for the construction industry
Unit Option E	Graphics for the engineering industry
Unit Option F	Graphics for the furnishing industry

ASSESSMENT

Students complete two assessment tasks for each unit. The assessment techniques used in Industrial Graphics Skills are:

Technique	Description	Response Requirements
Practical demonstration	Students perform a practical demonstration of drafting and reflect on industry practices, skills and drawing procedures.	**Practical demonstration** Practical demonstration: the drawing skills and procedures used in 3–5 drawing production processes **Documentation** Multimodal (at least two modes delivered at the same time): drawings on up to 3 A3 pages supported by written notes or spoken notes (up to 3 minutes), or equivalent digital media
Project	Students draft in response to a provided client breif and technical information.	**Product** Product: the drawing skills and procedures used in 5–7 drawing production processes **Drawing process** Multimodal (at least two modes delivered at the same time): drawings on up to 4 A3 pages supported by written notes or spoken notes (up to 5 minutes), or equivalent digital media


Languages

INTRODUCTION

Japan is the second largest economy in the world and is considered the gateway to numerous business and employment opportunities, especially in science, robotics and manufacturing industries. People who can speak another language have broader career prospects and gain an insider view into that community's culture. They can also consider their own culture from a different perspective. Learning a language such as Japanese provides students with the opportunity to appreciate the beauty of their native language, broaden their vocabulary and expression, and develop important critical and creative thinking skills.

YEAR 7 JAPANESE

Semester

- Unit 1: Hello, Japan
- Unit 1 Assessment: Assignment
- Unit 2: Entertain Me, Japan
- Unit 2 Assessment: Examination

YEAR 8 JAPANESE

Semester 1

- Unit 1 Topic: Life in Japan
- Unit 1 Assessment: Examination
- Unit 2 Topic: Having fun in Japan
- Unit 2 Assessment: Assignment

Semester 2

- Unit 3 Topic: Tasting Japan
- Unit 3 Assessment: Assignment
- Unit 4 Topic: Everyday Japan
- Unit 4 Assessment: Examination

YEAR 9 JAPANESE

Semester 1

- Unit 1 Topic: Festivals
- Unit 1 Assessment: Assignment
- Unit 2 Topic: Cuisine
- Unit 2 Assessment: Examination

Semester 2

- Unit 3 Topic: Travel
- Unit 3 Assessment: Assignment
- Unit 4 Topic: Life Abroad
- Unit 4 Assessment: Examination

N.B: It is highly recommended that students who wish to study Japanese in Year 10 choose Year 9 Japanese.

YEAR 10 JAPANESE

Semester 1

- Unit 1 Topic: Lost in Japan
- Unit 1 Assessment: Examination
- Unit 2 Topic: Working in Japan
- Unit 2 Assessment: Examination

Semester 2

- Unit 3 Topic: Living in Japan
- Unit 3 Assessment: Assignment
- Unit 4 Topic: Celebrating in Japan
- Unit 4 Assessment: Examination

N.B: Year 10 Japanese is highly recommended for Year 11 and 12 Japanese.

JAPANESE

General Senior Subject

The need to communicate is the foundation for all language development. People use language to achieve their personal communicative needs — to express, exchange, interpret and negotiate meaning, and to understand the world around them. The central goal for additional language acquisition is communication. Students do not simply learn a language — they participate in a range of interactions in which they exchange meaning and become active participants in understanding and constructing written, spoken and visual texts.

Additional language acquisition provides students with opportunities to reflect on their understanding of a language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Communicating with people from Japanese-speaking communities provides insight into the purpose and nature of language and promotes greater sensitivity to, and understanding of, linguistic structures, including the linguistic structures of English. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding.

Language acquisition occurs in social and cultural settings. It involves communicating across a range of contexts for a variety of purposes, in a manner appropriate to context. As students experience and evaluate a range of different text types, they reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions. This informs their capacity to create texts for a range of contexts, purposes and audiences.

Central to the capacity to evaluate and create texts are the skills of critical and creative thinking, intellectual flexibility and problem-solving. Acquiring an additional language provides the opportunity to develop these interrelated skills, and requires students to use language in a meaningful way through the exchange of information, ideas and perspectives relevant to their life experiences.

For exchanges to be relevant and useful, additional language acquisition must position students at the centre of their own learning. When students communicate their own aspirations, values, opinions, ideas and relationships, the personalisation of each student's learning creates a stronger connection with the language. Activities and tasks are developed to fit within the student's life experience.

The ability to communicate in an additional language such as Japanese is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Communication in an additional language expands students' horizons and opportunities as national and global citizens.

Additional language acquisition contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development. It requires intellectual discipline and systematic approaches to learning, which are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

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
- analyse and evaluate information and ideas to draw conclusions
- apply knowledge of language elements of Japanese to construct meaning
- structure, sequence and synthesise information to justify opinions and perspectives
- communicate using contextually appropriate Japanese.

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし My world • Family/carers • Peers • Education	**私達のまわり** Exploring our world • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会、文化とアイデンティティ** Our society; culture and identity • Lifestyles and leisure • The arts, entertainment and sports • Groups in society	**私の現在と将来** My present; my future • The present • Future choices

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): • Multimodal presentation and interview	30%
Summative internal assessment 2 (IA2): • Examination — extended response	30%	Summative external assessment (EA): • Examination — combination response	25%