

Northside Subject Selection Booklet

For Year 10 students

entering into Year 11 in 2019



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Introduction

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

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

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses.

Senior Education Profile

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

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

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

Statement of results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

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

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

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

General syllabuses

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

Applied syllabuses

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

Senior External Examination

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

Short Courses

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

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

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Units 1 and 2 assessments

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

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

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

Units 3 and 4 assessments

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

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

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

Instrument-specific marking guides

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

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

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

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

External assessment

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

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

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

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

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

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

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3

- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

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

Summative internal assessment — instrument-specific standards

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

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

Senior External Examinations

Senior External Examinations course overview

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

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

The Senior External Examination is for:

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

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

For more information about the Senior External Examination, see:
www.qcaa.qld.edu.au/senior/see.

Assessment

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

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

Short Courses

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Literacy
- Numeracy
- Aboriginal and Torres Strait Islander Languages
- Career Education.

Assessment

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

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

QCAA senior syllabuses

• Subjects offered at Northside Christian College

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

Short Course

- Numeracy

English

General

- English
- English as an Additional Language
- Literature
- English & Literature Extension

Applied

- Essential English

Short Course

- Literacy

Humanities

General

- Aboriginal and Torres Strait Islander Studies
- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Philosophy & Reason
- Study of Religion

Applied

- Business Studies
- Religion & Ethics
- Social & Community Studies
- Tourism

Short course

- Career Education

Technologies

General

- Aerospace Systems
- Design
- Digital Solutions
- Engineering
- Food & Nutrition

Applied

- Building & Construction Skills
- Engineering Skills
- Fashion
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices

Health and Physical Education

General

- Health
- Physical Education

Applied

- Early Childhood Studies
- Sport & Recreation

Science

General

- Agricultural Science
- Biology
- Chemistry
- Earth & Environmental Science
- Marine Science
- Physics
- Psychology

Applied

- Agricultural Practices
- Aquatic Practices
- Science in Practice

Languages

General

- Chinese
- Chinese Extension
- French
- French Extension
- German
- German Extension
- Italian
- Japanese
- Spanish

Senior External Examination only

- Arabic
- Chinese — full form characters
- Indonesian
- Korean
- Latin
- Modern Greek
- Polish
- Punjabi
- Russian
- Vietnamese

Short course

- Aboriginal & Torres Strait Islander Languages

The Arts

General

- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied

- Arts in Practice
- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Music in Practice
- Visual Arts in Practice

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations <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

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

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

Summative assessments

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

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions <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

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

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

Summative assessments

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

Specialist Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof <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

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

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

Summative assessments

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

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context

related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs <ul style="list-style-type: none">• Fundamental topic: Calculations• Number• Representing data• Graphs	Money, travel and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Managing money• Time and motion• Data collection	Measurement, scales and data <ul style="list-style-type: none">• Fundamental topic: Calculations• Measurement• Scales, plans and models• Summarising and comparing data	Graphs, chance and loans <ul style="list-style-type: none">• Fundamental topic: Calculations• Bivariate graphs• Probability and relative frequencies• Loans and compound interest

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Problem-solving and modelling task	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Problem-solving and modelling task
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Common internal assessment (CIA)	Summative internal assessment (IA4): <ul style="list-style-type: none">• Examination

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts <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 texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <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%

Literature

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies <ul style="list-style-type: none"> • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts 	Texts and culture <ul style="list-style-type: none"> • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts 	Literature and identity <ul style="list-style-type: none"> • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts 	Independent explorations <ul style="list-style-type: none"> • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works <ul style="list-style-type: none"> • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts 	Texts and human experiences <ul style="list-style-type: none"> • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Extended response — spoken/signed response 	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Extended response — Multimodal response
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Common internal assessment (CIA) 	Summative internal assessment (IA4): <ul style="list-style-type: none"> • Extended response — Written response

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.

Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Real world accounting</p> <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 	<p>Management effectiveness</p> <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	<p>Monitoring a business</p> <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 	<p>Accounting — the big picture</p> <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

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

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

Summative assessments

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

Ancient History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Investigating the ancient world</p> <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Slavery • Ancient societies — Art and architecture • Ancient societies — Weapons and warfare • Ancient societies — Technology and engineering • Ancient societies — The family 	<p>Personalities in their time</p> <ul style="list-style-type: none"> • Hatshepsut • Akhenaten • Xerxes • Perikles • Alexander the Great • Hannibal Barca • Cleopatra • Agrippina the Younger • Nero • Boudica • Cao Cao 	<p>Reconstructing the ancient world</p> <ul style="list-style-type: none"> • Thebes — East and West, 18th Dynasty Egypt • The Bronze Age Aegean • Assyria from Tiglath Pileser III to the fall of the Empire • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon 	<p>People, power and authority</p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> • Ancient Egypt — New Kingdom Imperialism • Ancient Greece — the Persian Wars • Ancient Greece — the Peloponnesian War • Ancient Rome — the Punic Wars • Ancient Rome — Civil War and the breakdown of the Republic

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Ancient societies — Beliefs, rituals and funerary practices. 	<ul style="list-style-type: none"> • Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub) • Richard the Lionheart • Alternative choice of personality 	<ul style="list-style-type: none"> • Early Imperial Rome • Pompeii and Herculaneum • Later Han Dynasty and the Three Kingdoms • The 'Fall' of the Western Roman Empire • The Medieval Crusades 	<p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> • Thutmose III • Rameses II • Themistokles • Alkibiades • Scipio Africanus • Caesar • Augustus

Assessment

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

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

Summative assessments

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

Business

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation <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

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

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

Summative assessments

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

Economics

General senior subject

General

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 well-being.

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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Markets and models <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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <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 focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — combination response	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Investigation — 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%

Modern History

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Ideas in the modern world</p> <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 	<p>Movements in the modern world</p> <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 	<p>National experiences in the modern world</p> <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 	<p>International experiences in the modern world</p> <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace and security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Meiji Restoration, 1868–1912 	<ul style="list-style-type: none"> • Independence movement in Algeria, 1945–1962 	<ul style="list-style-type: none"> • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	<ul style="list-style-type: none"> • Cold War, 1945–1991
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement since the 1960s • LGBTIQ civil rights movement since 1969 • Pro-democracy movement in Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Tourism

Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

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

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

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none">• Tourism as an industry• The travel experience• Sustainable tourism	<ul style="list-style-type: none">• Technology and tourism• Forms of tourism• Tourist destinations and attractions• Tourism marketing• Types of tourism• Tourism client groups

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Assessment

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

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

Project	Investigation	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
<p>At least two different components from the following:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3–6 minutes • performance: continuous class time • product: continuous class time. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 10 A4 pages max (or equivalent) – presentation: 4–7 minutes. 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

Design

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice <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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <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 enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code <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

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

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

Summative assessments

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

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering history • The problem-solving process in Engineering • Engineering communication • Introduction to engineering mechanics • Introduction to engineering materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures and the environment • Civil structures, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

Assessment

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

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

Summative assessments

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

Fashion

Applied senior subject

Applied

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling,

costume design, production manufacture, merchandising, and retail.

Objectives

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

- identify and interpret fashion fundamentals
- explain design briefs
- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- apply fashion design processes
- apply technical skills and design ideas related to fashion contexts
- use language conventions and features to achieve particular purposes
- generate, modify and manage plans and processes
- synthesise ideas and technical skills to create design solutions
- evaluate design ideas and products
- create communications that convey meaning to audiences.

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics
<ul style="list-style-type: none">• Fashion culture• Fashion technologies• Fashion design	<ul style="list-style-type: none">• Adornment<ul style="list-style-type: none">– Accessories– Millinery– Wearable art• Collections• Fashion designers• Fashion in history• Haute couture• Sustainable clothing• Textiles• Theatrical design• Merchandising

Assessment

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

- two projects
- one extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • products 1–4

Physical Education

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity <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

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

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

Summative assessments

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities 	<ul style="list-style-type: none"> • Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

Assessment

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

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

Project	Investigation	Extended response	Performance	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent.	A response that answers a number of provided questions, scenarios and/or problems.
At least two different components from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: 2–4 minutes.* 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	<ul style="list-style-type: none"> • 2–4 minutes* 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

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

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <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

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

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

Summative assessments

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

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions <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

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

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

Summative assessments

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

Physics

General senior subject

General

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

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

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that 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.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics <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

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

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

Summative assessments

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

Psychology

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development <ul style="list-style-type: none"> • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep 	Individual behaviour <ul style="list-style-type: none"> • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation 	Individual thinking <ul style="list-style-type: none"> • Localisation of function in the brain • Visual perception • Memory • Learning 	The influence of others <ul style="list-style-type: none"> • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

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

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

Summative assessments

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

French

General senior subject

General

French provides students with the opportunity to reflect on their understanding of the French 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 French-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 French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of

an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	L'exploration du monde Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Notre société Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	Mon avenir My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Japanese

General senior subject

General

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

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

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

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and

industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私の暮らし 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 Japanese 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

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Examination — short response	15%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Extended response	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Examination — combination response	30%	Summative external assessment (EA): <ul style="list-style-type: none">• Examination — combination response	25%

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience?	Reflect How is drama shaped to reflect lived experience?	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none">• Theatre of Social Comment, including	Transform How can you transform dramatic practice? <ul style="list-style-type: none">• Contemporary performance

<ul style="list-style-type: none"> • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms 	<ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts 	Theatre of the Absurd and Epic Theatre <ul style="list-style-type: none"> • associated conventions of styles and texts 	<ul style="list-style-type: none"> • associated conventions of styles and texts • inherited texts as stimulus
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Assessment

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

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

Summative assessments

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

Film, Television & New Media

General senior subject

General

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

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

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

Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of

information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none">• Concept: technologies How are tools and associated processes used to create meaning?• Concept: institutions	Story forms <ul style="list-style-type: none">• Concept: representations How do representations function in story forms?• Concept: audiences How does the relationship between story forms and	Participation <ul style="list-style-type: none">• Concept: technologies How do technologies enable or constrain participation?• Concept: audiences How do different contexts and purposes	Identity <ul style="list-style-type: none">• Concept: technologies How do media artists experiment with technological practices?• Concept: representations

<p>How are institutional practices influenced by social, political and economic factors?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do signs and symbols, codes and conventions create meaning?</p>	<p>meaning change in different contexts?</p> <ul style="list-style-type: none"> • Concept: languages <p>How are media languages used to construct stories?</p>	<p>impact the participation of individuals and cultural groups?</p> <ul style="list-style-type: none"> • Concept: institutions <p>How is participation in institutional practices influenced by social, political and economic factors?</p>	<p>How do media artists portray people, places, events, ideas and emotions?</p> <ul style="list-style-type: none"> • Concept: languages <p>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</p>
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Assessment

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

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

Summative assessments

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

Music

General senior subject

General

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

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative

industries, public relations and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p>Designs Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p>	<p>Identities Through inquiry learning, the following is explored:</p> <p>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>	<p>Innovations Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p>	<p>Narratives Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p>

Assessment

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

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

Summative assessments

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

Music Extension (Composition)

General senior subject

General

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. 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.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

Pathways

A course of study in Music Extension can establish a basis for further education and

employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

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

Summative assessments

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

Music Extension (Musicology)

General senior subject

General

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. 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.

In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

Pathways

A course of study in Music Extension can establish a basis for further education and

employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- analyse music
- investigate music
- synthesise information.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none">• Investigation 1	20%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none">• Musicology project	35%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none">• Investigation 2	20%		
Summative external assessment (EA): 25% <ul style="list-style-type: none">• Examination — extended response			

Music Extension (Performance)

General senior subject

General

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. 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.

In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

A course of study in Music Extension can establish a basis for further education and

employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Objectives

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

- apply literary skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none">• Key idea 1: Initiate best practice• Key idea 2: Consolidate best practice	Emerge <ul style="list-style-type: none">• Key idea 3: Independent best practice

Assessment

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

Summative assessments

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

Visual Art

General senior subject

General

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

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

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

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

Pathways

A course of study in Visual Art can establish a basis for further education and

employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored:	Art as code Through inquiry learning, the following are explored:	Art as knowledge Through inquiry learning, the following are explored:	Art as alternate Through inquiry learning, the following are explored: <ul style="list-style-type: none">• Concept: evolving alternate

<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 	<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 	<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 	<ul style="list-style-type: none"> representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed
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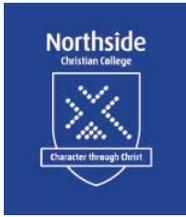
Assessment

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

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

Summative assessments

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



Northside Christian College

TECHNOLOGIES AND DESIGN

MEM20413 Certificate II in Engineering Pathways

Year 11 & 12

RTO: 31193 – Blue Dog Training

Subject Introduction

This pre-vocational course, provided by Blue Dog Training and delivered by Northside Christian College Trainers, is recommended as a pre-apprenticeship pathway to an engineering trade qualification. Throughout the course students engage in practical projects to provide evidence of their competency within each unit studied.

The Certificate II in Engineering Pathways course is a two-year practical course requiring students to become competent in skills necessary for entry into several engineering, metal trades such as: Boilermaker, Fitter and Turner, Diesel Fitter, Sheet Metal Worker and Machinist.

No tuition fees are charged by the course provider (NCC subject levies apply) to the participants in the programme as the course is fully government funded. However, students cannot access funding for more than one Government-funded qualification while in school. This restriction does not apply to school-provided VET courses.

At the successful completion of this course students may gain 4 credit points toward their QCE.

Subject Outline

An outline is given below which provides a guide regarding the broad structure of the course. Due to the flexible nature of competency-based training, the actual sequencing of the units within each certificate may vary based on the needs of individual students.

MEM20413 Certificate II in Engineering Pathways	
MEM13014A - Apply principles of occupational health and safety in the work environment	MEMPE003A - Use oxy-acetylene and soldering equipment
MSMENV272 - Participate in environmentally sustainable work practices	MEMPE007A - Pull apart and re-assemble engineering mechanisms
MEMPE005A - Develop a career plan for the engineering and manufacturing industry	MEMPE002A - Use electric welding machines
MEMPE006A - Undertake a basic engineering project	MEMPE001A - Use engineering workshop machines
MEM16008A - Interact with computing technology	MSAPMSUP106A - Work in a team
MEM16006A - Organise and communicate information	MEM18001C - Use hand tools
	MEM18002B - Use power tools/hand held operations

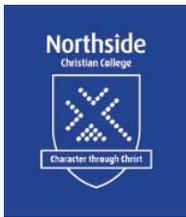
Competency-Based Assessment

Competency-based assessment measures an individual's ability to consistently demonstrate a particular skill, to a given standard, under given conditions. As competency-based assessment is primarily associated with workplace training, the performance standards and conditions should be consistent with the requirements of a working environment.

Competency-based assessment provides a flexible option for training as individuals may progress as quickly through a training program as their abilities allow. As soon as the student demonstrates his or her competence in performing a task, he or she may progress to the next stage of training.

Assessment Methods

As each individual possesses strengths and weaknesses regarding assessment types, students are given a wide range of ways in which to demonstrate their achievement of a competency. The methods used to gather supporting evidence may include oral questioning, short answer tests, multiple choice tests, student demonstration of skills, as well as observations made by the trainer/assessor.



Northside Christian College

TECHNOLOGIES AND DESIGN

Certificate III in Early Childhood Education and Care
 CHC30113 – Year 11 & 12
 RTO: 2508 Charlton Brown Australia Nanny College

Course Introduction

This course of study enables Year 11 and 12 students to achieve or work towards a Certificate III in Early Childhood Education and Care over a two year period. Charlton Brown Australia is the Registered Training Organisation with whom Northside Christian College has a joint agreement to deliver this vocational education and training qualification.

The qualification provides opportunities for students to develop knowledge and practical skills to enable them to gain employment as a Child Care Assistant in the Child Care industry. It can also provide a link for further study in Childcare or Early Childhood Studies at a tertiary level.

It is a competency-based form of qualification, where the training is delivered both on and off the job through a combination of work-based assessment and school-based training. There will be practical workshops at the College and practical experience in the field (i.e. playgroup, prep, childcare centre). The students will also have the opportunity to care for a Virtual Baby (computerised) to help develop the necessary practical skills.

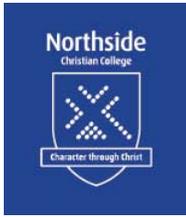
At the successful completion of this course students may receive 8 credit points toward their QCE.

Course Outline

Units of Competency

Core	15
Electives	3
TOTAL	18

15 Core Units	
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
Electives	
CHCDIV001	Work with diverse people
CHCECE006	Support behavior of children and young people
CHCEVE012	Support children to connect with their world



Northside Christian College

TECHNOLOGIES AND DESIGN

Certificate III in Early Childhood Education and Care
CHC30113 – Year 11 & 12

RTO: 2508 Charlton Brown Australia Nanny College

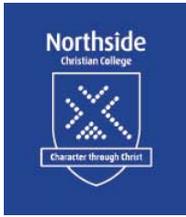
Opportunities

Early Childhood Education and Care gives students opportunities to develop:

- A respect for young children through an awareness and understanding of their social, emotional, physical, intellectual and language development
- Knowledge and practical skills, specifically related to the care-giving role, the child-giving role and the childcare industry
- Knowledge and understanding of childhood environments, the role of parents, caregivers and early childhood professionals in providing suitable environments and programs
- Self-confidence, independence and a readiness for, and responsible attitude to, the workplace and parenthood

There is an additional cost required to complete this training package. By the completion of Year 12, if students do not fully complete the requirements of the course, they will receive a Statement of Attainment for the units of work that they complete.

This subject does not contribute towards an Overall Position (OP), but enables students to be allocated a Tertiary Selection Rank.



Northside Christian College

VISUAL ARTS

Certificate III in Visual Arts – Year 11&12

CUV30111

RTO: 30519

Introduction

The CUV30111 Certificate III in Visual Arts is based on units of competency selected from the CUV111 Visual Arts, Crafts and Design Training Package.

To achieve the qualification, students must achieve competence in units that meet the qualification packaging rules. The certificate will be assessed using a competency-based approach and will be issued with a qualification or statement of attainment.

Training packages are amended periodically to reflect the latest industry practices. The qualification Certificate III in Visual Arts is essentially a pathway qualification that enables students to develop the practical skills, creativity, industry practice and visual literacy needed by visual artists and craftspeople.

Framework of Course

The outline for this two year course is structured in a flexible, workable framework.

The competency units are in clusters and individual units:

one (1) core unit and two (2) elective units per semester.

By the end of the course students will have the means to create a folio of work that can be used to apply for further study and will have developed skills in:

Core units

BSBOHS201A Participate in OHS processes

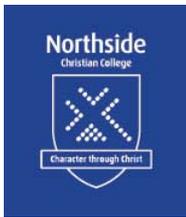
CUVACD201A Develop drawing skills to communicate ideas

CUVPRP301A Produce creative work

CUVRES301A Apply knowledge of history and theory to own arts practice

Elective Units

1. CUVDRA301 Produce drawings
2. CUVPR1301 Produce prints
3. BSBDES301 Explore the Use of Colour
4. BSBDES302 Explore and apply the creative design process to 2D forms
5. CUVPRP304 Participate in collaborative creative projects
6. CUVDIG301 Produce Digital images
7. CUAPAI301 Produce paintings
8. CUAPPR302 Document the creative work progress



Northside Christian College

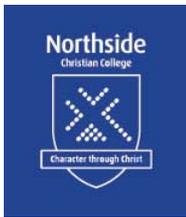
VISUAL ARTS

Certificate III in Visual Arts – Year 11&12

CUV30111
RTO: 30519

Semester		Term	CORE	ELECTIVE	Time allocation for each elective	
Year 11	Semester 1	1	CUVACD201A Develop drawing skills to communicate ideas	CUVDRA301A Produce drawings	3 x 70 minutes lessons per week	55 hours per semester
		2		CUVPR1301A Produce prints		
	Semester 2	3	CUVRES301A Apply knowledge of history and theory to own arts practice	CUAPPR302 Document the creative work progress		
		4		CUAPAI301 Produce paintings		
Year 12	Semester 3	1	CUVPRP301A Produce creative work	CUVPRP304A Participate in collaborative creative projects		
		2		BSBDES301a Explore the Use of Colour		
	Semester 4	3	BSBOHS201A Participate in OHS processes	BSBDES302A Explore and apply the creative design process to 2D forms		
		4		CUVDIG301A Produce Digital images		

The sequencing of the delivery of the units may change according to the nature of the projects being created in any one term.



Northside Christian College

VISUAL ARTS

Certificate III in Visual Arts – Year 11&12

CUV30111

RTO: 30519

Employability Skills Summary

The following table contains a summary of the employability skills as identified by the visual arts, craft and design industries for this qualification. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

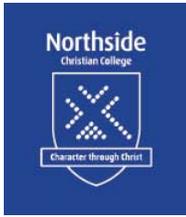
Employability skill	Industry/enterprise requirements for this qualification
Communication	<ul style="list-style-type: none"> • passing on key safety information to colleagues • presenting ideas to others • interpreting design briefs • liaising with other on design requirements
Teamwork	<ul style="list-style-type: none"> • discussing ideas, industry developments and work issues with others
Problem-solving	<ul style="list-style-type: none"> • identifying safety issues and reporting them to appropriate person • refining ideas to incorporate feedback from others • responding to technical and conceptual problems in design work
Initiative and enterprise	<ul style="list-style-type: none"> • developing different solutions to a design challenge • producing a range of samples in response to a brief or conceptual vision
Planning and organising	<ul style="list-style-type: none"> • collecting and analysing information to develop concepts and ideas • organising the presentation of a concept to others • organising work tasks to ensure safety • identifying techniques and processes required to produce digital images and graphic art work • sourcing and analysing information to inform design practice • organising resources, taking into account cost and other constraints
Self-management	<ul style="list-style-type: none"> • maintaining personal safety standards • challenging one's own ideas and approaches • career planning
Learning	<ul style="list-style-type: none"> • evaluating information gained from research and integrating ideas into the development of own work • using practice, feedback and evaluation opportunities to continuously improve skills and knowledge • improving skills through experimentation with materials and processes • keeping up-to-date with industry developments
Technology	<ul style="list-style-type: none"> • using the internet for research • using tools and technologies relevant to the given area of design

Pathways from the qualification

After completing this course, students have the opportunity to progress to other qualifications in visual arts and craft, or the creative industries more broadly.

Assessment requirements:

- Assessment in the Certificate III is by presentation of folios of practical works at the end of each term.
- Students are required to complete a visual diary that documents their research, concept development and artistic practice.
- Written and Oral tasks are a requirement of OHS, art history and art theory units



Northside Christian College

CHRISTIAN FOUNDATIONS

Year 11

Rationale

Developing a theological foundation for holy living

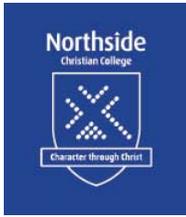
- Life application of biblical principles
- Develop faith works lifestyle
- Nurture a love of the scriptures
- Develop a lifestyle of prayer
- Develop a Christian mindset: Open and non-judgmental discussion of the students faith (i.e. fears, worries)

Course Outline

	11A	11B	11C	11D
Term 1	Daniel	Romans	Daniel	Romans
Term 2	Male and Female Relationships	Acts	Male and Female Relationships	Acts
Term 3	Acts	Male and Female Relationships	Acts	Male and Female Relationships
Term 4	Romans	Daniel	Romans	Daniel

Topics

Topical Issues	Movie: <i>Fire Proof</i>	• Relationships
Romans	Focus – Salvation <ul style="list-style-type: none"> • Jesus and the woman at the well • How do I become a Christian? • Repentance • Justification 	<ul style="list-style-type: none"> • Sanctification • Maturing through suffering • Dead to sin • Our relationship to our enemies • The forgotten side of God’s love: His discipline
Acts: The Church	Focus – The Book of Acts <ul style="list-style-type: none"> • Acts overview • Church Growth Around the World 	<ul style="list-style-type: none"> • Revival Wales (1904) • The Reformation: Martin Luther
Daniel	Focus – Prayer and Purity <ul style="list-style-type: none"> • Destroying the Hebrews through assimilating the young men • God is in control • Living in a pagan world 	<ul style="list-style-type: none"> • Daniel’s prayer life • No compromise – the furnace • Daniel’s vision
Biblical Boundaries	Relationships <ul style="list-style-type: none"> • Dating and Romance • Theology of Marriage • Secular and Biblical constraints on Dating • Emotional Needs of Men & Women • Impact of Temporary Choices on long term relationships 	



Northside Christian College

CHRISTIAN FOUNDATIONS

Year 12

Rationale

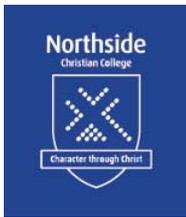
Teachers, acting in a Shepherding Role, are empowering students to make informed decisions by analyzing and evaluating their spiritual journey

- Students analyse their life principles
- Developing a biblical worldview
- A Foundation to Defend and share their Faith
- Develop faith works lifestyle
- Surviving the years after NCC
- Open and non-judgmental discussion of the students faith (i.e. fears, worries, concerns and doubts)

"Therefore whoever hears these sayings of Mine, and does them, I will liken him to a wise man who built his house on the rock:²⁵ and the rain descended, the floods came, and the winds blew and beat on that house; and it did not fall, for it was founded on the rock. (Matthew 7:24-25 NKJ)

Course Outline

Term 1	Tim Keller <i>"The Reason for God"</i> Apologetics <ul style="list-style-type: none"> • One Religion • Suffering • Hell • Science and Christianity • The Resurrection
Term 2	<i>King of the Hill</i> Video Church Dan Paterson - Apologetics - Topical Issues Identity <ul style="list-style-type: none"> • Who do you think you are? Examining Idolatry Topical Issues Discussion
Term 3	Jesus the Game Changer DVD Series (selected chapters) Moral Therapeutic Deism Tim Keller: Out Identity: The Christian Alternative to Late Modernity Story
Term 4	Group Lectures Worldview Naturalism/Postmodernism/Existentialism Former student as guest speaker – Topic: Schoolies and life after NCC Year 12 students prepare mini-sermons for the rest of the year level Power to Change – James Woollett YWAM Visit



Northside Christian College

CHRISTIAN FOUNDATIONS

Year 11 & 12 (Vocational Education)

Introduction

This is a combined class (Years 11 and 12) and will be conducted over a two year period.

Course Outline

YEAR 11			
Term 1	Term 2	Term 3	Term 4
'Getting to know you' activities CF survey Body image Idolatry Use of media Student-generated issues	The Reformation – Martin Luther Book of Acts	Community Service - Nursing Home Visit DVD: <i>The Trouble with Paris</i>	Special guest speakers Student issues Community Service - Mitchelton Special School

YEAR 12			
Term 1	Term 2	Term 3	Term 4
'Getting to know you' activities Unforgiveness Drugs Money Family concerns Student-generated issues	Movie: <i>Fire Proof</i> Marriage	Community Service - Nursing Home Visit - Mitchelton Special School DVD: <i>Christianity Explained</i>	DVD: <i>Christianity Explained</i> Relationships Special guest speakers