2024

THE CATHEDRAL COLLEGE

Curriculum Handbook

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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 and Physical Education.

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 and Health and Physical Education.

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.

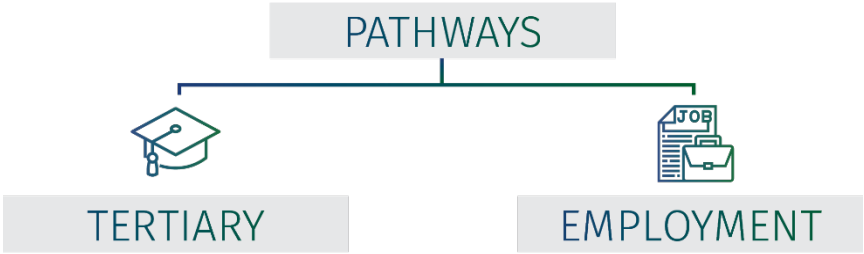
The College expects that students wanting to continue in the senior school will have a preparedness to work diligently and productively in class and at home to create the best learning environment for themselves and others.
The College expects senior school students to have attained a minimum of a **C 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

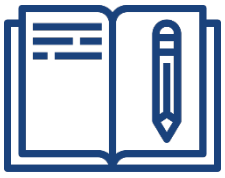
General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

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.

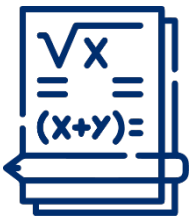
UNDERPINNING FACTORS

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 SYLLABUSES

STRUCTURE

The syllabus structure consists of a course overview and assessment.

APPLIED SYLLABUSES COURSE OVERVIEW

Applied syllabuses are developmental four-unit courses of study.

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

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

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

ASSESSMENT

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

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

Applied syllabuses do not use external assessment.

INSTRUMENT-SPECIFIC STANDARDS 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

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

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

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

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

SUMMATIVE INTERNAL ASSESSMENT – INSTRUMENT-SPECIFIC STANDARDS

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

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

COURSES OF STUDY

COURSE OF STUDY 7

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

COURSE OF STUDY 8

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

- Food Technology
- Fashion

Industrial Technology and Design

- Industrial Technology and Design

Health and Physical Education

- Health
- Physical Education

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

- Food and Nutrition
- Food Technology
- Fashion

Industrial Technology and Design

- Graphics and Design
- Industrial Technology and Design

Health and Physical Education

- Health
- Physical Education

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

- Drama
- Media Arts
- Visual Art

Business and Digital Technologies

- Business

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
- Recreation

	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	Specialist English	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				Cert III Screen & Media Cert III Visual Arts
		Drama	Drama	Drama	Drama	Drama	
					Drama in Practice	Drama in Practice	
	Visual Arts	Music	Music				
		Visual Art	Visual Art	Visual Art	Visual Art	Visual Art	
					Visual Arts in Practice	Visual Arts in Practice	
				Media Arts	Film, TV and New Media	Film, TV and New Media	
Business	Business + Digital Technologies	Economics and Business	Economics and Business	Business	Business	Business	Cert II Workplace Skills (Business) Cert II Tourism Cert II Business Cert III Entrepreneurship & New Business
		Digital Technologies	Digital Technologies	Certificate III Information Technology			
					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 Early Childhood Studies 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	
					Early Childhood Studies	Early Childhood Studies	
HPE	Health + Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Cert II Health Support
				Recreation	Certificate III Fitness	Certificate III Fitness	
				Health			
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	Earth Science			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
				Life Science	Biology	Biology	
					Psychology	Psychology	
				Physical Science	Chemistry	Chemistry	
					Physics	Physics	

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

BUSINESS and DIGITAL TECHNOLOGIES

General

- Business

Applied

- Tourism

FOOD & TEXTILES TECHNOLOGY

General

- Food & Nutrition

Applied

- Early Childhood Studies
- 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


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: Beliefs
Unit 2 Assessment: TED Talk Presentation

Semester 2
Unit 3 Topic: Church
Unit 3 Assessment: Prayer Investigation
Unit 4 Topic: Christian Life
Unit 4 Assessment: Orientation Poster

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

RELIGION & ETHICS

Applied Senior Subject

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 – Representations in texts
- Assessment: Analytical Essay Exam
- Unit 2 – Protest, Politics, Power
- Assessment – Persuasive Speech

Semester 2

- Unit 1 – Back to the Future – Science fiction
- Assessment - Digital Sci-fi story
- Unit 2 – Truth or Justice?: Play Study (12 Angry Men)
- Assessment: Analytical Essay Exam

YEAR 9 SPECIALIST ENGLISH

Semester 1

- Unit 1 – Representations in Literature – Novel Study
- Assessment: Analytical Essay Exam
- Unit 2 – Protest, Politics, Power
- 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 - Protest, Politics and Power: Novel Study (1984)
- Assessment: Analytical Essay Exam

YEAR 10 ENGLISH

Semester 1

- Unit 1 – Stand Up, Speak Out
- Assessment: Persuasive Speech
- Unit 2 – Dark and Stormy Night: Gothic Literature
- Assessment: Imaginative Response to Stimulus Exam

Semester 2

- Unit 1 – Representations of Gender in TV/film (ANZAC Girls)
- Assessment – Literary Article for a public audience
- Unit 2 – The Classics: Romeo and Juliet
- Assessment: Literary Analysis Exam

YEAR 10 LITERATURE

Semester 1

- Unit 1 – Australian Gothic Literature
- Assessment: Analytical Essay
- Unit 2 – Representations in texts: The Crucible
- Assessment: Multi-modal Re-imagining

Semester 2

- Unit 1 – Post- Apocalyptic Fiction
- Assessment: Short Story Transformation
- Unit 2 – The Classics: Hamlet/King Lear
- 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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts • Examining and creating perspectives in texts • Responding to a variety of non-literary and literary texts • Creating responses for public audiences and persuasive texts	Texts and culture • Examining and shaping representations of culture in texts • Responding to literary and non-literary texts, including a focus on Australian texts • Creating imaginative and analytical texts	Textual connections • Exploring connections between texts • Examining different perspectives of the same issue in texts and shaping own perspectives • Creating responses for public audiences and persuasive texts	Close study of literary texts • Engaging with literary texts from diverse times and places • Responding to literary texts creatively and critically • Creating imaginative and analytical texts
Example texts studied: • Insight (SBS) • Four Corners (ABC) • To Kill a Mockingbird – Harper Lee • JoJo Rabbit (Film)	Example texts studied: • Australian/ Indigenous Poetry • *The 7 Stages of Grieving* – Wes Enoch & Deborah Mailman	Example texts studied: • *Frankenstein* – Mary Shelley • Film choice • *Four Corners* (ABC) • *Australian Story* (ABC)	Example texts studied: • International Poetry • Short Stories **External Assessment Text:** • *Macbeth* – William Shakespeare

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

LITERATURE

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	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
Example texts studied: • *Maus* – Art Spiegelman • *Only the Animals* – Ceridwen Dovey • *Tales from the Inner City* – Shaun Tan	Example texts studied: • *A Streetcar Named Desire* – Tennessee Williams • *Black Swan* – Film	Example texts studied: • Edgar Allan Poe's Short Stories • *The Tempest* – William Shakespeare	Example texts studied: • International Poetry • Australian/ Indigenous films **External Assessment Text:** • *In Cold Blood*– Truman Capote

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 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative external assessment (EA): • Examination — analytical written 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 therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English & Literature Extension provides a theorised study of literature, and ways for students to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

Unit 3	Unit 4
Ways of reading • Readings and defences • Complex transformation and defence	Exploration and evaluation • Extended academic research paper • Application of theory

ASSESSMENT

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): • Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): • Extended response — complex transformation and defence	20%	Summative external assessment (EA): • Examination — theorised exploration of unseen text	25%

ESSENTIAL ENGLISH

Applied Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Language **that works** • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and** human **experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language** that **influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Representations **and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identifies, places, events and concepts
Example texts studied: • Workplace communications • Workplace Health & Safety documents, posters • News articles & media texts • Vlogs/blogs • Job seeking websites and selection criteria	Example texts studied: • *I Am Malala* – Malala Yousafzai • *Pushing the Limits* – Kurt Fearnley • *The Happiest Refugee* – Anh Do • *The Story of Tom Brennan* - J.C. Burke	Example texts studied: • Persuasive Speeches • Websites • Media texts • Visual literacy – social media posts, posters, political cartoons, advertising	Example texts studied: • Triple J broadcasts • Contemporary Australian music • Australian film/TV • Online media articles

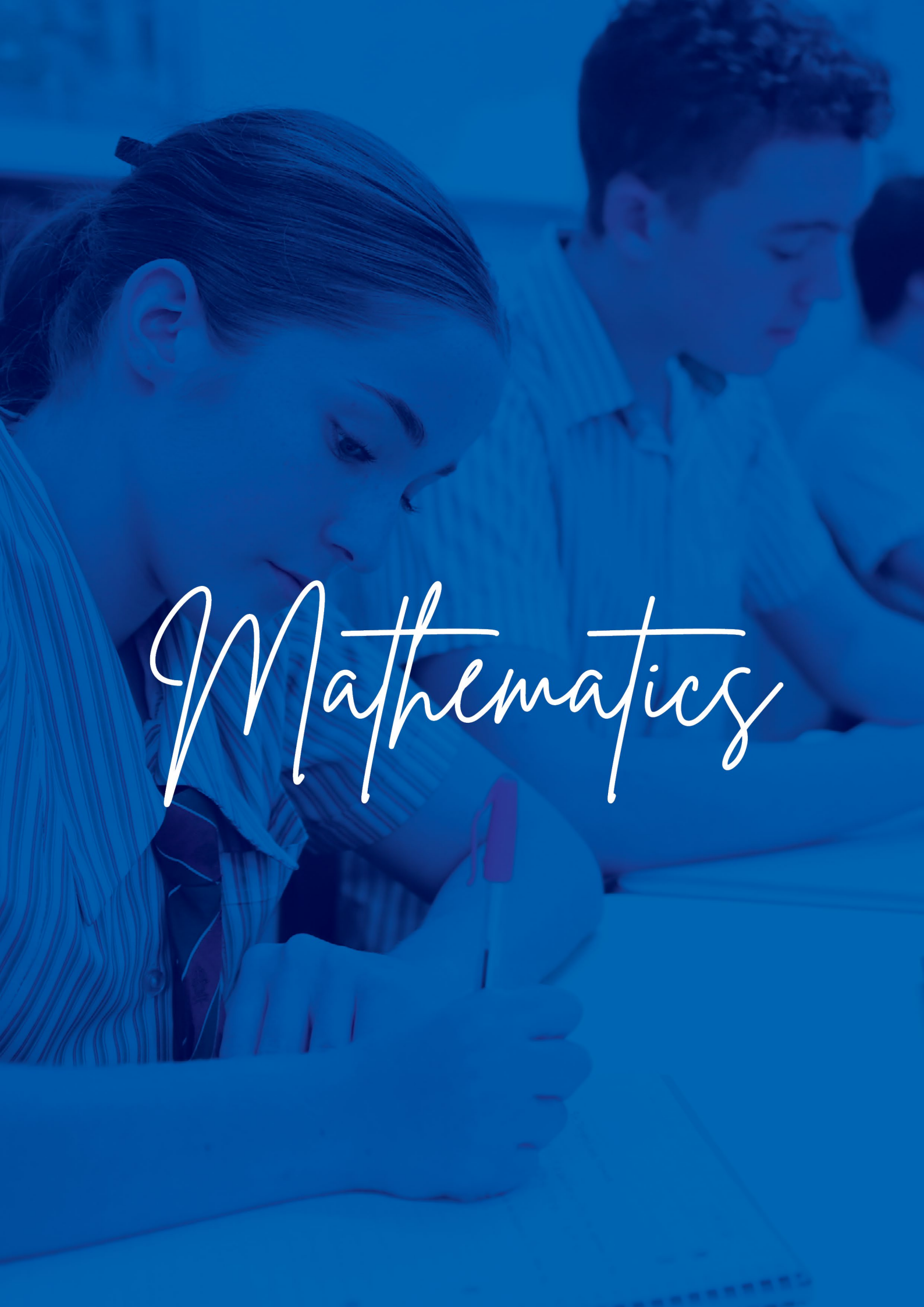
ASSESSMENT

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

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

Summative assessments

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

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

MATHEMATICAL METHODS

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

SPECIALIST MATHEMATICS

General Senior Subject

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

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.
Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

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

ASSESSMENT

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

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

Summative assessments

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

ESSENTIAL MATHEMATICS

Applied Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

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
- 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: Student Experiment – Egg Drop

YEAR 8 SCIENCE

Semester 1

- Unit 1: Biology
- Unit 1 Assessment: Board Game
- Unit 2: Chemistry
- Unit 2 Assessment: Exam - Chemistry

Semester 2

- Unit 3: Physics
- Unit 3 Assessment: Student Experiment - Goldberg
- Unit 4: Geology
- 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: Structural Engineering
- Unit 3 Assessment: Bridge Challenge
- Unit 4: Vehicles in Motion
- Unit 4 Assessment: Car Experiment

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

Semester 2

- Unit 3 Topic – Projectiles
- Unit 3 Assessment – Catapult Challenge
- Unit 4 Topic – Using STEM
- Unit 4 Assessment – Research Investigation

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

BIOLOGY

General Senior Subject

Biology provides opportunities for students to engage with living systems.

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

CHEMISTRY

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

PHYSICS

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

PSYCHOLOGY

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

Humanities

INTRODUCTION

Humanities and the Social Science subjects equip students with the knowledge and 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, civics, law, politics, ethics, sociology, anthropology and environmental sustainability.

YEAR 7 HUMANITIES

Semester 1

- Unit 1: Archaeology
- Unit 1 Assessment: Examination
- Unit 2: Ancient Egypt and China
- Unit 2 Assessment: Research Based Poster

Semester 2

- Unit 3: Place and Liveability
- Unit 3 Assessment: Portfolio
- Unit 4: Australian Government and Active Participation
- Unit 4 Assessment: Examination

YEAR 8 HUMANITIES

Semester 1 - History

- Unit 1: Japan and Medieval Europe
- Unit 1 Assessment: Independent Research Task
- Unit 2: The Spanish Conquest of the Americas
- Unit 2 Assessment: Source Based Examination

Semester 2 – Geography & Civics and Citizenship

- Unit 3: Landforms and Landscapes
- Unit 3 Assessment: Report
- Unit 4: Australian Legal System and National Identity
- Unit 4 Assessment: Examination

YEAR 9 HUMANITIES

Semester 1 - History

- Unit 1: World War 1
- Unit 1 Assessment: Independent Research Task
- Unit 2: The Industrial Revolution
- Unit 3: Making a Nation
- Unit 2 & 3 Assessment: Examination

Semester 2 – Geography & Civics and Citizenship

- Unit 4: Biomes and Interconnectedness
- Unit 4 Assessment: Research Based Report
- Unit 5: Civics and Citizenship
- Unit 5 Assessment: Examination

YEAR 10 HISTORY

Semester 1

- Unit 1: Ancient Rome
- Unit 1 Assessment: Examination
- Unit 2: World War Two
- Unit 2 Assessment: Independent Research Task

Semester 2

- Unit 3: Powerful People
- 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: Combination Response Examination

Unit 4

- Topic 3: Negligence and the Duty of Care
- Assessment: Investigation Argumentative Essay

LEGAL STUDIES

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

MODERN HISTORY

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world • 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 • United States of America, 1917–1945	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 — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historical sources	25%

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 – Composition
- Unit 1 Assessment: Performance
- Unit 2: Drama - Melodrama/character development
- Unit 2 Assessment: Group performance

YEAR 7 VISUAL ART

Semester

- Unit 1: Elements of Art – Line, Colour, Shape
- Unit 2: Elements of Art – Texture, Form, Tone
- Assessment: Folio of work

YEAR 8 DANCE

Semester 1

- Unit 1- Elements Dance through Choreography 1
- Assessment - A practical and written portfolio of work which demonstrates that the student can choreograph dance through the use of elements of dance and choreographic devices to communicate meaning. Student dances using choreographic devices and form.

Semester 2 -

- Unit 2- Elements Dance through Choreography 2
- Assessment - Task 1 - Manipulate combinations of the elements of dance and choreographic devices to communicate choreographic intent
- Task 2 – Written Exam - The student responds to their dance, evaluating how they communicate the prescribed theme, and identifies specific dance elements and choreographic devices that create meaning.

YEAR 8 DRAMA

Semester 1

- Unit 1 – Improvisation & Process Drama
- Assessment – Performance (group)
- Unit 2 – Stagecraft
- Assessment – Performance; Examination

Semester 2

- Unit 3-Playbuilding
- Assessment - Performance (group)
- Unit 4 - Scriptwriting
- Assessment – Scriptwriting (Individual); Examination

YEAR 8 MUSIC

Semester 1

- Unit 1 – Junk Percussion
- Assessment – group performance
- Unit 2 – Hooks and Riffs
- Assessment – Composition (group)+Journaling

Semester 2

- Unit 3 – World Music
- Assessment – Composition (group)
- Unit 4 – Programmatic Music
- Assessment – Performance (group)

YEAR 8 VISUAL ART

Semester 1

- Unit 1 – Still Life
- Assessment – experimental folio using 2D Media
- Unit 2 – Animals in Art
- Assessment – Printmaking folio using Lino Printmaking processes and written assignment

Semester 2

- Unit 3 – Nature and Vessels
- Assessment - Folio of ceramics and short response exam
- Unit 4 – Stop Motion Animation
- Assessment - Storyboard (Individual) and Short Film (Group)

YEAR 9 DANCE

Semester 1

- Unit 1 – Contemporary Dance influences
- Assessment:
  Task 1 - This practical and written portfolio of work shows that the individual student can choreograph dance using elements of dance and choreographic devices to communicate their intent and explore stylistic features. The student performs choreography demonstrating technical and expressive skills that communicate intent
  Task 2 – Written Exam - Analyse how Australian choreographers use elements of dance in performance.

Semester 2

- Unit 2 – Australian Cultural Diversity in Dance
- Assessment:
  Task 1 - Group performance which will focus on expressive skills appropriate to a specific style and/ or choreographic intent
  Task 2 – Exam - Identify and connect specific features and purposes of dance from contemporary and past times to explore viewpoints and enrich their dance making, starting with dance in Australia and including dance of Aboriginal and Torres Strait Islander Peoples.

YEAR 9 DRAMA

Semester 1

- Unit 1 – Characterisation & Stanislavksi
- Assessment - Performance (Individual)
- Unit 2 – Adapting Shakespeare
- Assessment – Performance (group); Examination

Semester 2

- Unit 3 – Storytelling & Visual Theatre
- Assessment – Performance (group)
- Unit 4 – Let's Bring it Together
- Assessment – Performance (group); Examination

YEAR 9 MUSIC

Semester 1

- Unit 1 – Rock and Roll –
- Composition/Performance
- Assessment – Examination - Musicology

Semester 2

- Unit 2 – Popular Music
- Assessment - Group performance; Examination - Musicology

YEAR 9 VISUAL ART

Semester 1

- Unit 1 – Painting Interior Lanscapes
- Assessment – Folio of Artworks produced using traditional printmaking methods
- Unit 2 – Mask Making
- Assessment- Folio of 3D artworks; End of Semester Written Exam – art analysis

Semester 2

- Unit 3 – Artist Books and Printmaking
- Assessment – Artist Book that communicates a personal narrative
- Unit 4 – Short Narrative Film
- Assessment – Script (Individual) and Short Film (Group); End of Semester Written Exam – art analysis

YEAR 10 DANCE

Semester 1

- Unit 1- Storytelling through dance using Traditional influences
- Assessment:
  Task 1 - A portfolio of work which demonstrates a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from around the world.
  Task 2 – Exam analysis of a live/ live film dance performance

Semester 2

- Unit 2 - Storytelling through dance using Contemporary influences
- Assessment:
  Task 1 - A portfolio of work which demonstrates a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from around the world.
  Task 2 – Exam analysis of a live/ live film dance performance

YEAR 10 DRAMA

Semester 1

- Unit 1 – Social Theatre
- Assessment - Pair/small group Performance
- Unit 2 – Scene Project
- Assessment - Examination

Semester 2

- Unit 3 – Dramatic Concept
- Assessment - Public performance
- Unit 4: Theatre in Education 2
- Unit 4 Assessment: Exam group performance

YEAR 10 MUSIC

Semester 1

- Unit 1 – Jazz and The Blues
- Assessment - Group performance; Examination – Musicology

Semester 2

- Unit 2 - Film / Stage Music, Act, Comedy, Tragedy, Romance
- Assessment - Individual Performance; Composition - Create with your own sound effects

YEAR 10 MEDIA ARTS

This is a one-year course which suits creative individuals with an interest in film, journalism and/or photography. This course is a mix of practical and analytical tasks which provide students with the opportunity to view media work from contemporary and past times to explore viewpoints from Australian and/or international media work. Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Semester 1

- Unit 1 – 'How to' instructional video
- Assessment – Video (Group); Production Diary (Individual)
- Unit 2 – Experimental Montage Film
- Assessment – Video (Individual); Production Diary (Individual); End of Semester Film Analysis Essay.

Semester 2

- Unit 3 - Documentary
- Assessment – Video (Group); Production Diary (Individual)
- Unit 4 -Representations in the Media
- Assessment – Multimodal Presentation (Individual)

YEAR 10 VISUAL ART

Semester 1

- Unit 1 – Art as Statement
- Topic 1: The human condition
- Assessment – Folio of sculptures
- Topic 2: The physical environment
- Assessment – Folio of photographs
- Topic 3: Social issues
- Assessment – wearable art (group) and written analysis exam

Semester 2

- Unit 2 – Art as Self
- Topic 1: Print Making Self-Portraiture
- Assessment - Folio of Artwork using traditional printmaking methods
- Topic 2: Mixed Media Self-Portraiture
- Assessment – Folio of Mixed Media artwork; and End of Year Examination – Art Analysis

DRAMA

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

FILM, TELEVISION & NEW MEDIA

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • Concept: technologies How are tools and associated processes	Story Forms • Concept: representations	Participation • Concept: technologies	Identity • Concept: technologies How do media artists experiment with

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

ASSESSMENT

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

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

Summative assessments

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

MUSIC

General Senior Subject

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

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

PATHWAYS

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

OBJECTIVES

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

VISUAL ART

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

VISUAL ARTS IN PRACTICE

Applied Senior Subject

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	Looking inwards (self)
Unit Option B	Looking outwards (others)
Unit Option C	Clients
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 A	Collaboration
Unit Option B	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

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.

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 - CERTIFICATE III INFORMATION TECHNOLOGY [ICT30120]

Axiom College (RTO Code: 40489)

Axiom's Certificate III in Information and Technology is offered as an entry-level qualification to Year 10 students over Terms 1-3 who are interested in information and communications technology (ICT).

Students will study three streams over this one-year course, and these include applications, support and website technology.

For further information about this Certificate visit:
https://www.axiomcollege.com.au/course/certificate-iii-in-information-digital-media-technology/

Successful completion of the Certificate III in Information and Technology contributes six credits towards a student's QCE.

COST (current as of 2020)

The total cost of this Certificate is $1,250.00 payable to Axiom College. An enrolment fee of $250.00 must be paid to secure placement in this course. Please note that once a student is enrolled in this course it is an expectation that they will complete the course. The remaining $1,000.00 is to be paid to Axiom College who have a variety of payment options.

To access the Axiom Student Handbook visit:
https://www.axiomcollege.com.au/wp-content/uploads/2022/09/STUDENT-HANDBOOK.pdf

TERM 4 GOOGLE GRANDSHAKE

Google Grandshake offers certificates in problem solving, learning to prioritise and focus, be critical thinkers and building a strong work ethic. Students will get on the fast track to finding an in-demand job in IT with verified Google certificates.

Form more information about these free certificates visit:
Meaningful work experience for high school student | Grandshake

COURSE ORGANISATION AND TOPICS OF STUDY

TERM 1	TERM 2	TERM 3	TERM 4
Certificate III in IT			**Google Certificates**
• Develop and extend critical and creative thinking skills • Work in a team • Provide ICT advice to clients • Identify IP, ethics and privacy policies in ICT environments	• Securely manage personally identifiable information and workplace information • Apply introductory programming techniques • Care for computer hardware • Install and optimise operating system software	• Connect internal hardware components • Migrate to new technology • Run standard diagnostic tests • Customise packaged software applications	• Problem solving 101 • Learn to prioritise and focus • Introduction to Critical Thinking • How to Build a Strong Work Ethic

BUSINESS

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

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 marketing	Tourism trends and patterns	Tourism industry and careers

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: Investigation – The impacts of tourism A2: Project – Traveller information package	B1: Investigation – Marketing campaign evaluation B2: Project – Tourism promotion	C1: Investigation – Tourism trends C2: Project – Sustainable tourism guide	D1: Investigation – Regulation in tourism D2: Project – Tourism accreditation

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, considering overarching concepts of waste management, sustainability and food protection.

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

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

PATHWAYS

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

OBJECTIVES

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems
- analyse problems, information and data
- determine solution requirements and criteria
- synthesise information and data to develop ideas for solutions
- generate solutions to provide data to determine the feasibility of the solution
- evaluate and refine ideas and solutions to Bumake 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 • Developing food solutions	Food drivers and emerging trends • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets	Food science of carbohydrate and fat • The food system • Carbohydrate • Fat • Developing food solutions	Food solution development for nutrition consumer markets • Formulation and reformulation for nutrition consumer markets • Food development process

ASSESSMENT

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

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

Summative assessments

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

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

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

HEALTH

General Senior Subject

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

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

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 – Dart Board Cabinet
- Unit 4 – Tool Carry-all
- Unit 5 – Tackle Box
- 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

YEAR 10 INDUSTRIAL TECHNOLOGY SKILLS

- Unit 1 – Workplace Health & Safety
- Unit 2 –Introduction to Plastics
- Unit 3– Plastics Fabrication
- Unit 4 – Recycling Plastics
- Unit 5 –Industrial Forming Processes
- Unit 6 – Plastic Composites and Resin work
- Assessment – 4 Project Folios, 4 Products, 2 Practical Demonstrations, Exam

DESIGN

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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

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

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: My Japanese neighbours
- Unit 3 Assessment: Assignment
- Unit 4 Topic: Milestones and Celebrations
- Unit 4 Assessment: Examination

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

JAPANESE

General Senior Subject

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

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

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

PATHWAYS

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

OBJECTIVES

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

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

STRUCTURE

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

ASSESSMENT

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

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

Summative assessments

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