



2019 to 2021

**Subject Electives Information Booklet
Foundation Studies and Senior Studies**



**ORMISTON
COLLEGE**



ORMISTON COLLEGE

MISSION STATEMENT

Ormiston College is an independent, co-educational, non-denominational Christian school seeking to achieve academic excellence.

Ormiston College aims to nurture and encourage enthusiasm for and commitment to the pursuit of lifelong learning. The College is committed to providing holistic, integrated educational programmes which develop problem-solving, decision-making, critical and creative thinking skills to enable students to participate as confident and contributing members of society, capable of meeting the demands of a rapidly changing world.

The College affirms individual differences and actively promotes cultural and intellectual understanding and the development of physical skills of each member of the school community. The provision of challenging opportunities for development of character, responsibility, initiative and integrity, social awareness and good citizenship is a priority in the College.

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INTRODUCTION

This information booklet has been produced with the intention of providing assistance to students and their parents in the important and sometimes difficult task of selecting subjects that students will study in their Senior years.

Foundation Studies in Senior subjects occurs during Terms 1 to 3 in Year 10. Foundation Studies provides students with a platform of strong skills essential for future success in their Senior Studies. Students commence their Senior Studies in Term 4 of Year 10 and these continue through to the completion of Year 12.

Pages 8 to 53 contain Subject Statements. The Subject Statements provide a general overview of each subject, outline possible career pathways, and highlight the topics and types of assessment that students will encounter.

During the first semester of Year 10, students study English and Mathematics (either Mathematical Methods or General Mathematics) and six other elective subjects.

In the second semester of Year 10, students are required to continue to study English and Mathematics but reduce their subject load from eight to six subjects. Students continue to study six subjects through to the completion of Year 12.

KEY AIMS FOR FOUNDATION STUDIES

Foundation Studies aims to provide Year 10 students with the opportunity to further spark their motivation for learning and for achieving their personal best.

By this stage of their learning, many Year 9 students are looking for extension and challenge. Without extension and challenge, it is possible for students to coast along with the predictability of the learning experiences.

Foundation Studies provides Year 10 students with the opportunity for a more connected transition into the expectations, standards and intensity of learning at the Senior level.

Foundation Studies is not about teaching Year 11 and Year 12 work in Year 10. The content material covered in Foundation Studies is drawn from the Year 10 Australian Curriculum, not the Senior Syllabuses.

However, Foundation Studies introduces the concepts and language of Senior subjects. Students start to experience the types of assessment, task sheets and criteria sheets that are used at the Senior level. Consequently, through Foundation Studies, students are given the opportunity to develop the required skills to be successful in their Senior phase of schooling.

Foundation Studies leads students into Senior Studies in a more gradual manner than the large jump that may occur if the skills for Senior Studies were not introduced until the commencement of Year 11.

FOUNDATION STUDIES CURRICULUM

With the new QCE system coming into effect, QCAA has taken the opportunity to redevelop Senior syllabuses. Consequently, some subjects have had a name change. This has impacted the following subjects offered at Ormiston College.

Current Subject Name	New Subject Name
Business Management	Business
Graphics	Design
Information Processing and Technology	Digital Solutions
Mathematics A	General Mathematics
Mathematics B	Mathematical Methods
Mathematics C	Specialist Mathematics

Students will choose their eight subjects for Foundation Studies from the following learning areas:

English

- English

Business

- Accounting
- Business
- Economics
- Legal Studies

Humanities

- Ancient History
- Modern History
- Geography

Languages

- German
- Japanese

Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Physical Education

- Physical Education

Science

- Biology
- Chemistry
- Marine Science
- Physics

Technologies

- Design
- Digital Solutions

The Arts

- Drama
- Music
- Visual Arts

In Semester 1, the CORE Subjects of English, Mathematical Methods and General Mathematics will each have 6 x 40 minutes of lesson time per week.

All other subjects will have 4 x 40 minutes of lesson time per week.

Students will continue to have Form, Student Enhancement Program (S.E.P.) and Headmaster's Assembly.

CREATING SUBJECT LINES

Subject lines will be created by the College in an attempt to optimise the number of students who can study their preferred subject combinations. Students will be asked to nominate their subject preferences before subject lines are established for both Year 10 Semester 1 and Semester 2.

The College has a generous staff to student ratio, which at the Senior School level translates into an ability to offer a large number of subjects in a variety of combinations.

Students and parents should be aware that inevitably there will be times when not all subject combinations can be achieved. This is a situation faced by all schools. However, through the process of gathering data regarding student preferences prior to creating subject lines, we will be able to optimise our subject offerings for the cohort.

FOUNDATION STUDIES SUBJECT LINES

In Term 3 2018, each Year 9 student will nominate the top ten subjects (eight subjects and two reserves) in preference order that they would like to study in Foundation Studies. This will enable eight subject lines to be constructed that optimise the opportunity for students to study subjects that they desire for Semester 1 2019.

English is a compulsory subject and must be included in the top eight choices. In addition, in their top eight choices, students must select either Mathematical Methods or General Mathematics.

In Term 4 2018, once the Timetabler has created subject lines that optimise student choice, each Year 9 student will be informed of the eight subjects they will be offered to study in Semester 1 of Year 10. In addition, the Timetabler will also publish the subject lines that will remain fixed for Semester 1, Year 10.

Some students may be offered a reserve subject in lieu of a top eight choice if it is not possible to achieve their top eight preferences within the optimised subject lines.

SENIOR STUDIES SUBJECT LINES

In Term 2 2019 once students have had an opportunity to study their eight Foundation Studies subjects, a similar process will be used to establish the Year 10, Semester 2 lines. These lines will ultimately become the Senior Studies lines through to the conclusion of Year 12.

Each Year 10 student will nominate the top eight subjects (six subjects and two reserves) in preference order that they would like to study in Semester 2 of Year 10 and beyond. This will enable six subject lines to be constructed that optimise the opportunity for students to study the subjects that they desire moving into Senior Studies.

Once again, English is a compulsory subject and must be included in the top six choices. Similarly, in their top six choices, students must select either Mathematical Methods or General Mathematics.

On page 56 of this booklet, the process for subject selection is outlined in detail.

SUBJECT STATEMENTS

The subject statements that follow provide an overview for each Senior Subject offered at Ormiston College.

When choosing a subject, it is important to be mindful of the following:

1. Foundation Studies provides an opportunity to try eight subjects before choosing six Senior Studies subjects. Semester 1 of Year 10 should be viewed as a chance to gather information about the different subjects so that informed decisions can be made when choosing six subjects to study in Semester 2.
2. The three most important factors that should be considered when choosing subjects are:
 - Do I enjoy the subject?
 - Am I likely to be successful in the subject?
 - Is the subject a prerequisite for tertiary studies?
3. In Units 3 and 4 of the Senior Course, students will sit three internally set and marked assessment tasks and one externally set and marked assessment task for each subject. External assessment results will generally contribute 25% towards a student's subject results in most subjects and 50% in Mathematics and Science subjects.

ENGLISH

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
Does True Blue Still Hold True? <ul style="list-style-type: none"> Examine perspectives of Australian identity Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts 	Viewing the World Through Literature <ul style="list-style-type: none"> Consider how a novel can provide insights into people and situations different to our own Responding to literary texts creatively Creating imaginative texts 	Romeo and Juliet: Literature or Soap Opera? <ul style="list-style-type: none"> Analyse the play Romeo and Juliet Explore the conventions of soap opera and melodrama Evaluate the literary merit of Romeo and Juliet

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Extended response — written response for a public audience 	<ul style="list-style-type: none"> Extended response — imaginative written response 	<ul style="list-style-type: none"> Examination — analytical written response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Extended response — persuasive spoken response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination — analytical written response
Formative internal assessment: 2 <ul style="list-style-type: none"> Extended response — imaginative written response 	Formative internal assessment: 4 <ul style="list-style-type: none"> Extended response — written response for a public audience

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Extended response — written response for a public audience 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — imaginative written response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Extended response — persuasive spoken response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — analytical written response 	25%

ACCOUNTING

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Introduction to Accounting	<ul style="list-style-type: none">Finance Plan	<ul style="list-style-type: none">Accounting for a Service Business

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Examination – combination response	<ul style="list-style-type: none">Project: Finance Plan	<ul style="list-style-type: none">Examination – combination response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> Accounting for a trading GST business End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business 	Accounting — the big picture <ul style="list-style-type: none"> Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination — combination response
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination — short response 	Formative internal assessment: 4 <ul style="list-style-type: none"> Project — management effectiveness

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project — cash management 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — short response 	25%

BUSINESS

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Manufacturing and IT (ABW)	<ul style="list-style-type: none">Manufacturing and IT (ABW)	<ul style="list-style-type: none">Business Creation

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Combination Response	<ul style="list-style-type: none">Combination response	<ul style="list-style-type: none">Exam: combination response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <ul style="list-style-type: none"> Fundamentals of business Creation of business ideas 	Business growth <ul style="list-style-type: none"> Establishment of a business Entering markets 	Business diversification <ul style="list-style-type: none"> Competitive markets Strategic development 	Business evolution <ul style="list-style-type: none"> Repositioning a business Transformation of a business

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Investigation — business report
Formative internal assessment: 2 <ul style="list-style-type: none"> Extended response — feasibility report 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response — feasibility report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — business report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

ECONOMICS

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise wellbeing.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Introduction to Economics	<ul style="list-style-type: none">Economic Decision Making	<ul style="list-style-type: none">The Basic Economic Problem

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Examination-Combination Response	<ul style="list-style-type: none">Investigation-Research Report (CBA)	<ul style="list-style-type: none">Examination-Combination Response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <ul style="list-style-type: none"> The basic economic problem Economic flows Market forces 	Modified markets <ul style="list-style-type: none"> Markets and efficiency Case options of market measures and strategies 	International economics <ul style="list-style-type: none"> The global economy International economic issues 	Contemporary macroeconomics <ul style="list-style-type: none"> Macroeconomic objectives and theory Economic management

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination — combination response
Formative internal assessment: 2 <ul style="list-style-type: none"> Investigation — research report 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — extended response to stimulus

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination — extended response to stimulus 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — research report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

LEGAL STUDIES

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Justice Is?	<ul style="list-style-type: none">Crime in Action	<ul style="list-style-type: none">Fair Punishment?

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Investigation – Inquiry Report	<ul style="list-style-type: none">Examination – Combination Response	<ul style="list-style-type: none">Examination – Combination Response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Beyond reasonable doubt Legal foundations <ul style="list-style-type: none"> • Criminal investigation process • Criminal trial process • Punishment and sentencing 	Balance of probabilities <ul style="list-style-type: none"> • Civil law foundations • Contractual obligations • Negligence and the duty of care 	Law, governance and change <ul style="list-style-type: none"> • Governance in Australia • Law reform within a dynamic society 	Human rights in legal contexts <ul style="list-style-type: none"> • Human rights • The effectiveness of international law • Human rights in Australian contexts

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> • Investigation — argumentative essay 	Formative internal assessment: 3 <ul style="list-style-type: none"> • Examination — combination response
Formative internal assessment: 2 <ul style="list-style-type: none"> • Moot Court — Investigation - inquiry report 	Formative internal assessment: 4 <ul style="list-style-type: none"> • Investigation — argumentative essay

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Examination — argumentative essay 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — inquiry report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — combination response 	25%

ANCIENT HISTORY

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

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

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

Pathways

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

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Personalities in their time: Akhenaten – Heretic Pharaoh or visionary? 	<ul style="list-style-type: none"> Personalities in their time: Nero – Mad genius or just plain mad? 	<ul style="list-style-type: none"> Personalities in their time: Individual student inquiry (any personality from any civilisation)

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Examination: Short responses to historical sources 	<ul style="list-style-type: none"> Assignment: Independent source investigation 	<ul style="list-style-type: none"> Assignment: Historical essay based on research

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery 	Personalities in their time <ul style="list-style-type: none"> • Xerxes • Cleopatra 	Reconstructing the ancient world <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon 	People, power and authority Schools choose one study of power from: <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> • Caesar • Augustus

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	Formative internal assessment: 3 <ul style="list-style-type: none"> • Investigation — historical essay based on research
Formative internal assessment: 2 <ul style="list-style-type: none"> • Investigation — independent source investigation 	Formative internal assessment: 4 <ul style="list-style-type: none"> • Examination — short responses to historical sources

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Investigation — independent source 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

MODERN HISTORY

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Australia between the Wars: The Roaring 20s and Threadbare 30s	<ul style="list-style-type: none">Australia and World War II: When the war came to Australia	<ul style="list-style-type: none">Australia and the Post War World: The Cold War heats up (1945 – 1956)

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Examination: Short responses to historical sources	<ul style="list-style-type: none">Assignment: Independent source investigation	<ul style="list-style-type: none">Assignment: Historical essay based on research

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> Australian Frontier Wars, 1788–1930s Age of Imperialism, 1848–1914 	Movements in the modern world <ul style="list-style-type: none"> Anti-apartheid movement in South Africa, 1948–1991 African-American civil rights movement, 1954–1968 	National experiences in the modern world <ul style="list-style-type: none"> Germany, 1914–1945 United States of America, 1917–1945 	International experiences in the modern world <ul style="list-style-type: none"> Australian engagement with Asia since 1945 Cold War, 1945–1991

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — essay in response to historical sources 	Formative internal assessment: 3 <ul style="list-style-type: none"> Investigation — historical essay based on research
Formative internal assessment: 2 <ul style="list-style-type: none"> Investigation — independent source investigation 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — short responses to historical sources

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — independent source 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — short responses to historical sources 	25%

GEOGRAPHY

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

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

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

Pathways

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

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Biomes and food security: Growing food	<ul style="list-style-type: none">Biomes and food security: Food security	<ul style="list-style-type: none">Environmental change and management: Coastal zones

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Examination — combination response	<ul style="list-style-type: none">Investigation — data report	<ul style="list-style-type: none">Investigation — field report

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones <ul style="list-style-type: none"> Natural hazard zones Ecological hazard zones 	Planning sustainable places <ul style="list-style-type: none"> Responding to challenges facing a place in Australia Managing the challenges facing a megacity 	Responding to land cover transformations <ul style="list-style-type: none"> Land cover transformations and climate change Responding to local land cover transformations 	Managing population change <ul style="list-style-type: none"> Population challenges in Australia Global population change

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Investigation — data report
Formative internal assessment: 2 <ul style="list-style-type: none"> Investigation — field report 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Investigation — data report 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — field report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

GERMAN

German provides students with the opportunity to reflect on their understanding of the German 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 German-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 German 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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">What is the best job in the world?	<ul style="list-style-type: none">What is advertising?	<ul style="list-style-type: none">What is environmental conservation?

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Combination response	<ul style="list-style-type: none">Short responseExtended response	<ul style="list-style-type: none">Combination response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Meine Welt My world <ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	Unsere Welt erkunden Exploring our world <ul style="list-style-type: none"> Travel Technology and media The contribution of German culture to the world 	Unsere Gesellschaft Our society <ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	Meine Zukunft My future <ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — short response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Extended response
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — short response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

JAPANESE

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">What is advertising?	<ul style="list-style-type: none">What is the best job in the world?	<ul style="list-style-type: none">What is environmental conservation?

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Combination response	<ul style="list-style-type: none">Short responseExtended response	<ul style="list-style-type: none">Combination response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし My world <ul style="list-style-type: none"> Family/carers and friends Lifestyle and leisure Education 	私達のまわり Exploring our world <ul style="list-style-type: none"> Travel Technology and media The contribution of German culture to the world 	私達の社会 Our society <ul style="list-style-type: none"> Roles and relationships Socialising and connecting with my peers Groups in society 	私の将来 My future <ul style="list-style-type: none"> Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — short response 	Formative internal assessment: 3 <ul style="list-style-type: none"> Extended response
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination — combination response 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — combination response

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — short response 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Extended response 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination — combination response 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

GENERAL MATHEMATICS

The major domains of General Mathematics are Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices, building on the content of the Prep to Year 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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Algebra review and solving linear equationsGraphing linear functionsSolving simultaneous equations (substitution and graphing methods)	<ul style="list-style-type: none">Measurement (perimeter, area, surface area and volume)Finance – simple and compound interestTrigonometry and similar and congruent triangles	<ul style="list-style-type: none">StatisticsMeasures of central tendenciesGraphical representations of data

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Examination	<ul style="list-style-type: none">Examination	<ul style="list-style-type: none">Problem Solving and Modelling taskExamination

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <ul style="list-style-type: none"> Consumer arithmetic Shape and measurement Linear equations and their graphs 	Applied trigonometry, algebra, matrices and univariate data <ul style="list-style-type: none"> Applications of trigonometry Algebra and matrices Univariate data analysis 	Bivariate data, sequences and change, and Earth geometry <ul style="list-style-type: none"> Bivariate data analysis Time series analysis Growth and decay in sequences Earth geometry and time zones 	Investing and networking <ul style="list-style-type: none"> Loans, investments and annuities Graphs and networks Networks and decision mathematics

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

MATHEMATICAL METHODS

The major domains of Mathematical Methods 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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Linear Equations and Inequalities Straight line graphs Simultaneous Equations Index Laws 	<ul style="list-style-type: none"> Factorising and Solving Quadratic Equations Compound Interest and Exponential Functions Parabolas and Exponential Graphs 	<ul style="list-style-type: none"> Hyperbolas and Reciprocal Functions Equations and Graphs of Circles Perimeter, Area and Volume of 2D and 3D shapes

Assessment

Year 10

Term 1	Term 2	Term 3
Internal assessment: <ul style="list-style-type: none"> Examination Technology Active (50 minutes) Examination Technology Free (50 minutes) 	Internal assessment: <ul style="list-style-type: none"> Examination Technology Active (55 minutes) Examination Technology Free (55 minutes) Extended modelling and problem-solving task 	Internal assessment: <ul style="list-style-type: none"> Examination Assessing Term 1 to Term 3 Technology Active (60 minutes) Examination Assessing Term 1 to Term 3 Technology Free (60 minutes)

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <ul style="list-style-type: none"> Arithmetic and geometric sequences and series 1 Functions and graphs Counting and probability Exponential functions 1 Arithmetic and geometric sequences 	Calculus and further functions <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> The logarithmic function 2 Further differentiation and applications 2 Integrals 	Further functions and statistics <ul style="list-style-type: none"> Further differentiation and applications 3 Trigonometric functions 2 Discrete random variables 2 Continuous random variables and the normal distribution Interval estimates for proportions

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

SPECIALIST MATHEMATICS

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Specialist Mathematics must be undertaken in conjunction with Mathematical Methods.

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> The Real Number System (Surds) Combinatorics (Permutations) 	<ul style="list-style-type: none"> Introduction to Matrices Vectors (including Forces) 	<ul style="list-style-type: none"> Introduction to Complex Numbers Proofs and Circle Geometry

Assessment

Year 10

Term 1	Term 2	Term 3
Internal assessment: <ul style="list-style-type: none"> Examination Technology Active (50 minutes) Examination Technology Free (50 minutes) 	Internal assessment: <ul style="list-style-type: none"> Examination Technology Active (55 minutes) Examination Technology Free (55 minutes) Extended modelling and problem-solving task 	Internal assessment: <ul style="list-style-type: none"> Examination Assessing Term 1 to Term 3 Technology Active (60 minutes) Examination Assessing Term 1 to Term 3 Technology Free (60 minutes)

Topic Outlines - Senior Studies

Specialist Mathematics must be undertaken in conjunction with Mathematical Methods.

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <ul style="list-style-type: none"> Combinatorics Vectors in the plane Introduction to proof 	Complex numbers, trigonometry, functions and matrices <ul style="list-style-type: none"> Complex numbers 1 Trigonometry and functions Matrices 	Mathematical induction, and further vectors, matrices and complex numbers <ul style="list-style-type: none"> Proof by mathematical induction Vectors and matrices Complex numbers 2 	Further statistical and calculus inference <ul style="list-style-type: none"> Integration and applications of integration Rates of change and differential equations Statistical inference

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Problem-solving and modelling task 	Formative internal assessment: 3 <ul style="list-style-type: none"> Examination
Formative internal assessment: 2 <ul style="list-style-type: none"> Examination 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Problem-solving and modelling task 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Examination 	15%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Examination 	15%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

PHYSICAL EDUCATION

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Managing time and space to improve performance in the badminton environment. 	<ul style="list-style-type: none"> Role of modified games to contribute to healthy and safe communities (Walla rugby, Netta netball and Auskick) 	<ul style="list-style-type: none"> Managing sporting injuries in the European handball performance environment.

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Assignment 	<ul style="list-style-type: none"> Demonstration - in groups of three, prepare and implement a warm up and teach two appropriate drills 	<ul style="list-style-type: none"> Exam - multiple choice - short response - extended response

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <ul style="list-style-type: none"> Motor learning integrated with a selected physical activity Functional anatomy and biomechanics integrated with a selected physical activity 	Sport psychology, equity and physical activity <ul style="list-style-type: none"> Sport psychology integrated with a selected physical activity Equity — barriers and enablers 	Tactical awareness, ethics and integrity and physical activity <ul style="list-style-type: none"> Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity Ethics and integrity 	Energy, fitness and training and physical activity <ul style="list-style-type: none"> Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Investigation — report 	Formative internal assessment: 3 <ul style="list-style-type: none"> Investigation — mixed media folio
Formative internal assessment: 2 <ul style="list-style-type: none"> Project — folio 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination trial — combination responses

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Project — folio 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project — folio 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Investigation — report 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — combination response 	25%

BIOLOGY

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
Genetics <ul style="list-style-type: none"> DNA Structure & Function Mitosis & Meiosis Mendelian Inheritance & Punnet Squares Codominance and incomplete dominance Sex linked inheritance & Pedigree 	Evolution <ul style="list-style-type: none"> Natural Selection: Lamarkism vs Darwinism Evidence for evolution Evolutionary concepts Hominid evolution 	Introduction to cells and laboratory skills <ul style="list-style-type: none"> Types of cell Cell structure and function Cellular processes – respiration and photosynthesis Microscopes

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Research investigation 	<ul style="list-style-type: none"> End of semester examination 	<ul style="list-style-type: none"> Student experiment Data test

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Data test 	Formative internal assessment: 3 <ul style="list-style-type: none"> Research investigation
Formative internal assessment: 2 <ul style="list-style-type: none"> Student experiment 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

CHEMISTRY

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.

Topic Outlines - Year 10 Foundations for Senior Studies

It is highly recommended that Mathematical Methods is undertaken in conjunction with Chemistry.

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
The story so far <ul style="list-style-type: none">• Elements, compounds, mixtures• Periodic table• Ionic naming, formula• Covalent naming, formula• Solutions• Conductivity• Balancing chemical equations	Metals and Corrosion <ul style="list-style-type: none">• Atomic structure• Minerals and ores• Types of reactions• Redox reactions• Corrosion	Gases and introduction to moles <ul style="list-style-type: none">• Gas laws• Molar mass and molar volume• Avogadro's hypothesis

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Student experiment	<ul style="list-style-type: none">• Research investigation• Data test	<ul style="list-style-type: none">• Examination

Topic Outlines - Senior Studies

It is highly recommended that Mathematical Methods is undertaken in conjunction with Chemistry.

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <ul style="list-style-type: none"> • Properties and structure of atoms • Properties and structure of materials • Chemical reactions —reactants, products and energy change 	Molecular interactions and reactions <ul style="list-style-type: none"> • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions 	Equilibrium, acids and redox reactions <ul style="list-style-type: none"> • Chemical equilibrium systems • Oxidation and reduction 	Structure, synthesis and design <ul style="list-style-type: none"> • Properties and structure of organic materials • Chemical synthesis and design

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> • Data test 	Formative internal assessment: 3 <ul style="list-style-type: none"> • Research investigation
Formative internal assessment: 2 <ul style="list-style-type: none"> • Student experiment 	Formative internal assessment: 4 <ul style="list-style-type: none"> • Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

MARINE SCIENCE

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

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

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

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of marine sciences, biotechnology, aquaculture, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
Marine Ecology <ul style="list-style-type: none">EcologyAbiotic/biotic factorsSymbiosisPopulation dynamics	Marine Biology <ul style="list-style-type: none">ClassificationAdaptationsAnimal and plant species	Motion of the Ocean <ul style="list-style-type: none">Tectonic plate movementsOcean currentsWavesCoastlines

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Field report	<ul style="list-style-type: none">Examination	<ul style="list-style-type: none">Student experiment

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Oceanography <ul style="list-style-type: none"> An ocean planet The dynamic shore 	Marine biology <ul style="list-style-type: none"> Marine ecology and biodiversity Marine environmental management 	Marine systems — connections and change <ul style="list-style-type: none"> The reef and beyond Changes on the reef 	Ocean issues and resource management <ul style="list-style-type: none"> Oceans of the future Managing fisheries

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Data test 	Formative internal assessment: 3 <ul style="list-style-type: none"> Research investigation
Formative internal assessment: 2 <ul style="list-style-type: none"> Student experiment 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> Examination 			

PHYSICS

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 matter 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.

Topic Outlines - Year 10 Foundations for Senior Studies

It is highly recommended that Mathematical Methods is undertaken in conjunction with Physics.

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
Geometric optics <ul style="list-style-type: none"> Light Mirrors Lenses Refraction 	Telescope making <ul style="list-style-type: none"> Experimental procedures Build a telescope 	Motion <ul style="list-style-type: none"> Linear motion Newton's laws of motion Energy

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Data test 	<ul style="list-style-type: none"> Research investigation Student experiment journal 	<ul style="list-style-type: none"> Examination

Topic Outlines - Senior Studies

It is highly recommended that Mathematical Methods is undertaken in conjunction with Physics.

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <ul style="list-style-type: none"> • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits 	Linear motion and waves <ul style="list-style-type: none"> • Linear motion and force • Waves 	Gravity and electromagnetism <ul style="list-style-type: none"> • Gravity and motion • Electromagnetism 	Revolutions in modern physics <ul style="list-style-type: none"> • Special relativity • Quantum theory • The Standard Model

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> • Data test 	Formative internal assessment: 3 <ul style="list-style-type: none"> • Research investigation
Formative internal assessment: 2 <ul style="list-style-type: none"> • Student experiment 	Formative internal assessment: 4 <ul style="list-style-type: none"> • Examination

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Data test 	10%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Research investigation 	20%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Student experiment 	20%		
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

DESIGN

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Design in Practice	<ul style="list-style-type: none">Sustainable Design	<ul style="list-style-type: none">Commercial Design

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Project - Mobile device safe	<ul style="list-style-type: none">Project – Sustainable vegetable garden	<ul style="list-style-type: none">Project – Airlie Beach dining experience

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <ul style="list-style-type: none"> Experiencing design Design process Design styles 	Commercial design <ul style="list-style-type: none"> Explore — client needs and wants Develop — collaborative design 	Human-centred design <ul style="list-style-type: none"> Designing with empathy 	Sustainable design <ul style="list-style-type: none"> Explore — sustainable design opportunities Develop — redesign

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Examination — design challenge (design process) 	Formative internal assessment: 3 <ul style="list-style-type: none"> Project (collaborative design)
Formative internal assessment: 2 <ul style="list-style-type: none"> Project (design styles) 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — design challenge (client needs and wants)

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Examination — design challenge 	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project 	35%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination — design challenge 	25%

DIGITAL SOLUTIONS

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

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

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

Pathways

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

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Computer Programming with Visual Basic	<ul style="list-style-type: none">Relational Information Systems	<ul style="list-style-type: none">Creating with Code

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Project – Folio	<ul style="list-style-type: none">Examination	<ul style="list-style-type: none">Project – Digital Solution

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <ul style="list-style-type: none"> Understanding digital problems User experiences and interfaces Algorithms and programming techniques Programmed solutions 	Application and data solutions <ul style="list-style-type: none"> Data-driven problems and solution requirements Data and programming techniques Prototype data solutions 	Digital innovation <ul style="list-style-type: none"> Interactions between users, data and digital systems Real-world problems and solution requirements Innovative digital solutions 	Digital impacts <ul style="list-style-type: none"> Digital methods for exchanging data Complex digital data exchange problems and solution requirements Prototype digital data exchanges

Assessment

Formative assessments

Unit 1	Unit 2
Formative internal assessment: 1 <ul style="list-style-type: none"> Investigation — technical proposal web design and UX design 	Formative internal assessment: 3 <ul style="list-style-type: none"> Project — folio application and data solutions
Formative internal assessment: 2 <ul style="list-style-type: none"> Project — digital solution Creating with Code 	Formative internal assessment: 4 <ul style="list-style-type: none"> Examination — Digital Innovation

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> Investigation — technical proposal 	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> Project — folio 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> Project — digital solution 	30%	Summative external assessment (EA): <ul style="list-style-type: none"> Examination 	25%

DRAMA

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Collage Drama	<ul style="list-style-type: none">Realism	<ul style="list-style-type: none">Physical Theatre

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Presenting: Devised performance	<ul style="list-style-type: none">Responding: Extended written response	<ul style="list-style-type: none">Forming: Demonstrating a devised concept

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
<p>Share</p> <p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"> cultural inheritances of storytelling oral history and emerging practices a range of linear and non-linear forms 	<p>Reflect</p> <p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"> Realism, including Magical Realism, Australian Gothic associated conventions of styles and texts 	<p>Challenge</p> <p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"> Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre associated conventions of styles and texts 	<p>Transform</p> <p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"> Contemporary performance associated conventions of styles and texts inherited texts as stimulus

Assessment

Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment: 1</p> <ul style="list-style-type: none"> Performance 	<p>Formative internal assessment: 3</p> <ul style="list-style-type: none"> Dramatic Concept
<p>Formative internal assessment: 2</p> <ul style="list-style-type: none"> Project — practice-led project 	<p>Formative internal assessment: 4</p> <ul style="list-style-type: none"> Extended written response

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Performance 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Project — practice-led project 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Project — dramatic concept 	20%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> Examination — extended response 			

MUSIC

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, analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment such as creative industries, arts administration, communication, education, public relations, and science and technology. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Songs of Protest	<ul style="list-style-type: none">Songs of Protest	<ul style="list-style-type: none">Sonic Expressions

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none">Composition	<ul style="list-style-type: none">Performance	<ul style="list-style-type: none">Podcast/Musicology

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
<p>Identities</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> 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? 	<p>Designs</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? 	<p>Innovations</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How do musicians incorporate innovative music practices to communicate meaning when performing and composing? 	<p>Narratives</p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment: 1</p> <ul style="list-style-type: none"> Integrated Project with Composing focus - Sonic Expressions/Designs 	<p>Formative internal assessment: 3</p> <ul style="list-style-type: none"> Integrated Project
<p>Formative internal assessment: 2</p> <ul style="list-style-type: none"> Performance 	<p>Formative internal assessment: 4</p> <ul style="list-style-type: none"> Examination

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> Performance 	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> Integrated project 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> Composition 	20%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> Examination 			

MUSIC EXTENSION YEAR 12

Music Extension is an extension of the Senior Music syllabus and is offered in Year 12 only across two semesters. It provides an opportunity for students with specific abilities in music to extend their expertise in either Composing, Performing or Musicology. Students select one specialisation only and follow an individual program of study designed to continue the development of refined musicianship skills.

Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. This course must be taken in conjunction with Senior Music. Students who are interested in enrolling in Music Extension for Year 12 should discuss their eligibility with the Dean of Music throughout their Year 11 course of study.

VISUAL ART

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.

Topic Outlines - Year 10 Foundations for Senior Studies

Year 10 - Terms 1, 2 and 3

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> What is Going on in that Place? 	<ul style="list-style-type: none"> What is Going on in that Place? 	<ul style="list-style-type: none"> Framing Identity

Assessment

Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> Experimental Folio — Inquiry Phase 1 	<ul style="list-style-type: none"> Investigation - Inquiry Phase 2 Project — Inquiry Phase 3 	<ul style="list-style-type: none"> Experimental Folio — Inquiry Phase 1.1 Exam — Written Analysis

Topic Outlines - Senior Studies

Year 10 Term 4 - Year 12 Term 4

Unit 1	Unit 2	Unit 3	Unit 4
<p>Art as lens</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: people, place, objects • Media: 2D, 3D, and time-based 	<p>Art as code</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based 	<p>Art as knowledge</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed 	<p>Art as alternate</p> <p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> • 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

Formative assessments

Unit 1	Unit 2
<p>Formative internal assessment: 1</p> <ul style="list-style-type: none"> • Project — Inquiry Phase 1 (experimental folio) 	<p>Formative internal assessment: 3</p> <ul style="list-style-type: none"> • Project — Inquiry Phase 1 (experimental folio)
<p>Formative internal assessment: 2</p> <ul style="list-style-type: none"> • Investigation — Inquiry Phase 2 (written report or multimodal presentation) 	<p>Formative internal assessment: 4</p> <ul style="list-style-type: none"> • Investigation — Inquiry Phase 2 (examination – extended response)

Summative assessments

Unit 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> • Investigation — inquiry phase 1 	15%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> • Project — inquiry phase 3 	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> • Project — inquiry phase 2 	25%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> • Examination 			

MOVING FROM OP TO ATAR

Many families are familiar with the OP System, which will operate for the last time in 2019. That is, the Seniors of 2019 will be the last cohort to graduate under the OP System.

Included below is a summary of the information provided by both the QCAA and QTAC in relation to the new QCE system.

THE CURRENT SYSTEM EXPLAINED

Students are taught and assessed by schools throughout Years 11 and 12.

The QCAA manages the external moderation processes that ensure all students are treated fairly and standards are comparable from school to school. This involves review panels of trained teachers externally moderating students' school-based assessments.

A student's OP is calculated using their subject results and information from the Queensland Core Skills Test.

KEY CHANGES RELATED TO THE NEW SYSTEM

Changes to Assessment (QCAA responsibility)

Currently all Year 12 assessment is internally set and marked by schools. The new system will see students in Year 12 completing three internally set and marked assessment tasks and one externally set and marked assessment task for each subject.

External assessment results will generally contribute 25% towards a student's subject results in most subjects and 50% in Mathematics and Science subjects. Under the new system, there will be a reduction in the number of assessments students undertake. Typically, in the current system students undertake about seven pieces of assessment in their final year and this will reduce to four pieces of assessment under the new system.

Changes to Syllabuses (QCAA responsibility)

QCAA have developed new senior syllabuses to align with the Australian Curriculum and to make them reflective of the new assessment model which involves both internal and external assessment.

Changes to Tertiary Ranking (QTAC responsibility)

Currently, the Overall Position (OP) system is used to rank students for purposes of tertiary entrance. Students are ranked from 1 to 25 (1 being the best rank). The new system will rank students using an Australian Tertiary Admission Rank (ATAR). The ATAR is a finer-grained rank order of students than the OP and is commonly used in other states and territories. It is a number between 0.00 and 99.95 with increments of 0.05 (99.95 is the best rank).

Currently, a student's Overall Position (OP) is calculated by comparing their results in Authority subjects studied at school with those of other OP-eligible students. Subject results are scaled using Queensland Core Skills (QCS) Test results. ATARs will also be calculated by comparing student results but instead of the QCS Test there will be a process of inter-subject scaling. Scaling is necessary so that student results in different types of subjects can be compared.

THE NEW SYSTEM EXPLAINED

School-Based Assessment - Year 12

Based on syllabus requirements, schools will devise three school-based assessment instruments for each senior subject.

Endorsement

School based assessment instruments will be endorsed by QCAA's trained expert assessors before they can be used in schools.

The process of endorsement will ensure that school-based assessment instruments are comparable across schools and provide sufficient opportunities for students to demonstrate the syllabus requirements.

External Assessment - Year 12, Term 4

While schools are implementing their three school-based assessments, they will also be preparing students for the external assessment.

External Assessment will be:

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

Ratification of subject results

To maximise public confidence in the reliability of grades awarded by teachers in the school-based assessment pieces, QCAA will independently review a representative sample of assessments in every subject in every school in a process called confirmation. After confirmation and external assessment marking have been completed, QCAA will determine the final subject result for each student.

This process of ratification will involve identification and resolution of anomalies, and consultation and liaison with schools.

Calculating overall subject results

Subject results will be calculated by combining the school-based assessment marks with the external assessment mark. The final subject result will be expressed as a numerical value out of 100.

For each subject, the Senior Syllabuses are divided into Units 1, 2, 3 and 4. Only marks from Units 3 and 4 will contribute to the final subject results.

In Mathematics and Science subjects, 50 marks from Units 3 and 4 will come from the School – Based Assessments and the remaining 50 marks will come from the External Exam.

For all other subjects, 75 marks from Units 3 and 4 will come from the School – Based Assessments and the remaining 25 marks will come from the External Exam.

Calculating ATARS

Subject results and other learning that can contribute towards tertiary entrance will be provided by QCAA to QTAC so it may be scaled to calculate ATARs for ranking purposes.

ONLINE SUBJECT SELECTION

THE PROCESS FOR ONLINE SUBJECT SELECTION FOR FOUNDATION STUDIES

All students in Foundation Studies, Semester 1, Year 10 will study eight subjects which comprises two core subjects and six elective subjects.

In Term 3, 2018 each Year 9 student will nominate the top ten subjects (eight subjects and two reserves) in preference order that they would like to study in Foundation Studies.

CORE

Students must study English and choose either Mathematical Methods or General Mathematics. Therefore, English and either Mathematical Methods or General Mathematics must be included in the top eight choices.

ELECTIVES

Students are required to select six electives and two reserve electives in preference order. The most important subject preferences need to be selected before other preferences.

The number of classes in a subject in 2019 will depend upon the number of students who select that subject in their preferences. Due to the combinations of subjects selected by the cohort of students, it may be necessary to allocate reserve subject(s) to a student.

THE PROCESS

In Term 3, during school time, the Head of Secondary School will address the Year 9 students to share information about Foundation Studies and Senior Schooling.

In addition, the College will conduct a Parent Information Evening in August. The curriculum details and requirements of each subject will be outlined. This will be an opportunity where parents and students can speak to staff about subject offerings.

Following the Parent Information Evening, students will be required to select their subjects through the online process outlined below:

1. Students will be emailed their Web Preferences Access Guide. This guide details all steps required when selecting 2019 subjects online.
2. In addition, the guide will include an individual Student Access Code and Password. The Year Level Coordinator will also have a copy of each student's Access Code and Password.
3. Students will have up to three opportunities to change their preferences; however, the final selection must be completed by Friday 14 September 2018.
4. All students are required to print a Preference Receipt upon completion of the online process. This will need to be signed by parents and submitted to Student Reception.



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INDEPENDENT • CO-EDUCATIONAL • NON-DENOMINATIONAL CHRISTIAN • PREP TO YEAR 12 • EARLY LEARNING CENTRE