Kenmore State High School
Senior Subject Guide
(Year 10, 11 & 12)
QCAA
August 2020
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Message from the Principal

Dear student,

Welcome to the new Senior Program and Senior Phase of Learning!

Our School philosophy speaks of enabling you to make a powerful difference in the world. To be influential locally and prepared to transform the world, you need developed skills. Our commitment to you is to provide a ‘futures focused’ curriculum that will prepare you for the new global economy through attention to you and your success so that you can make a difference now and in the future.

Your progression into the senior phase of learning marks a significant point in your education and creation of opportunities for your life beyond school. Success and continuous personal growth within the senior school requires a serious application of commitment, a conscientious attitude, and self-discipline on your part.

You are entering an exciting time in education with the recent introduction of the new Senior Assessment and Tertiary Entrance (SATE) program. Eligible students will receive an Australian Tertiary Admission Rank (ATAR) in Year 12 from 2020 as the culmination of their studies. The new features of the SATE program include subject-based external assessment, a reduced number of assessments, and a strengthening of their quality and comparability through common processes.

A new taxonomy of educational objectives will underpin Kenmore's curriculum delivery whereby key cognitions are explicitly taught; where the essential skills of thinking is the new subject matter; and the application and utilisation of knowledge occurs at every level the learning process. You will notice the explicit teaching of these skills within and across your classes.

21st Century Learners! You are preparing for a very different world from the one we know. At Kenmore, we aim to deliver to you the experiences, values and virtues to become innovators, entrepreneurs and responsible global citizens. The identified traits for you will be:

- Critical thinking analytical thinking, problem-solving, decision making, reflecting and evaluating
- Innovation, curiosity, creativity, looking for alternatives and generating new ideas
- Respectful communication, collaboration and teamwork
- Highly developed personal and social skills
- Contemporary technology practices to network, generate and manage knowledge and to collaborate

You will be working towards the Queensland Certificate of Education (QCE), a qualification awarded to young people at the completion of their senior phase for learning. The QCE confirms your achievement of:

- A significant amount of learning
- A set standard of achievement, and
- Literacy and numeracy requirements

This Subject Guide is a resource to enable you and your families to collaboratively plan your senior education pathway. I urge you to read all the sections of this guide carefully, and to consider the options available so that you can make choices suited to your particular needs. I also encourage you to base your decisions on your proven abilities and personal preferences which will be reflected in the successes from your previous schooling history. Make your choices wisely.

I wish you well in making your decisions.

Paul Robertson
Executive Principal

Kenmore State High School Senior Subject Guide (Year 10, 11 & 12) August 2020
### Senior School Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew Jell</td>
<td>Senior Schooling Deputy Principal</td>
<td><a href="mailto:djell1@eq.edu.au">djell1@eq.edu.au</a></td>
<td>3327 1555</td>
</tr>
<tr>
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<td><a href="mailto:wfoza3@eq.edu.au">wfoza3@eq.edu.au</a></td>
<td>3327 1536</td>
</tr>
<tr>
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<td>3327 1581</td>
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<tr>
<td>Georgia Collett</td>
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<td><a href="mailto:gbcol0@eq.edu.au">gbcol0@eq.edu.au</a></td>
<td>3327 1547</td>
</tr>
<tr>
<td>Anthony Lutz</td>
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<td><a href="mailto:alutz2@eq.edu.au">alutz2@eq.edu.au</a></td>
<td>3327 1513</td>
</tr>
</tbody>
</table>
Considerations for Selecting Subjects in the Senior School

The world is experiencing rapid change due to a number of influences including technology, the changing demands of different industries, and diversity in society to name a few. Young people must be adequately equipped with relevant knowledge and skills to continually adapt to a rapidly changing employment landscape.

The workplace is changing with automation, globalisation and flexibility expected to be a key feature of jobs by 2030. It is predicted that workers will spend more time learning new skills as well as using critical thinking and entrepreneurial skills. Workers will also need to focus more on verbal communication and interpersonal skills with less time spent on routine and manual tasks. Businesses will be required to be more competitive and therefore employees will need to be increasingly enterprising and find creative ways to adapt in diverse environments. Our students therefore must have relevant knowledge and skills that will support their career pathway from high school to further education and training or employment. Portable skills or transferrable skills such as critical thinking, interpersonal skills, problem solving and having a growth mindset to learn new skills in new environments will be crucial.

Our current students are Generation Z and will have experiences unknown to previous generations. Gen Z’s will be mobile and are predicted to have 17 jobs over their lifetime, with one in two being university educated. It comes as no surprise that they will be digital integrators, reaching for technology to assist them in a range of everyday personal, educational and work tasks. Our current students will be the most educated generation but also need to be the most savvy to ensure that they are marketable to future employers.

Our senior students need to take advantage of many opportunities available to them at Kenmore State High School including a wide range of extra-curricular competitions, university subjects, work experience, school-based traineeships and VET courses. Active participation in the senior school will help adequately prepare students for the workplace that they will be entering in a few years’ time.

Pathways and subject combinations should be considered carefully to ensure that students are accessing the knowledge and skills that will prepare them for the future and combining subjects/courses that are complementary for their pathway. For example, a student wishing to enter a university degree in Health Sciences can study a range of subjects/courses at Kenmore SHS to support this pathway including Health, Physical Education, Certificate III in Fitness and Food and Nutrition. A student wishing to be a Personal Trainer could combine Certificate III in Fitness with Certificate III in Business and Business Management to become an effective small business owner. Lastly, a student wishing to be a Child Psychologist could study Psychology and a Certificate III in Business to gain relevant and current knowledge of children and how they behave before entering a university degree.

Whichever pathway students choose, Kenmore SHS offers a wide range of subjects and courses to meet the needs of our Generation Z students. For more information on choosing complementary subjects and the right pathway, contact the Guidance Officers, Senior Schooling Head of Department or Pathways and Transitions Head of Department.
Changes to Senior Schooling in Queensland

Senior schooling in Queensland is changing to help give students the skills for success in work and life in the future. Across senior subjects, students will acquire 21st century skills to support them as lifelong learners, valued employees, innovators and engaged global citizens.

Under the new QCE system, students can still choose from a wide range of subjects and courses to suit their work and study goals. Assessment will change in QCAA General Subjects, with the introduction of common external assessments.

From 2020, there will also be a new way to rank students who wish to apply for university. The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates, rather than the Overall Position (OP). ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC). Visit QTAC for details: www.qtac.edu.au/for-schools/atar-information.

Senior Education Profile (QCE & QCIA)

Queensland students receive a Senior Education Profile from the QCAA (Queensland Curriculum & Assessment Authority) when they complete Year 12. All students receive a statement of results, which is a transcript of their learning account. Eligible students also receive either a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). Students who are not eligible for the QCE at the end of Year 12 will continue to accrue credit and will receive an updated statement of results and a QCE when eligible.

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

Statement of results

The statement of results is a transcript of a student’s learning account. It shows all contributing studies and the results achieved. 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.

QCE

The QCE is Queensland’s senior secondary schooling qualification. To be issued with a QCE, students need to complete the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

QCIA

The QCIA recognises the achievements of students who undertake individualised learning programs. To be eligible, students must have impairments or difficulties in learning that are not primarily due to socioeconomic, cultural or linguistic factors.
QCE requirements

As well as meeting the below requirements, students must have an open learning account before starting the QCE, and accrue a minimum of one credit from a Core course of study while enrolled at a Queensland school.

**Set amount**
- 20 credits from contributing courses of study, including:
  - QCAA-developed subjects or courses
  - Vocational education and training (VET) qualifications
  - Non-Queensland studies
  - Recognised studies.

**Set pattern**
- 12 credits from completed Core courses of study and 8 credits from any combination of:
  - Core
  - Preparatory (maximum 4)
  - Complementary (maximum 8).

**Set standard**
- Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

**Literacy & numeracy**
- Students must meet literacy and numeracy requirements through one of the available learning options.

Within the set pattern requirement, there are three categories of learning — Core, Preparatory and Complementary. When the set standard is met, credit will accrue in a student’s learning account. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining 8 credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

### Core:
At least 12 credits must come from completed Core courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA General subjects and Applied subjects</td>
<td>up to 4</td>
</tr>
<tr>
<td>QCAA Extension subjects</td>
<td>up to 2</td>
</tr>
<tr>
<td>Certificate II qualifications</td>
<td>up to 4</td>
</tr>
<tr>
<td>Certificate III and IV qualifications (includes traineeships)</td>
<td>up to 8</td>
</tr>
<tr>
<td>School-based apprenticeships</td>
<td>up to 6</td>
</tr>
<tr>
<td>Recognised studies categorised as Core</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

### Preparatory:
A maximum of 4 credits can come from Preparatory courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
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</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>up to 1</td>
</tr>
<tr>
<td>QCAA Short Course in Literacy</td>
<td></td>
</tr>
<tr>
<td>QCAA Short Course in Numeracy</td>
<td>up to 3</td>
</tr>
<tr>
<td>Certificate III qualifications</td>
<td></td>
</tr>
<tr>
<td>Recognised studies categorised as Preparatory</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

### Complementary:
A maximum of 8 credits can come from Complementary courses of study

<table>
<thead>
<tr>
<th>COURSE</th>
<th>QCE CREDITS PER COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>QCAA Short Courses</td>
<td>up to 1</td>
</tr>
<tr>
<td>QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</td>
<td></td>
</tr>
<tr>
<td>QCAA Short Course in Career Education</td>
<td>up to 4</td>
</tr>
<tr>
<td>University subjects</td>
<td>up to 4</td>
</tr>
<tr>
<td>Diplomas and Advanced Diplomas</td>
<td>up to 8</td>
</tr>
<tr>
<td>Recognised studies categorised as Complementary</td>
<td>as recognised by QCAA</td>
</tr>
</tbody>
</table>

The literacy and numeracy requirements for a QCE meet the standards outlined in the Australian Core Skills Framework (ACSF) Level 3.

To meet the literacy and numeracy requirement for the QCE, a student must achieve the set standard in one of the literacy and one of the numeracy learning options:

### Literacy
- QCAA General or Applied English subjects
- QCAA Short Course in Literacy
- Senior External Examination in a QCAA English subject
- FSX20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved English subjects
- Recognised studies listed as meeting literacy requirements

### Numeracy
- QCAA General or Applied Mathematics subjects
- QCAA Short Course in Numeracy
- Senior External Examination in a QCAA Mathematics subject
- FSX20113 Certificate II in Skills for Work and Vocational Pathways
- International Baccalaureate examination in approved Mathematics subjects
- Recognised studies listed as meeting numeracy requirements
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.


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.

Australian Tertiary Admission Rank (ATAR) for University Entrance

From 2020, the Australian Tertiary Admission Rank (ATAR) will replace the Overall Position (OP) as the standard pathway to tertiary study for Queensland Year 12s.

The ATAR is the primary mechanism used nationally for tertiary admissions and indicates a student’s position relative to other students.

The ATAR will be introduced for students commencing Year 11 in 2019, who will graduate from the end of 2020 and seek entry to tertiary courses from 2021.

QTAC will calculate ATARs for Queensland school leavers, including international students at Queensland schools.

If students are aiming for an ATAR for tertiary study entry, Queensland universities have decided that the following rules will apply:

1. only General English subjects or Applied English subjects can be included in the ATAR, but not both.
2. only General Maths subjects or Applied Maths subjects can be included in the ATAR, but not both.
3. only one type of language subject can be included in the ATAR – either General or Senior External Examination, but not both.

What is the ATAR?

The ATAR is the standard measure of overall school achievement used in all other Australian states and territories. It is a rank indicating a student’s position overall relative to other students. The ATAR is expressed on a 2000-point scale from 99.95 (highest) down to 0, in increments of 0.05. ATARs below 30 will be reported as ‘30.00 or less’.

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How do I become eligible for an ATAR?

To be eligible for an ATAR, a student must have:

1. satisfactorily completed an English subject
2. completed five general subjects, or four general subjects plus one applied subject or VET course at AQF certificate III or above
3. accumulated their subject results within a five-year period.

While students must satisfactorily complete an English subject to be eligible for an ATAR, the result in English will only be included in the ATAR calculation if it is one of the student’s best five subjects.

How are ATARs calculated?

The ATAR will be calculated by combining a student’s best five subject scaled scores. Scaled scores will be derived from a student’s subject results as reported to QTAC by the Queensland Curriculum and Assessment Authority (QCAA), using a process of inter-subject scaling.

How does inter-subject scaling work?

Inter-subject scaling is where raw scores for a given subject are adjusted so the results for that subject can be compared fairly with the results of any other subject. If a student of a given ability studies an easier Maths subject they might get a 90/100. But if the same student studied a harder Maths subject they might only get a 70/100. However, if scaling works, they should end up with the same scaled score for inclusion in their ATAR calculation. If subjects were not scaled, students could maximise their ATAR by studying what they believe are the easiest possible subjects to get the highest possible best five subject results to comprise their ATAR.

Inter-subject scaling will not enhance or diminish a student’s performance in their subjects. The student’s ranking relative to other students in their subjects does not change. Scaling simply allows for performances to be compared across all subjects, and then only for the purposes of including these in the calculation of a student’s ATAR.

Vocational Education and Training (VET) and the ATAR

Each VET qualification level (certificate III or higher) will have a single scaled score that can be included in a student’s ATAR. For example, a Certificate III in Fitness and a Certificate III in Business will each have the same scaled score; this will be regardless of the duration or area of study of the certificate III. It is expected that the scaled score for a completed VET diploma will be higher than that for a completed VET certificate IV, which in turn will be higher than the scaled score for a completed VET certificate III.

How do I access my ATAR?

ATARs are expected to be released in mid to late December each year. Students will be able to access their ATARs online and print a PDF version of their Queensland ATAR Result Notice. The result notice will be verifiable from a secure online facility.

For further information concerning ATARs, please go to the website of the Queensland Tertiary Admission Centre (QTAC): https://www.qtac.edu.au/atar-my-path/atar
Vocational Education and Training (VET)

What is VET?

Vocational education and training (VET) assists in the learning of practical workplace skills to prepare for employment. VET links hands-on learning with theoretical understanding. In the past ten years Australia has more than doubled the number of people doing VET. Nearly half of all teenage full-time employees are now completing some form of training leading to a recognised qualification.

Why does VET exist?

VET exists to give people better skills and more opportunities. No matter what type of skills you need or what job you’re interested in, you can get the training you want and deserve. VET qualifications are recognised by employers Australia wide. Your qualification proves that you are competent to do the job. VET is a great way to build your career in almost any industry you can think of. VET can take place within an Australian Apprenticeship, at school, at a Registered Training Organisation such as TAFE, or in the workplace.

Kenmore State High School is registered for the delivery of vocational courses (RTO Code 30071) under ASQA’s jurisdiction and must meet the requirements of the VET Quality Framework (VQF).

Scope of Registration

Kenmore State High School RTO 30071

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Description</th>
<th>Course Provider</th>
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</thead>
<tbody>
<tr>
<td>CUA 10315</td>
<td>Certificate I in Visual Arts</td>
<td>KSHS RTO 30071</td>
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<tr>
<td>CUA20215</td>
<td>Certificate II in Creative Industries</td>
<td>KSHS RTO 30071</td>
</tr>
<tr>
<td>FSK20113</td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>KSHS RTO 30071</td>
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<tr>
<td>SIT10216</td>
<td>Certificate I in Hospitality</td>
<td>KSHS RTO 30071</td>
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</table>

External Training Providers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Qualification Description</th>
<th>Course Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPC10111</td>
<td>Certificate I in Construction</td>
<td>Adapt Education RTO 32452</td>
</tr>
<tr>
<td>SIT20316</td>
<td>Certificate II in Hospitality</td>
<td>Club Training RTO 30978</td>
</tr>
<tr>
<td>BSB20115</td>
<td>Certificate II in Business</td>
<td>Binnacle Training College RTO 31319</td>
</tr>
<tr>
<td>SIS20115</td>
<td>Certificate II in Sport &amp; Recreation/ Certificate III in Sports Coaching</td>
<td>College of Health &amp; Fitness RTO 30798</td>
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<tr>
<td>SIS30315</td>
<td>Certificate III in Fitness</td>
<td>The College of Health &amp; Fitness RTO 30798</td>
</tr>
<tr>
<td>SIS20513</td>
<td>Certificate II in Sports Coaching</td>
<td>College of Sports &amp; Fitness RTO 91345</td>
</tr>
<tr>
<td>AHC20410</td>
<td>Certificate II in Horticulture</td>
<td>Embark College RTO 0699</td>
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<tr>
<td>AUR20516</td>
<td>Certificate II in Automotive Vocational Preparation</td>
<td>Tactile Learning Centre RTO 30922</td>
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<tr>
<td>MEM20413</td>
<td>Certificate II in Engineering Pathways</td>
<td>Skills Generation RTO 41008</td>
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<td>Certificate II in Health Support Services</td>
<td>College of Health &amp; Fitness RTO 30798</td>
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<td>Certificate II in Tourism</td>
<td>Career Training Institute of Australia RTO 6517</td>
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<td>CHC30113</td>
<td>Certificate III in Early Childhood &amp; Care</td>
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<tr>
<td>SIS40215</td>
<td>Certificate IV in Fitness</td>
<td>The College of Health &amp; Fitness RTO 30798</td>
</tr>
</tbody>
</table>
Incompatible VET Course Combinations

Certain VET course combinations are incompatible because they contain several of the same competencies and therefore students are unable to gain credit for both courses. Please note the following course combinations that are not possible.

- Certificate III & IV in Fitness are incompatible with Certificate II in Sports Coaching
- Certificate II in Hospitality is incompatible with Certificate I in Hospitality
- Certificate II in Hospitality is incompatible with Certificate II in Tourism

The VET programs offered by this School can lead to a nationally recognised Certificate if you complete all of the requirements of the qualification, or a Statement of Attainment for those parts that you do successfully complete (if you do not complete the full qualification). This Certificate / Statement of Attainment will be recognised in all eight States / Territories of Australia. There are 12 different types of qualification you can obtain. They are shown in the diagram below.

AQF Qualifications by Educational Sector

<table>
<thead>
<tr>
<th>Schools Sector</th>
<th>Vocational Education and Training Sector (eg TAFE, Private RTOs)</th>
<th>Higher Education Sector (eg Universities)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Advanced Diploma Diploma</td>
<td>Doctoral Degree</td>
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<tr>
<td></td>
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<td>Masters Degree</td>
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<td>Graduate Diploma</td>
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<td>Graduate Certificate</td>
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<td>Senior Secondary</td>
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<tr>
<td>Certificate I</td>
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</tbody>
</table>

At Kenmore State High School, the focus of training not only covers the vocational training requirements but also assists a student to develop the personal qualities of independence, initiative and self-determination which will benefit them in employment and life.

School-Based Apprenticeships & Traineeships

Students in Year 10, 11 or 12 are able to take part in a School-Based Apprenticeship or Traineeship while completing their Senior Phase of Learning.

The School-based Apprenticeship & Traineeship (also known as a SAT) allows a student to complete all or part of a traineeship or apprenticeship while continuing as a student at school and gaining a Queensland Certificate of Education (QCE). The student is considered an employee while in the work place, and is paid a wage in accordance with the payment set for that industry.

The student will attend the workplace for a period of time, usually between eight and twelve hours per week. This may represent one day a week, with weekend work, some evening or some work during the school term, with extra work during school vacations. The training aspect of the program may be done on-the-job, as a second day at TAFE or College or in a block of time during school holidays.

The traineeship/apprenticeship is formalised through the signing of a training agreement. This is a legal document, and so should be carefully considered before signing. Flexible Timetable
arrangements can then be negotiated by students dropping a subject to accommodate the work and training required.

Successful completion of a Qualification can contribute between 4-8 credit points towards a student’s QCE.

For more information on Qualifications that are supported through school based training visit the Apprenticeships Info website at http://apprenticeshipsinfo.qld.gov.au/school-based/index.html or by contacting the school’s Head of Pathways and Transitions – Clair Doevendans. Information on school-based apprenticeships and traineeship vacancies can be found on the Senior Schooling Bulletin which is emailed to senior students and is also included in the parent e-newsletter.

External Course Offerings

Students may wish to broaden their knowledge and start working towards a qualification that is directly linked to their chosen career. They can achieve this by enrolling in a Qualification offered through a TAFE in Schools program. Students can study a range of Certificate I & II Courses that lead to a Workforce Pathway, Certificate III Courses (Full Fee) or Accelerated Courses (Diploma Level and VET Fee-Help)

Enrolments for the TAFE in Schools Courses take place in Semester 2, Year 10. Students need to be committed to completing the courses which cover one day a week for 1 year in year 11 or 12. They must also be prepared to pay tuition and material costs and organise their own transport to and from TAFE.

Flexible Timetable arrangements can then be negotiated by students dropping a subject to accommodate the training required. Successful completion of a Qualification can contribute between 4-8 credits towards a student’s QCE.

Minimum requirements by some of the TAFE campuses require students to have a pass in year 10 English and Maths.

See Mrs Clair Doevendans, Head of Year 11 and Pathways & Transitions for more information.
Individualised Pathways- Support Services

The Support Services across the school include Heads of Department, Heads of Year, Guidance Officers and staff from the Teaching and Learning Support Department. Members of these services will individually discuss and plan a pathway that is targeted for students as part of the Senior Education Planning process.

Heads of Year or Heads of Department may offer for select students to study either the Certificate II in Skills for Work and Vocational Pathways, Short Course in Literacy and or Short Course in Numeracy. Information on these courses are further within this section.

The Teaching and Learning Support department works with students with a disability and their families to design programs that are suitable for students to achieve either their QCE or QCIA. Depending on the student cohort students may be invited to study: ASDAN program, Short Course in Literacy and or Short Course in Numeracy or an individualised Literacy and Numeracy program. Information on these programs is included below.

The Queensland Certificate of Individual Achievement (QCIA) is a certificate for select students in the school. For any eligible students this will be discussed with you in conjunction with an Inclusion Teacher and the Deputy Principal - Inclusion and Differentiation –Mrs Karla Pope. Information on the QCIA Certificate is included below.

ASDAN
The Personal Development Programs offer imaginative ways of developing, recording and certificating a wide range of young people’s personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. The Silver and Gold Awards provide one credit each towards the Queensland Certificate of Education.

Facts and Figures

• Six credits are needed to achieve Bronze (approx. 60 hours)
  o Up to three credits may be included from Short Course Awards

• Twelve credits are needed to achieve Silver (approx. 120 hours)
  o Six of these credits may come from the achievement of the Bronze Award
  o Up to three credits may be included from Short Course Awards

• Twelve credits are needed to achieve Gold (approx. 120 hours)
  o Six of these credits may come from the achievement of the Silver Award
  o Up to three credits may be included from Short Course Awards

Certificate II in Skills for Work and Vocational Pathways.

Students in Years 10, 11 and 12 may enrol in this course by invitation only. This program aims to equip students with the foundation skills needed to take up employment opportunities either during schooling (as paid part-time, work experience, school based apprenticeship or traineeship) or post-schooling. The delivery and assessment may be in a simulated work or industry environment with some supervision. The units are suitable for the school to contextualise to local industry activities.

The expected completion time is 4 semesters / 220 hours. Evidence gathering and assessments may be conducted at the school RTO, through work experience, work placement, simulated work environments or any combination of these.
Queensland Certificate of Individual Achievement (QCIA)

The QCIA recognises and reports the achievements of students whose learning is part of an individual learning program during senior secondary schooling. The QCIA is an official record for students who have completed at least 12 years of education; it provides students with a summary of knowledge and skills demonstrated. The QCIA records educational achievement in two ways — the Statement of Achievement and Statement of Participation. These are useful to present to service providers, training providers and employers.

The legislative framework for the QCIA is defined in Queensland’s Education (Queensland Curriculum and Assessment Authority) Act 2014 and Education (Queensland Curriculum and Assessment Authority) Regulation 2014 (QCAA Regulation). For additional information about the QCIA, visit the QCAA website.

Eligibility for a QCIA

Students eligible for a QCIA pathway should have a history of completing an individual learning program throughout their secondary schooling. Discussions about a QCIA learning pathway must begin before a student starts senior secondary schooling, as part of the senior education and training (SET) Plan process. A collaborative approach involving school staff, parents/carers and the student is needed to determine whether a QCIA pathway is in the student’s best interest. Schools are required to keep documentation about these decisions for the required duration as outlined in Section 13.3.5: Managing student data.

Individual learning programs

An individual learning program:

• is developed for students who have disability, as defined in Queensland’s Disability Discrimination Act 1992, that affects learning and is not primarily due to socioeconomic, cultural and/or linguistic factors

• is a school-developed program of study using curriculum organisers, learning focuses and learning goals from the Guideline for individual learning (GIL)

• is recorded in a QCIA curriculum plan developed using the software application QCIA Curriculum plan builder, accessed via the QCAA Portal

• does not contribute credit to the Queensland Certificate of Education (QCE)

• cannot duplicate learning in any areas of study contributing credit to the QCE, e.g. learning from General, Applied or Short Course syllabuses, or vocational education and training (VET) courses.

Eligibility criteria

According to the Education (Queensland Curriculum and Assessment Authority) Regulation 2014, ss. 118–119, a person is eligible for the issue of a QCIA when all criteria are met:

• the person is nominated for the issue of the certificate by the principal of a school at which the person is enrolled.
From the Guidance Officers

The Senior School: Years 10, 11, and 12

More than any other time in your many years of education, it is the time that you spend in the Senior School that is arguably the most important. This time must be purposeful. The outcomes that you achieve from this period of your education must help you make the transition from school to the next phase of your life. The subjects that you study will be carefully selected; and must constructively lead to outcomes that will ensure you have two things when you leave school: choice and a pathway that helps you towards your goals. Your efforts and the care you take in selecting subjects will help this process.

It should also be noted that education in the Senior School is about developing habits and life skills that will also help you towards success. These have to include attendance, engagement, communication skills, respect for others, and the capacity to seek help if you experience difficulty. You need these skills for university, employment, TAFE, traineeships, apprenticeships, and life in general. The school's Guidance Officers will be available at your SET Plan meetings, school subject selection and information sessions, and by appointment through the office if you need help or further information. When selecting subjects consider:

**Previous Achievements:** What subjects have you done well in? It is likely that you will continue to do well in these areas.

**Subjects You Enjoy:** You are far more likely to engage in and do well at subjects you like.

**Pre-Requisites for University or Tertiary Courses:** Research the courses you might like to undertake after you leave school. Start to think about this in Year 10. Do these pathways or courses have subjects you must study in Years 11 and 12? If so, they need to be a part of your program.

**Important:** Year 11 and Year 12 is not the time to just try a subject or give a subject a go. For example it is not productive to study a subject you will really struggle to pass just because it is a university pre-requisite. You need to be able to have success in your subjects.

**Study Habits:** Year 10 is the time to get your study habits right; before Years 11 and 12. Have a study routine. Balance your life appropriately. Work with your parents and family reference this.

**The Education System:** Know about the ATAR system and the requirements of a Queensland Certificate of Education. This information will be explained at SET Plans, subject selection presentations, and general information sessions. If you don't know, read this handbook or ask.

**Be A Help Seeker:** Find out where the information you need is and where you can access support and help. Make an appointment with the Guidance Officers if you are at all unsure.

Remember: There are lots of pathways and career choice options. They include:

- University
- TAFE
- Work and Employment
- Traineeships
- Apprenticeships

Your time in the Senior School will help you achieve these goals. Remember: if you have any questions, make a Guidance appointment.

Anthony Lutz  |  3327 1513  |  alutz2@eq.edu.au
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.

Kenmore Subject Offerings Year 10, 11 & 12

Mathematics
YEAR 10
- Mathematics
- Mathematics Extension
YEAR 11 & 12
General
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
Applied
- Essential Mathematics

Science
YEAR 10
- German Immersion Science
- General Science
- Biology
- Chemistry
- Engineering
- Physics
- Psychology
YEAR 11 & 12
General
- Biology
- Chemistry
- Engineering
- Physics
- Psychology
Applied
- Science in Practice

Business and Technologies
YEAR 10
- Accounting
- Business
- Design Technology
- Digital Solutions
- STEM
- Fashion
- Food & Nutrition
- Industrial Skills

Certificate Courses
- Cert II in Business, Stand Alone VET BSB20115
- Cert II in Hospitality, Stand Alone VET SIT20316
- Cert III in Early Childhood Education and Care, Stand Alone VET CHC30113

English
YEAR 10
- English
- English Extension
YEAR 11 & 12
General
- English
- Literature
- English & Literature Extension
Applied
- Essential Mathematics

Health and Physical Education
YEAR 10
- Health
- Health & Physical Education
- Physical Education
- Football A & B
YEAR 11 & 12
General
- Health
- Physical Education
Applied
- Sport & Recreation
- Sport & Recreation - Football

Certificate Course
- Cert II in Sport and Recreation & Cert III in Fitness, Stand Alone VET SIS20115 and SIS30315
- Cert IV in Fitness, Stand Alone VET SIS40215

Social Sciences
YEAR 10
- Ancient History
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies
YEAR 11 & 12
General
- Ancient History
- Geography
- Modern History
- Philosophy & Reason
- Legal Studies
Applied
- Social & Community Studies

Languages
YEAR 10
- German
- Immersion German
- Japanese
YEAR 11 & 12
General
- German
- German Extension
- Japanese
Performing Arts

**YEAR 10**
- Dance A & B
- Drama A & B
- Music A – Popular Contemporary Music
- Music Extension A & B

**YEAR 11 & 12**
General
- Dance
- Drama
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)

Visual Art & Media

**YEAR 10**
- Creative Industries A – Photography & Design
- Creative Industries B – Creative Design
- FTV A – Movie Special Effects
- FTV B – Sports, News & Travel Journalism
- Visual Art A - 2 Dimensional Art
- Visual Art B - 3 Dimensional Art

**YEAR 11 & 12**
General
- Film, Television & New Media
- Visual Art

Certificate Courses
- Cert I in Visual Art and Cert II in Creative Industries, Stand Alone VET CUA10315 & CUA20215

Vocational Education Studies (Year 11)

Certificate Courses
- Certificate I in Hospitality Stand Alone VET SIT10216
- Certificate I in Construction, Stand Alone VET CPC10111
- Certificate II in Health Support Services. Stand Alone VET HLT23215
- Certificate II in Engineering Pathways, Stand Alone VET MEM20413
- Certificate II in Tourism, Stand Alone VET SIT20116
- Certificate II in Automotive Vocational Preparation, Stand Alone VET AUR20716
- Certificate II in Horticulture, Stand Alone VET AHC20410
- Certificate II in Sports Coaching, Stand Alone VET SIS20513
- Certificate II in Financial Services Stand Alone VET FNS20115
Year 10 Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 but whose future studies or employment pathways do not require advanced mathematics of Specialist Mathematics or Mathematical Methods.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Objectives
By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; algebra</td>
<td>Trigonometry &amp; Pythagoras</td>
<td>Mensuration</td>
<td>Statistics</td>
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<tr>
<td>Money &amp; finance</td>
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<td>Probability</td>
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</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E).

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Number &amp; algebra, Money and Finance Exam</td>
<td>Trigonometry &amp; Pythagoras Exam</td>
<td>Mensuration and Probability Exam Probability assignment</td>
<td>Statistics Exam</td>
</tr>
</tbody>
</table>
Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to general mathematical studies of General Mathematics and Essential Mathematics. This course will also prepare students to be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students will become numerate individuals with necessary skills to operate successfully in everyday life.
Year 10 Extension Mathematics is designed for students who want to extend their mathematical skills beyond Year 9 and whose future studies or employment pathways require advanced mathematics of Specialist Mathematics or Mathematical Methods.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Objectives

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

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<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and Algebra</td>
<td>Measurement</td>
<td>Pythagoras and Trigonometry</td>
<td>Indices, Logs and Surds</td>
</tr>
<tr>
<td>Number and Algebra 2</td>
<td>Statistics</td>
<td>Indices, Logs and Surds</td>
<td>Probability</td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E).

<table>
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<tr>
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<th>Topic 3</th>
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<tbody>
<tr>
<td></td>
<td>and modelling task</td>
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</table>

Pathways in Senior

At the completion of this course students should have the prior knowledge and skills to enter to advanced mathematical studies of Specialist Mathematics and Mathematical Methods. This course will also prepare students to study science subjects namely Physics and Chemistry. These subjects provide valuable skills in the workplace and prepare students for tertiary studies in Mathematics, Science, Engineering, and some courses such as Economics, Technology, Management and Agriculture.
Essential Mathematics
Applied senior subject

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

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, data and graphs</strong></td>
<td><strong>Money, travel and data</strong></td>
<td><strong>Measurement, scales and data</strong></td>
<td><strong>Graphs, chance and loans</strong></td>
</tr>
<tr>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
<td>- Fundamental topic: Calculations</td>
</tr>
<tr>
<td>- Number</td>
<td>- Managing money</td>
<td>- Measurement</td>
<td>- Bivariate graphs</td>
</tr>
<tr>
<td>- Representing data</td>
<td>- Time and motion</td>
<td>- Scales, plans and models</td>
<td>- Probability and relative frequencies</td>
</tr>
<tr>
<td>- Graphs</td>
<td>- Data collection</td>
<td>- Summarising and comparing data</td>
<td>- Loans and compound interest</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>- Problem-solving and modelling task</td>
<td>- Problem-solving and modelling task</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>- Common internal assessment (CIA)</td>
<td>- Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
General Mathematics
General senior subject

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

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

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

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

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

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

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

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

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>20%</td>
</tr>
<tr>
<td>• Problem-solving and modelling task</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td>15%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>50%</td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Mathematical Methods
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

<table>
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<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra, statistics and functions</strong>&lt;br&gt;• Arithmetic and geometric sequences and series 1&lt;br&gt;• Functions and graphs&lt;br&gt;• Counting and probability&lt;br&gt;• Exponential functions 1&lt;br&gt;• Arithmetic and geometric sequences</td>
<td><strong>Calculus and further functions</strong>&lt;br&gt;• Exponential functions 2&lt;br&gt;• The logarithmic function 1&lt;br&gt;• Trigonometric functions 1&lt;br&gt;• Introduction to differential calculus&lt;br&gt;• Further differentiation and applications 1&lt;br&gt;• Discrete random variables 1</td>
<td><strong>Further calculus</strong>&lt;br&gt;• The logarithmic function 2&lt;br&gt;• Further differentiation and applications 2&lt;br&gt;• Integrals</td>
<td><strong>Further functions and statistics</strong>&lt;br&gt;• Further differentiation and applications 3&lt;br&gt;• Trigonometric functions 2&lt;br&gt;• Discrete random variables 2&lt;br&gt;• Continuous random variables and the normal distribution&lt;br&gt;• Interval estimates for proportions</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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Summative assessments

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<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Problem-solving and modelling task</td>
<td>20%&lt;br&gt;<strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Examination</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination</td>
<td>15%&lt;br&gt;<strong>Summative external assessment (EA):</strong> 50%&lt;br&gt;• Examination</td>
</tr>
</tbody>
</table>
Specialist Mathematics

General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Combinatorics, vectors and proof</strong>&lt;br&gt;• Combinatorics&lt;br&gt;• Vectors in the plane&lt;br&gt;• Introduction to proof</td>
<td><strong>Complex numbers, trigonometry, functions and matrices</strong>&lt;br&gt;• Complex numbers 1&lt;br&gt;• Trigonometry and functions&lt;br&gt;• Matrices</td>
<td><strong>Mathematical induction, and further vectors, matrices and complex numbers</strong>&lt;br&gt;• Proof by mathematical induction&lt;br&gt;• Vectors and matrices&lt;br&gt;• Complex numbers 2</td>
<td><strong>Further statistical and calculus inference</strong>&lt;br&gt;• Integration and applications of integration&lt;br&gt;• Rates of change and differential equations&lt;br&gt;• Statistical inference</td>
</tr>
</tbody>
</table>

**Assessment**

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

**Summative assessments**

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Problem-solving and modelling task</td>
<td>20%&lt;br&gt;<strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination</td>
</tr>
</tbody>
</table>
English
Year 10 subject

The aim of this year long course is to continue building strong foundations of language, literature and literacy for all students. English offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives.

In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources 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.

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
- make language choices for particular purposes and contexts

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
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<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Resilience and Finding Hope</strong>&lt;br&gt;Students will evaluate a variety of texts analysing the representations of values, attitudes and cultural beliefs of a society which writers represent and create.</td>
<td><strong>Walk a Mile in Someone else's shoes</strong>&lt;br&gt;Students will intimately analyse and evaluate a novel in order to create their own narrative intervention to fill a gap in the base text.</td>
<td><strong>Romeo and Juliet</strong>&lt;br&gt;Students will analyse the themes in the play, Romeo and Juliet, in order to evaluate their relevance to today.</td>
<td><strong>Representations in the media</strong>&lt;br&gt;Students will develop a deep understanding of the representations of groups and issues within the media.</td>
</tr>
</tbody>
</table>
Assessment

Assessment techniques include:
1. analytical essays
2. spoken expository multimodal performances
3. creative writing tasks

Pathways in Senior

This course is designed as a foundation into all strands of Senior English: English, English Essentials, Literature, as well as English and Literature Extension. The course will be suitable for students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. It is recommended however, that Year 10 students who do not achieve a Sound Level of Achievement in Year 10 English study English Essentials in Years 11 and 12.
The aim of this course is to challenge those students who have a genuine interest in reading, and would like to experiment with the art of creative writing in both, fiction and non-fiction genres.

Year 10 English Extension is a one semester course offered in both semesters of Year 10. It caters for those high achieving students who wish to explore and understand the theories and practices that underlie the reading and writing of literature. It provides a sound foundation for interpreting all manner of writings from literature to scientific papers, and is a pathway into the many choices available in senior English, including Year 12 English and Literature Extension.

This course promotes independent reading of English Literature. The texts studied are based on individual choice but students need to use the taught literary theories as a base for in depth understanding and interpretation of their choice of fiction. This understanding is then used by the students to develop a folio of their own creative writing. Students use these portfolios to participate in an end of semester presentation where they share readings.

In order to be successful in English Extension students need the ability to work independently and be able to constructively engage with their peers and the work they have produced.

This course is designed for students wishing to enhance the skills necessary to achieve a deeper interpretation of literature aided by the study of specific literary theories and criticism. This enhances the students’ understanding and appreciation of the text and the individual components that work synergistically to create the text. This understanding of the mechanics used by an author to create a literary text is then used by the students to construct their own creative work.

The reading/writing workshops have 3 components:
1. independent fiction reading based on individual choice
2. peer and teacher/student written and oral dialogues about what is written and read
3. on-going creative writing based on students’ individual choices.

The extent of work covered each semester may comprise the following:
- a focus mini-lesson on skills and reading/writing models (teacher input)
- observation and recording (students and teacher)
- sustained silent reading (students)
- in-class and peer/teacher dialogues
- sharing (students and teacher)

Objectives
By the conclusion of the course of study, students will:
- Demonstrate understanding of literary texts studied to develop interpretation/s
- Demonstrate understanding of different theoretical approaches to exploring meaning in texts
- Demonstrate understanding of the relationships among theoretical approaches
- Apply different theoretical approaches to literary texts to develop and examine interpretations
- Analyse how different genres, structures and textual features of literary texts support different interpretations
- Evaluate theoretical approaches used to explore different interpretations of literary texts
Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Written and spoken communication based on the student’s reading.</td>
<td>• Compiling a folio of the student’s writing.</td>
<td>• Participation in an end-of-course presentation where the students will share readings from their folios.</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

Preferred Prerequisites:

A genuine interest in reading is desirable. A desire to write creatively, in both fiction and non-fiction genres, is required. The ability to work independently and share with peers, would be advantageous.

It is advisable that only those students maintaining a Sound Level of Achievement or higher in Year 10 Extension English study Senior English. It is recommended that Year 10 students who do not achieve a Sound Level of Achievement consult with their teacher before choosing either English or English Communication.

Pathways in Senior

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

A course of study in English Extension 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. It is recommended however, that Year 10 students be consistently attaining an A or B average to study English Extension.
English
General senior subject

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

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

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

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

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

- use patterns and 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

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

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>25%</td>
</tr>
<tr>
<td>- Extended response — written response for a public audience</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>25%</td>
</tr>
<tr>
<td>- Extended response — persuasive spoken response</td>
<td>- Extended response — imaginative written response</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>25%</td>
</tr>
<tr>
<td>- Examination — analytical written response</td>
<td>Summative external assessment (EA):</td>
</tr>
</tbody>
</table>


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.

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.

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.
Structure

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

Assessment

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<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Extended response — imaginative spoken/multimodal response</td>
<td>• Extended response — imaginative written response</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Examination — analytical written response</td>
<td>• Examination — analytical written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
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<tr>
<td>25%</td>
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</tbody>
</table>
English & Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Unit 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ways of reading</td>
<td>Exploration and evaluation</td>
</tr>
<tr>
<td>- Readings and defences</td>
<td>- Extended academic research paper</td>
</tr>
<tr>
<td>- Complex transformation and defence</td>
<td>- Application of theory</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Extended response — reading and defence</td>
<td>- Extended response — academic research paper</td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>- Extended response — complex transformation and defence</td>
<td>- Examination — theorised exploration of unseen text</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language that works</td>
<td>Texts and human experiences</td>
<td>Language that influences</td>
<td>Representations and popular culture texts</td>
</tr>
<tr>
<td>• Responding to a variety of texts used in and developed for a work context</td>
<td>• Responding to reflective and nonfiction texts that explore human experiences</td>
<td>• Creating and shaping perspectives on community, local and global issues in texts</td>
<td>• Responding to popular culture texts</td>
</tr>
<tr>
<td>• Creating multimodal and written texts</td>
<td>• Creating spoken and written texts</td>
<td>• Responding to texts that seek to influence audiences</td>
<td>• Creating representations of Australian identities, places, events and concepts</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Extended response — spoken/signed response</td>
<td>• Extended response — Multimodal response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative internal assessment (IA4):</strong></td>
</tr>
<tr>
<td>• Common internal assessment (CIA)</td>
<td>• Extended response — Written response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Ancient History
Year 10 subject

Ancient History is concerned with studying 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, enriching their appreciation of humanity and the relevance of the ancient world. Importantly, Ancient History illustrates the development of some of the distinctive features of modern society which have shaped our identity.

This one semester course focuses on investigating the past through analysing and interpreting archaeological and written evidence. Students will develop these skills as well as the ability to construct arguments and challenge assumptions through inquiry-based learning.

Objectives

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

- Comprehend terms, issues and historical concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence to form a historical assessment
- Evaluate historical interpretations to make judgements
- Create responses that communicate meaning to suit audience and purpose

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Archaeology and The Bronze Age Aegean</strong></td>
<td><strong>Religion and Mythology in Classical Greece</strong></td>
<td><strong>Individuals who shaped the Ancient World.</strong></td>
</tr>
<tr>
<td>Students will comprehend terms, issues and concepts in relation to the geographical and historical context of the Bronze Age Aegean, including the ancient societies of Minoan Crete, Mycenae and Troy. In addition, students will investigate how the ancient past has been represented and the role of archaeology in historical inquiry.</td>
<td>Students will explore the relationship between religion, mythology and daily life in Classical Greece. Through an inquiry based unit they will develop an understanding of the interrelatedness of aspects of life in the ancient world, and in particular in Athens and Sparta in the 5th and 4th centuries BCE.</td>
<td>Do people make history, or are they a product of history? Students will investigate key personalities of the Ancient World and the social, political and economic institutions in which they operated as well as the way in which these personalities have been portrayed and represented over time.</td>
</tr>
</tbody>
</table>
Assessment

The key cognitive objectives of the course constitute the criteria by which students will be assessed.

Assessment techniques include:
1. Examination - short response to historical sources (50%)
2. Investigation – historical essay based on research (50%)

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Ancient History. However, the skills taught in Ancient History are valuable in any subject in which students must think critically and creatively, evaluate information and communicate with clarity. The research and writing skills developed in Ancient History are particularly valuable for students considering tertiary pathways. Furthermore, the ability to critically evaluate information and perspectives is a highly desired trait in an increasing world of ‘information overload’.

A course of study in Ancient 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, health, writing, academia and research.
Geography  
Year 10 subject

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysis and evaluation, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed decision makers, as they interpret global concerns and make genuine and creative contributions to society. These critical skills are valued in an increasingly globalised, interconnected world. When students think geographically they observe, gather, organise, analyse and present data and information across a range of scales.

Field studies are central to the study of Geography in the 21st century. A study of Geography provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of primary data. There will be an excursion linked to an integral assessment item. There will be a cost involved e.g. $40 for a day trip to the Gold Coast.

Objectives

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

- Investigate how different nations and human populations across the globe respond to a variety of natural hazards.
- Analyse environmental challenges and address social and economic inequalities that exist between and within places.
- Evaluate proposed studies and apply sustainable development practices to form recommendations for the future.
- Communicate using a variety of genre and media

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Change and Management – Case Study: Coastal Management</td>
<td>Responding to risk and vulnerability in hazard zones - Natural Hazards</td>
</tr>
<tr>
<td>Students investigate the sustainability of current practices in the ways in which humans utilize the natural environment. Students will recognize the difficulty but possibility of appeasing the perspectives of different stakeholders. Students will develop and plan strategies to help provide a more sustainable future</td>
<td>Students investigate the risk/s posed by specific natural hazards in recognised hazard zones and analyse the vulnerability of local communities and identify ways to respond. Students propose action to eliminate or minimise harm to people and the environment in natural hazard zones</td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1: Environmental Change and Management – Case Study: Coastal Management</th>
<th>Topic 2: Responding to risk and vulnerability in hazard zones - Natural Hazards</th>
</tr>
</thead>
</table>
| **Assessment 1:**  
‘Investigation – Field Report’ (approx. 1000 words after studies of The Broadwater and the Southport Spit on the Gold Coast) | **Assessment 2:**  
‘Combination Response Exam’ (2 parts each 1 hour duration. Part 1 - recalling and explaining geographical features, elements and processes. Part 2 – comprehending, analysing, applying and communicating geographic understanding in response to unseen stimulus material related to the course of study.) |

Pathways in Senior

This course is primarily designed as an introductory pathway into Year 11 & 12 Geography; however, the skills of analysis and evaluation developed will benefit the study of any Senior Social Science including Ancient History, Modern History and Philosophy.
Modern History describes the study of the past 200 years approximately and allows us to understand why our modern world is the way it is. Students will gain insight into how changes and continuities have shaped today’s world. This subject is designed to establish a foundation for Senior studies in both Ancient and Modern History in Years 11 and 12, but will also provide all students with valuable skills in evaluating sources, academic writing and research skills. Year 10 Modern History has an emphasis on key events and individuals that have shaped the 20th Century and 21st Century.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• World War II (1939-1945)</td>
<td>• Great People that shaped the 20th Century</td>
<td>• 9/11: The Emergence of Modern Terrorism</td>
</tr>
<tr>
<td>Students will investigate the origins, developments and outcomes of the Second World War. Students explore the rise of Nazi Germany and Imperial Japan, with a specific focus on how nationalist ideologies underpinned the actions of nations. Students also investigate the ideological tensions between the remaining superpowers, the United States and Soviet Union, to determine the influence on events and developments during the war.</td>
<td>Students investigate significant individuals of the 20th Century through the lens of Thomas Carlyle’s ‘Great Person Theory’. Students will determine whether the attributes and characteristics of certain individuals make them great, or whether history has exaggerated the extent to which they influenced history. Students develop an inquiry that allows them to investigate a person of their choosing from the 20th Century.</td>
<td>Students explore the meaning of ‘terrorism’ in the 21st Century, with a specific focus on debunking existing stereotypes and myths that may exist about this phenomenon. Students investigate the depiction of terrorism in popular culture and debate the influence of the media. A specific focus of this unit is to determine whether the notion of ‘terrorism’ is new to the 21st Century, or whether it has existed in other forms prior to September 11, 2001.</td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal assessment 1:</strong></td>
<td><strong>Internal assessment 2:</strong></td>
<td><strong>Internal assessment 3:</strong></td>
</tr>
<tr>
<td>• Short Response to Stimulus Test</td>
<td>• Source Investigation Task (Research Based)</td>
<td>• Research Paragraph</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>

Pathways in Senior

Modern History offers pathways to other Senior Social Sciences such as Modern History, Ancient History, Geography and Philosophy.

The study of Modern History provides important life skills and can help us live more effectively as global citizens. To live purposefully, ethically and happily with others, we must be able to make wise decisions. Studying history can help us develop the knowledge, skills and values needed to make those decisions.

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, health, writing, academia and research. Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Philosophy & Reason
Year 10 subject

The aim of this one semester course is to introduce and engage students in key philosophical ideas and debates, both ancient and modern, that continue to influence the contemporary world. More importantly, through this inquiry, the course explicitly seeks to develop students’ critical thinking skills, the ability to formulate logical arguments both orally and in writing, and the disposition to value and actively participate in constructive, collaborative dialogue with others in a common search for deeper understanding and truth.

Central to the method of learning in this course is the use of the Community of Inquiry model, which involves learners working collaboratively to investigate and engage with philosophical problems and issues. Through this structured dialogue, together with stimulus reviews, written reflections and essays, students develop the skills of argument analysis and evaluation, the ability to reason logically, and to value evidence-based decision making.

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

- Define and use terminology
- Explain concepts, methods, principles and theories
- Interpret and analyse arguments, ideas and information
- Organise and synthesise ideas and information to construct arguments
- Evaluate claims and arguments inherent in theories, views and ideas
- Create responses that communicate meaning to suit purpose.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking Critically</td>
<td>Identity</td>
<td>Ethics</td>
</tr>
<tr>
<td>Engaging with contemporary debates, students investigate key criteria in order to determine the credibility (believability) of information - a vital skill in our present era of ‘fake news’, ‘alternative facts’ and the blurring of reporting and opinion.</td>
<td>Students develop a deeper understanding of the notion of identity through investigating questions such as what is human nature? Are we free? And, with the rise of robotics and AI, what defines a person?</td>
<td>Students critique a variety of philosophical viewpoints on this topic in order to formulate their own reasoned argument as to what it means to do the right thing.</td>
</tr>
</tbody>
</table>
Assessment
The key cognitive objectives of the course constitute the criteria by which students will be assessed.

Assessment techniques include:
1. performance of critical thinking skills in philosophical discussions & presentations (25%)
2. analytical essays and reflection journals (75%)

Pathways in Senior
This course is designed as an introductory pathway into Year 11 & 12 Philosophy & Reason. However, the critical thinking skills and dispositions fostered are relevant to all areas of intellectual inquiry. The ability to analyse, present argument and reason well are highly useful life skills which have been consistently identified by community and business leaders as necessary for success in the modern working environment. The skills acquired in this course are also particularly beneficial for those considering university level study in any subject. Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Legal Studies
Year 10 subject

Legal Studies focuses on the interaction between society and the discipline of law. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Legal Studies explores the role and development of law in response to current issues. This is important as the law is dynamic and evolving, based on values, customs and norms that are challenged by technology, society and global influences.

Objectives

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

- have an understanding of legal processes and concepts which enable citizens to be better informed and able to constructively question and contribute to the improvement of laws and legal processes
- comprehend the foundations of law and the criminal justice process through to punishment and sentencing
- analyse issues and evaluate how the rule of law, justice and equity can be achieved in contemporary contexts
- develop the primary skills of inquiry, critical thinking, problem-solving and reasoning to enable them to make informed and ethical decisions and recommendations and
- be able to make constructive judgments on, and knowledgeable commentaries about, the law and its processes.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Law and Order</strong></td>
<td><strong>Youth Justice</strong></td>
</tr>
<tr>
<td>• Why we have laws</td>
<td>• Rights of the Child</td>
</tr>
<tr>
<td>• Common v statute law</td>
<td>• Responsibilities of the Child</td>
</tr>
<tr>
<td>• Civil v criminal law</td>
<td>• Criminal Responsibility</td>
</tr>
<tr>
<td>• The Court hierarchy</td>
<td>• Police Powers</td>
</tr>
<tr>
<td>• Doctrine of Precedent</td>
<td>• Sentencing</td>
</tr>
<tr>
<td>• The High Court</td>
<td>• Civil matters</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Examination – Combination Response</td>
<td><strong>Assessment 2:</strong> Extended Response – Research Assignment</td>
</tr>
</tbody>
</table>

Pathways in Senior

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.
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. They will study the development of 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 to form a historical argument
- Evaluate historical interpretations to make judgements
- Create responses that communicate meaning to suit audience and purpose.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating the Ancient World</td>
<td>Personalities in Their Time</td>
<td>Reconstructing the Ancient World</td>
<td>People, Power and Authority</td>
</tr>
<tr>
<td>• Digging Up the Past</td>
<td>• Hannibal Barca</td>
<td>• Fifth Century Athens (BCE)</td>
<td>• Ancient Rome - Civil War and the Breakdown of the Republic</td>
</tr>
<tr>
<td>• Ancient Societies - Beliefs, rituals and funerary practices.</td>
<td>• Hatshepsut</td>
<td>• Philip II and Alexander III of Macedon</td>
<td>• Augustus</td>
</tr>
</tbody>
</table>

Assessment
Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.
In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

### Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — essay in response to historical sources</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Investigation — historical essay based on research</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Independent source investigation</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination — short responses to historical sources</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Geography focuses on the significance of ‘place’ and ‘space’ in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

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

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork is a mandated requirement for this subject, with a day fieldtrip to Fortitude Valley in Year 11 at a cost $30 and an overnight camp in Year 12 to Numinbah Valley at an approximate cost of $110.

Pathways

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

Objectives

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

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to risk and vulnerability in hazard zones</td>
<td>Planning sustainable places</td>
<td>Responding to land cover transformations</td>
<td>Managing population change</td>
</tr>
<tr>
<td>• Ecological hazard zones</td>
<td>• Responding to challenges facing a place in Australia</td>
<td>• Land cover transformations and climate change</td>
<td>• Population challenges in Australia</td>
</tr>
<tr>
<td></td>
<td>• Managing the challenges facing a megacity</td>
<td>• Responding to local land cover transformations</td>
<td>• Global population change</td>
</tr>
</tbody>
</table>

Fieldwork is a mandated requirement for this subject, with a day fieldtrip to Fortitude Valley in Year 11 at a cost $30 and an overnight camp in Year 12 to Numinbah Valley at an approximate cost of $110.
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| Summative internal assessment 1 (IA1):  
  • Examination — combination response | 25% | Summative internal assessment 3 (IA3):  
  • Investigation — data report | 25% |
| Summative internal assessment 2 (IA2):  
  • Investigation — field report | 25% | Summative external assessment (EA):  
  • Examination — combination response | 25% |
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas in the modern world</strong>&lt;br&gt;• Age of Imperialism, 1848–1914&lt;br&gt;• Russian Revolution, 1905–1920s</td>
<td><strong>Movements in the modern world</strong>&lt;br&gt;• Australian Indigenous rights movement since 1967&lt;br&gt;• Anti-apartheid movement in South Africa, 1948–1991</td>
<td><strong>National experiences in the modern world</strong>&lt;br&gt;• Germany, 1914–1945&lt;br&gt;• China, 1931–1976</td>
<td><strong>International experiences in the modern world</strong>&lt;br&gt;• Cold War, 1945–1991&lt;br&gt;• Australian engagement with Asia since 1945</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.
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### Summative assessments

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</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination — essay in response to</td>
<td>• Investigation — historical essay based on</td>
</tr>
<tr>
<td>historical sources</td>
<td>research</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Independent source investigation</td>
<td>• Examination — short responses to</td>
</tr>
<tr>
<td>25%</td>
<td>historical sources</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, as well as collaboration and communication.

Pathways
A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

Objectives
By the conclusion of the course of study, students will:
- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals of reason</strong></td>
<td><strong>Reason in philosophy</strong></td>
<td><strong>Moral philosophy and schools of thought</strong></td>
<td><strong>Social and political philosophy</strong></td>
</tr>
</tbody>
</table>
| The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic. | Philosophy of religion  
  Philosophy of science  
  Philosophy of mind. | Moral philosophy  
  Philosophical schools of thought | Rights  
  Political philosophy |
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — extended response</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Extended response — analytical essay</td>
<td>25%</td>
</tr>
</tbody>
</table>

Year 10 and 11 History and Philosophy students of 2020 will have priority for inclusion in the Kenmore High international study tour of the history of Greece and Italy proposed for the September school vacation of 2020.
Social & Community Studies
Applied senior subject

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters in the individual appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future.

Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways
A course of study in Social & Community Studies can establish a basis for further education and employment, as it helps students develop the skills and attributes necessary in all workplaces.

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

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations
- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.
Structure

The Social and Community Studies course is designed around three core life skills areas which must be covered within every elective topic studied, and be integrated throughout the course.

<table>
<thead>
<tr>
<th>Core life skills</th>
<th>Elective topics</th>
</tr>
</thead>
</table>
| Personal skills — Growing and developing as an individual | Year 11  
  • Australia’s place in the world  
  • Today’s society  
  • The world of work  
  • Into relationships |
| Interpersonal skills — Living with and relating to other people | Year 12  
  • The Arts and the community  
  • Legally, it could be you  
  • Money management |
| Citizenship skills — Receiving from and contributing to community |

Assessment

For Social and Community Studies, 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 or investigation
- one examination
- no more than two assessments from each technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| At least two different components from the following:  
  • written: 500–900 words  
  • spoken: 2½–3½ minutes  
  • multimodal: 3–6 minutes  
  • performance: continuous class time  
  • product: continuous class time. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal: 4–7 minutes. | Presented in one of the following modes:  
  • written: 600–1000 words  
  • spoken: 3–4 minutes  
  • multimodal: 4–7 minutes. | 60–90 minutes  
  • 50–250 words per item on the test |
Legal Studies
General senior subject

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

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

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

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

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

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

Structure

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

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Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Investigation — argumentative essay</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Investigation — inquiry report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Head of Department – Mr Chris Bailey

cbail32@eq.edu.au

33271592
German Immersion Science
Year 10 subject

This year long course provides opportunities for students to develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students study each of the four main disciplines (Physics, Chemistry, Biology and Earth Science) across the year. While this subject is mandatory for all German Immersion students they are also able to select any of the semester long discipline specific science subjects on offer.

Students will plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Chemistry</td>
<td>Biology</td>
<td>Earth Science</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed using a range of techniques including a scientific reports, research tasks and exams.

Pathways in Senior
This course is designed as an introductory pathway into Year 11 & 12 Science subjects. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering a university course.
General Science
Year 10 subject

This one semester unit provides opportunities for students to develop critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of science disciplines - Biology, Chemistry and Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Physics of Car Crashes</td>
<td>Forensic Science</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed using a range of techniques including a scientific report and an end of semester exam.

Pathways in Senior
This course is designed as an introductory pathway into Year 11 & 12 Science in Practice. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering employment in a science related field.
Biology
Year 10 subject

The aim of this one semester course is to introduce and engage students with living systems.

The content is focussed on the concepts of heredity and the continuity of life. The course is designed to cover the year 10 Biology ACARA course along with introductory aspects of the year 11 and 12 syllabus.

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 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.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heredity</td>
<td>Evolution</td>
</tr>
<tr>
<td>DNA and chromosomes</td>
<td>Natural selection</td>
</tr>
<tr>
<td>Meiosis and mitosis</td>
<td>Evaluation of theories</td>
</tr>
<tr>
<td>Genetics</td>
<td>Origins of life</td>
</tr>
<tr>
<td>Genetic engineering</td>
<td>Mechanisms and patterns of evolution</td>
</tr>
</tbody>
</table>

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Research Investigation, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Biology. However, the critical thinking, analysis and evaluation skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.
The aim of this one semester course is to introduce and engage students with study of materials and their properties and structure. The course is designed to cover the year 10 Chemistry ACARA course along with introductory aspects of the year 11 and 12 syllabus.

Students study atomic theory, chemical bonding, and the structure and properties of elements and 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.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Periodic table</td>
<td>Rates of reaction</td>
</tr>
<tr>
<td>Atomic theory</td>
<td>Planning &amp; conducting a scientific investigation</td>
</tr>
<tr>
<td>Mole concept</td>
<td>Ionic compounds</td>
</tr>
<tr>
<td>Practical and data analysis skills</td>
<td></td>
</tr>
</tbody>
</table>

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.

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Student Experiment, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Chemistry. However the critical thinking, analysis and evaluation skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.
Engineering
Year 10 subject

This one semester unit in 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.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Problem solving in Engineering</td>
<td>• Dynamics</td>
</tr>
<tr>
<td>• Engineering mechanics</td>
<td>• Autonomy</td>
</tr>
</tbody>
</table>

Assessment
Students will be assessed using a range of techniques including projects, folios of work and exams.

Pathways in Senior
This course is designed as an introductory pathway into Year 11 & 12 Engineering. However, the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering University study in an Engineering/Science field.
Physics

Year 10 subject

This one semester unit provides opportunities for students to engage with classical and modern understandings of the universe. The course is designed to cover the year 10 Physics ACARA course along with introductory aspects of the year 11 and 12 syllabus.

Students learn about the fundamental 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 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.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear motion</td>
<td>Electricity</td>
</tr>
<tr>
<td>Newtons laws</td>
<td>Electric potential energy</td>
</tr>
<tr>
<td></td>
<td>Volts, amps, ohms</td>
</tr>
<tr>
<td></td>
<td>Ohms law</td>
</tr>
<tr>
<td></td>
<td>Power and efficiency</td>
</tr>
<tr>
<td></td>
<td>Series and parallel circuits</td>
</tr>
</tbody>
</table>
Assessment
Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a Student Experiment, Data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior
This course is designed as an introductory pathway into Year 11 & 12 Physics. However the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.
Psychology
Year 10 subject

This one semester unit provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. The course will provide an introduction to the senior Psychology course and helps students to develop the skills and knowledge required.

Students will examine the role of psychology in society and as a science, including famous experiments that have shaped this field of study. They will learn about the role of the brain and nervous system in the body and explore the neurobiology of this system and the imaging techniques used to investigate it. They will examine individual thinking and how it is determined by the brain, including perception, memory, and learning and consider the role and importance of sleep throughout life.

Students will learn skills to enable them to research and evaluate claims in order to solve problems and generate informed decisions. They will develop skills around data analysis and be able to interpret figures and statistics to draw justified conclusions. Through investigations they will develop problem-solving skills and apply this understanding to real world research.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data analysis</td>
<td>• The role of the brain</td>
</tr>
<tr>
<td>• Memory &amp; perception</td>
<td>• Sleep &amp; consciousness</td>
</tr>
</tbody>
</table>

Assessment

Students will be assessed using the same techniques as applied in years 11 and 12. Assessment will consist of a research task, data analysis test and an end of semester exam which will assess learning across the two terms.

Pathways in Senior

This course is designed as an introductory pathway into Year 11 & 12 Psychology. However the critical thinking, analysis and research skills that are developed are relevant to many areas of employment. Skills and knowledge acquired in this course are also particularly beneficial for those considering university level study in any subject.
Biology provides opportunities for students to engage with living systems.

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cells and multicellular organisms</strong></td>
<td><strong>Maintaining the internal environment</strong></td>
<td><strong>Biodiversity and the interconnectedness of life</strong></td>
<td><strong>Heredity and continuity of life</strong></td>
</tr>
<tr>
<td>• Cells as the basis of life</td>
<td>• Homeostasis</td>
<td>• DNA, genes and the continuity of life</td>
<td>• DNA, genes and the continuity of life</td>
</tr>
<tr>
<td>• Multicellular organisms</td>
<td>• Infectious diseases</td>
<td>• Describing biodiversity</td>
<td>• Continuity of life on Earth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ecosystem dynamics</td>
<td></td>
</tr>
</tbody>
</table>

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Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Data test</td>
<td>• Research investigation</td>
</tr>
<tr>
<td>10%</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td>20%</td>
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<tr>
<td><strong>Summative external assessment (EA):</strong></td>
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<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td></td>
</tr>
</tbody>
</table>
Chemistry
General senior subject

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

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chemical fundamentals — structure, properties and reactions</strong>&lt;br&gt;• Properties and structure of atoms&lt;br&gt;• Properties and structure of materials&lt;br&gt;• Chemical reactions — reactants, products and energy change</td>
<td><strong>Molecular interactions and reactions</strong>&lt;br&gt;• Intermolecular forces and gases&lt;br&gt;• Aqueous solutions and acidity&lt;br&gt;• Rates of chemical reactions</td>
<td><strong>Equilibrium, acids and redox reactions</strong>&lt;br&gt;• Chemical equilibrium systems&lt;br&gt;• Oxidation and reduction</td>
<td><strong>Structure, synthesis and design</strong>&lt;br&gt;• Properties and structure of organic materials&lt;br&gt;• Chemical synthesis and design</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
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</tr>
<tr>
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</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
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<tr>
<td>• Student experiment</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong> 50%</td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Engineering
General senior subject

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engineering fundamentals and society</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engineering history</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The problem-solving process in Engineering</td>
<td></td>
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<tr>
<td>• Engineering communication</td>
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<td></td>
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<tr>
<td>• Introduction to engineering mechanics</td>
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<tr>
<td>• Introduction to engineering materials</td>
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<tr>
<td><strong>Emerging technologies</strong></td>
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<td></td>
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<tr>
<td>• Emerging needs</td>
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<td></td>
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<tr>
<td>• Emerging processes and machinery</td>
<td></td>
<td></td>
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<tr>
<td>• Emerging materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exploring autonomy</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Statics of structures and environmental considerations</strong></td>
<td></td>
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</tr>
<tr>
<td>• Application of the problem-solving process in Engineering</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Civil structures and the environment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Civil structures, materials and forces</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Machines and mechanisms</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Machines in society</td>
<td></td>
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<tr>
<td>• Materials</td>
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<td></td>
</tr>
<tr>
<td>• Machine control</td>
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</tbody>
</table>

Assessment

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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).

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<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td></td>
</tr>
<tr>
<td>• Project — folio</td>
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</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
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<tr>
<td>• Examination</td>
<td></td>
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<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td></td>
</tr>
<tr>
<td>• Project — folio</td>
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<tr>
<td>25%</td>
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<tr>
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<tr>
<td>25%</td>
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</tr>
</tbody>
</table>
Physics
General senior subject

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

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
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<th>Unit 4</th>
</tr>
</thead>
</table>
| **Thermal, nuclear and electrical physics**  
- Heating processes  
- Ionising radiation and nuclear reactions  
- Electrical circuits  | **Linear motion and waves**  
- Linear motion and force  
- Waves  | **Gravity and electromagnetism**  
- Gravity and motion  
- Electromagnetism  | **Revolutions in modern physics**  
- Special relativity  
- Quantum theory  
- The Standard Model |
Assessment

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</tr>
<tr>
<td>• Examination</td>
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</tr>
</tbody>
</table>
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.

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<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual development</strong></td>
<td><strong>Individual behaviour</strong></td>
<td><strong>Individual thinking</strong></td>
<td><strong>The influence of others</strong></td>
</tr>
<tr>
<td>- Psychological science A</td>
<td>- Psychological science B</td>
<td>- Localisation of function in the brain</td>
<td>- Social psychology</td>
</tr>
<tr>
<td>- The role of the brain</td>
<td>- Intelligence</td>
<td>- Visual perception</td>
<td>- Interpersonal processes</td>
</tr>
<tr>
<td>- Cognitive development</td>
<td>- Diagnosis</td>
<td>- Memory</td>
<td>- Attitudes</td>
</tr>
<tr>
<td>- Human consciousness and sleep</td>
<td>- Psychological disorders and treatments</td>
<td>- Learning</td>
<td>- Cross-cultural psychology</td>
</tr>
<tr>
<td></td>
<td>- Emotion and motivation</td>
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</tr>
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</table>
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<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
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</tr>
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<td></td>
</tr>
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<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination</td>
<td></td>
</tr>
<tr>
<td>50%</td>
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</tr>
</tbody>
</table>
Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways
A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- describe and explain scientific skills, techniques, methods and risks
- analyse data, situations and relationships
- apply scientific knowledge, understanding and skills to generate solutions
- communicate using scientific terminology, diagrams, conventions and symbols
- plan scientific activities and investigations
- evaluate reliability and validity of plans and procedures, and data and information
- draw conclusions, and make decisions and recommendations using scientific evidence.

Structure
The Science in Practice course is designed around core topics and at least three electives.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific literacy and working scientifically</td>
<td>Science for the workplace</td>
</tr>
<tr>
<td>Workplace health and safety</td>
<td>Resources, energy and sustainability</td>
</tr>
<tr>
<td>Communication and self-management</td>
<td>Health and lifestyles</td>
</tr>
<tr>
<td></td>
<td>Environments</td>
</tr>
<tr>
<td></td>
<td>Discovery and change</td>
</tr>
</tbody>
</table>
Assessment

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

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Collection of work</th>
<th>Extended response</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students' own knowledge and the data they have been given.</td>
<td>A response to a series of tasks relating to a single topic in a module of work.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal
  - non-presentation: 8 A4 pages max (or equivalent)
  - presentation: 3–6 minutes
- performance: continuous class time
- product: continuous class time.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

At least three different components from the following:
- written: 200–300 words
- spoken: 1½ – 2½ minutes
- multimodal
  - non-presentation: 6 A4 pages max (or equivalent)
  - presentation: 2–3 minutes
- performance: continuous class time
- test:
  - 20–30 minutes
  - 50–250 words per item.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal
  - non-presentation: 10 A4 pages max (or equivalent)
  - presentation: 4–7 minutes.

- 60–90 minutes
- 50–250 words per item.
Head of Department – Mr Daniel Robbins
drob0@eq.edu.au
3327 1570
Head of Department – Mr Daniel Robbins
dbrob0@eq.edu.au
3327 1570
Accounting
Year 10 subject

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. It is foundational to all organisations across all industries, and assists in discharging accountability and financial control. Accounting is a way of systematically organising, critically analysing and communicating financial data and information for decision-making.

When students study this subject, they develop an understanding of the essential role Accounting plays in the successful performance of any organisation. Students learn fundamental Accounting concepts in order to understand financial and other information, evaluate accounting practices, solve accounting problems and make and communicate recommendations. Digital technologies are integral to Accounting, enabling student’s real-time access to vital financial information.

Accounting is for students with a special interest in business, commerce, entrepreneurship and the personal management of financial resources. The numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills learned in Accounting enrich the personal and working lives of students.

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 account practices to make decisions and propose recommendations
- Synthesise and solve accounting problems
- Create responses that communicate meaning to suit purpose and audience.

Structure

<table>
<thead>
<tr>
<th>Topic 1 – Service and Trading Enterprises</th>
<th>Topic 2 – Service and Trading Enterprises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Accounting</td>
<td>MYOB</td>
</tr>
<tr>
<td>Business Entities</td>
<td>GST</td>
</tr>
<tr>
<td>Accounting Equation</td>
<td>The Accounting Process for a Trading Enterprise – journal to trial balance</td>
</tr>
<tr>
<td>Double Entry</td>
<td>Financial Statements in MYOB</td>
</tr>
<tr>
<td>The Accounting Process for a Service Entity – journal to trial balance</td>
<td>Analysis and Interpretation - Ratios</td>
</tr>
<tr>
<td>Financial Statements – Statement of Profit and Loss, Statement of Financial Position</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Combination exam of short response including multiple</td>
<td>Assessment 2: Combination of case study on MYOB relating to end-of-year</td>
</tr>
<tr>
<td>choice and interpretive items; practical items and an extended response</td>
<td>reporting and paragraphs to communicate explanations, analysis and</td>
</tr>
<tr>
<td>items</td>
<td>interpretation, conclusions, evaluations, decisions and recommendations to</td>
</tr>
<tr>
<td></td>
<td>a business owner of a trading GST business</td>
</tr>
</tbody>
</table>

Pathways in Senior

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. Accounting provides students with a variety of future opportunities, enabling a competitive advantage in entrepreneurship and business management in many types of industries, both locally and internationally.
Business is multifaceted. It is a contemporary discipline with representation in every aspect of society including individuals, community and government. Business, as a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices.

Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on and implications for strategic development in the functional areas of finance, human resources, marketing and operations.

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

<table>
<thead>
<tr>
<th>Topic 1 – Business Environments</th>
<th>Topic 2 – Marketing and Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Four Functions of Business</td>
<td>• Growth Mindset and entrepreneurs</td>
</tr>
<tr>
<td>• Stakeholders</td>
<td>• Innovation</td>
</tr>
<tr>
<td>• SWOT Analysis</td>
<td>• Business Life Cycle</td>
</tr>
<tr>
<td>• SMART Goals</td>
<td>• Competitive Advantage</td>
</tr>
<tr>
<td>• Management and Leadership Styles</td>
<td>• Internal Operating Factors</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Combination exam of short and extended responses</td>
<td><strong>Assessment 2:</strong> Assignment</td>
</tr>
</tbody>
</table>

Pathways in Senior
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.
Certificate II in Business BSB20115
(Binnacle Training (RTO Code 31319))
Stand Alone VET Certificate Course

Overview
Certificate II Business is a yearlong stand-alone VET subject, offered in Years 10. It gives students National industry recognition and does contribute 4 QCE credits upon successful completion of the certificate.

Objectives
The area of Business is a strong area for employment. Students develop key enterprise skills – including leadership and innovation, customer service, personal management and financial literacy.
Students studying this course will gain concrete skills for practical application in the workforce. Successful completion of the course can provide a pathway to higher level studies such as Certificate II in Business which is offered in years 11 and 12.

Structure
The Certificate III in Business BSB20115 consists of twelve (12) units of competency.

<table>
<thead>
<tr>
<th>Term</th>
<th>Topics Covered</th>
<th>Competencies Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Topic #1 - Introduction to the Business Services and Travel/Tourism Industries&lt;br&gt;Topic #2 - Personal Management (Organising Daily Work Activities)&lt;br&gt;Topic #3 - Working Effectively in a Business Environment</td>
<td>BSBWOR202 Organise and complete daily work activities&lt;br&gt;BSBWOR203 Work effectively with others&lt;br&gt;BSBIND201 Work effectively in a business environment</td>
</tr>
<tr>
<td>2</td>
<td>Topic #1 - Workplace Health and Safety&lt;br&gt;Topic #2 - Environmental Sustainability&lt;br&gt;Topic #3 - Process and Maintain Workplace Information</td>
<td>BSBWHS201 Contribute to health and safety of self and others&lt;br&gt;BSBSUS201 Participate in environmentally sustainable work practices&lt;br&gt;BSBINM201 Process and maintain workplace information</td>
</tr>
<tr>
<td>3</td>
<td>Topic #1 - Workplace Communication&lt;br&gt;Topic #2 - Using Digital Technologies</td>
<td>BSBCMM201 Communicate in the workplace&lt;br&gt;BSBITU213 Use digital technologies to communicate remotely&lt;br&gt;BSBITU211 Produce digital text documents</td>
</tr>
<tr>
<td>4</td>
<td>Topic #1 - Perform Financial Calculations&lt;br&gt;Topic #2 - Create and Use Spreadsheets&lt;br&gt;Topic #3 - Financial Literacy</td>
<td>FNSACC313 Perform financial calculations&lt;br&gt;BSBITU212 Create and use spreadsheets&lt;br&gt;FNSFLT301 Be MoneySmart</td>
</tr>
</tbody>
</table>
Assessment

Participants will be required to successfully complete a series of assessment tasks as described below. This series of tasks builds to complete a specific project each term.

Term 1
Project #1 - Organising Work Schedules
Project #2 - Creating a Positive Work Environment – Team Retreat

Term 2
Project #1 - Self-Directed WHS Project
Project #2 - Researching WHS Policies and Procedures

Term 3
Project #1 - Using Digital Technologies in the Workplace

Term 4
Project #1 - Performing Financial Calculations
Project #2 - Be Money Smart (Financial Literacy)

Cost

Students who take part in this course will be required to pay fees for the course provided by the External RTO. The approximate cost is $200.

Work Placement

This course does not include work placement.

Pathways

Obtaining a Certificate II in Business makes students immediately employable in the business industry and provides opportunity for higher level studies such as a Cert II in Business, diploma or degrees.
Design Technology
Year 10 subject

The aim of this course is to give students further experience in the design and technology area. Namely, allowing students to further their training in practical design and workshop procedures.

This course is designed for students to identify, research, design and construct practical projects. Student will be instructed in the use of various computer software packages, such as Autodesk Inventor, Autodesk Revit, Sketchup and Adobe Photoshop as a means to produce and design the portfolios required. Students will be given suitable workshop time to complete their designs in a practical environment.

Objectives
By the conclusion of the course of study, students will:
- have an understanding of the design process
- understand ways of creating a solution from a set problem
- evaluate ideas and design concepts to make refinements
- create the design solution using a number of CAD technologies
- develop workshop processes and sale practices

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design folio – Lamp design and construction</td>
<td>• Design folio – House redesign</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong></td>
<td><strong>Assessment 2:</strong></td>
</tr>
<tr>
<td>Eco Lamp design &amp; realisation from a selection of possible themes. 3D modelling to be done with Sketchup or Autodesk Inventor &amp; realisation to be undertaken in a workshop setting.</td>
<td>Redesign of an existing 3 bedroom house into a 4 bedroom home. Modelling to be undertaken using Autodesk Revit or Sketchup.</td>
</tr>
</tbody>
</table>

Pathways in Senior
A course of study in Design Technology can establish a basis for further education and employment in the fields of architecture, digital media design, graphic design, industrial design, interior design and landscape architecture. This subject is highly recommended if the student wishes further study in the senior subject Design.
Digital Solutions
Year 10 subject

This semester-long course, Year 10 Digital Solutions enables students to learn about algorithms, web-based computer languages and user interfaces through generating a data-driven web app to solve a problem. Students engage with data, information and applications to create a digital solution that filters and presents data in a timely and efficient way.

The course uses a problem-based learning approach. Students will explore real-world problems; develop algorithms and interfaces to solve the problem; generate a small-scale solution that uses data and requires interactions with users; and evaluate solutions against criteria to make refinements.

Students will develop their solutions utilising HTML, CSS, JavaScript and Bootstrap toolkits.

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

Objectives

By the conclusion of the course of study, students will be able to:

- 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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital systems</td>
<td>Defining and managing projects</td>
<td>Designing</td>
<td>Implementing and evaluating</td>
</tr>
<tr>
<td>Students are introduced to computational thinking concepts of algorithms, decomposition and abstraction. They will explore data compression and data management in digital systems.</td>
<td>Students will look at how to define and decompose real-world problems, plan for and manage projects and how to acquire and validate data.</td>
<td>Students will design and test modular algorithms to solve a problem. They will design a user experience for a data-driven website, referring to the principles of interface design.</td>
<td>Students will implement small-scale solutions to solve problems, involving visualisation of data. They will design their own and other data-driven solutions.</td>
</tr>
</tbody>
</table>

Assessment

Assessment techniques include:
1. Project Folio with four significant submissions – Explore, Develop, Generate and Evaluate
2. Web Programming supervised examination
Pathways in Senior

This course extends on the learnings from Digital Technologies in Years 7 to 9 and is designed as a pathway into Year 11 & 12 Digital Solutions. Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.
STEM

Year 10 subject (by invitation only)

The aim of this course is to give students further experience in using 21st Century skills in the design and technology area.

In the Technologies learning area, the problem-based learning framework provides the overarching pedagogical basis for the implementation of subject-specific problem-solving processes. Problem-based learning places students in real-world situations where they use skills associated with critical thinking, creative thinking, communication, collaboration and teamwork, personal and social interactions and information & communication technologies (ICT) in order to develop solutions that acknowledge personal, social, ethical, economic, environmental, legal and sustainability impacts.

Through this selective entry program, students will be exposed to integral parts of the Senior Design and Digital Solutions syllabus and prepare them for the Senior Phase of schooling and future tertiary study.

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

<table>
<thead>
<tr>
<th>Topic 1: 2040 Planet Regeneration</th>
<th>Topic 2: Eye in the Sky</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students will be shown issues currently affecting our Planet and the potential outcomes if no action is taken to address them. Students will utilise prior learning to analyse these situations and come up with conceptual solutions, with one of the ideas to be explored in more depth during the second half of the unit. A final design solution will be presented to a panel of experts for real life feedback and to highlight any opportunities to further improve the solution. Students will explore how social, environmental and ethical issues influence current and future focused design thinking, identify limitations and propose solutions using 21st Century design strategies and thinking.</td>
<td>In this unit students will be introduced to current drone technology and be required to design solutions to real-world challenges, utilise prior learning to analyse these situations and develop prototyped solutions that will be flight tested for proof of concept. Students will explore how social, environmental and ethical issues influence the design and introduction of drones. They will also be required to create, refine and propose solutions to unique challenges using 21st Century design strategies and thinking.</td>
</tr>
</tbody>
</table>

Students have the option of completing one semester unit (Topic 1 in Semester 1, Topic 2 in Semester 2), or choose both for a year-long course of study.
Assessment

Students will receive an overall subject result (A–E).

| Topic 1: 2040 Planet Regeneration – Assessment 1 Project |
| Topic 2: Eye in the Sky – Assessment 2 Project |

**Project - Multimodal**
Assessment technique that focuses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills, and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and notes, diagrams, sketches, drawings, photographs, video, spoken presentations, low fidelity prototypes; a project is developed over an extended period of time.

**Conditions**
To complete this task, you must:
- Part A – Documentation of Design Process
- Part B – Written Design Brief and Criteria
- Part C – Design Proposal for Stakeholders

Future Applications and Pathways in Senior

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems. Subjects in the Technologies learning area prepare students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

The STEM course will lead students into senior Design and Digital Solutions. Content covered through the program will also touch on elements from the sciences (Physics, Chemistry and Biology).
The aim of this course is to provide opportunities for students to develop their knowledge of the fashion industry and garment design. It is designed for students to develop skills in designing and producing fashion items. They will investigate sustainability in relation to fibre and fabric production. Look at fast fashion and slow fashion movements. Apply the elements and principles of design to evaluate fashion items and develop knowledge of the fashion history i.e. fashion from art to protection.

Objectives
By the conclusion of the course of study, students will be able to:

- demonstrate elements and principles of fashion design and technical skills in fashion contexts
- analyse fashion fundamentals
- develop knowledge of the fashion industry
- apply fashion design processes to create garments.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Fashion culture</td>
<td>- Fashion culture</td>
</tr>
<tr>
<td>- Fashion design</td>
<td>- Fashion design</td>
</tr>
<tr>
<td>- Fashion in history</td>
<td>- Adornment</td>
</tr>
<tr>
<td></td>
<td>- Accessories</td>
</tr>
<tr>
<td></td>
<td>- Wearable art</td>
</tr>
<tr>
<td></td>
<td>- Sustainable clothing</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong></td>
<td><strong>Assessment 2:</strong></td>
</tr>
<tr>
<td>Practical performance -</td>
<td>Extended response to</td>
</tr>
<tr>
<td>journal and product</td>
<td>stimulus and product</td>
</tr>
</tbody>
</table>

Pathways in Senior

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.
Food & Nutrition
Year 10 subject

Food and Nutrition is the study of food in the context of food science, nutrition and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. Students will participate in practical food preparation to understand how we can consume sustainable foods for optimal 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.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food science of Vitamins, minerals and protein</td>
<td>Food drivers and emerging trends</td>
<td>Food science of carbohydrate and fat</td>
<td>Food solution development for food consumer markets</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

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<tr>
<th>Topic 1</th>
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<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>Assessment 2:</td>
<td>Assessment 3:</td>
<td>Assessment 4:</td>
</tr>
<tr>
<td>Theory examination</td>
<td>Folio (Creating a food product)</td>
<td>Theory examination</td>
<td>Folio (Creating a food product)</td>
</tr>
</tbody>
</table>

Pathways in Senior

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. In particular, the study of Nutrition and Dietetics degree courses at QUT.
Industrial Skills
Year 10 subject

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. This course provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Objectives
By the conclusion of the course of study, students will:
- apply learned practical skills and respond to specifications and technical drawings in a practical environment
- have opportunities to practically work in the areas of woodwork and construction
- develop transferable skills relevant to a range of industry-based electives and future employment opportunities.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Practical Work environment</td>
<td>Woodworking</td>
<td>Finishing and Furnishing</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Real world accounting</td>
<td>Management effectiveness</td>
<td>Monitoring a business</td>
<td>Accounting — the big picture</td>
</tr>
<tr>
<td>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST</td>
<td>• Accounting for a trading GST business</td>
<td>• Managing resources for a trading GST business — non-current assets</td>
<td>• Cash management</td>
</tr>
<tr>
<td>• End-of-month reporting for a service business</td>
<td>• End-of-year reporting for a trading GST business</td>
<td>• Fully classified financial statement reporting for a trading GST business</td>
<td>• Complete accounting process for a trading GST business</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Performance analysis of a listed public company</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td>• Project — cash management</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Examination — short response</td>
<td>• Examination — short response</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Business
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business creation</strong></td>
<td><strong>Business growth</strong></td>
<td><strong>Business diversification</strong></td>
<td><strong>Business evolution</strong></td>
</tr>
<tr>
<td>- Fundamentals of business</td>
<td>- Establishment of a business</td>
<td>- Competitive markets</td>
<td>- Repositioning a business</td>
</tr>
<tr>
<td>- Creation of business ideas</td>
<td>- Entering markets</td>
<td>- Strategic development</td>
<td>- Transformation of a business</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>• Investigation — business report</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
<td></td>
</tr>
<tr>
<td>• Extended response — feasibility report</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td></td>
</tr>
<tr>
<td>• Examination — combination response</td>
<td></td>
</tr>
<tr>
<td>25%</td>
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</tr>
</tbody>
</table>
Design
General senior subject

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

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

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

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

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design in practice</strong></td>
<td><strong>Commercial design</strong></td>
<td><strong>Human-centred design</strong></td>
<td><strong>Sustainable design</strong></td>
</tr>
<tr>
<td>• Experiencing design</td>
<td>• Explore — client needs and wants</td>
<td>• Designing with empathy</td>
<td>• Explore — sustainable design opportunities</td>
</tr>
<tr>
<td>• Design process</td>
<td>• Develop — collaborative design</td>
<td></td>
<td>• Develop — redesign</td>
</tr>
<tr>
<td>• Design styles</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

### Summative assessments

<table>
<thead>
<tr>
<th></th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Examination — design challenge</td>
<td>15%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Project</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 3 (IA3):</td>
<td>Project</td>
<td>25%</td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td>Examination — design challenge</td>
<td>25%</td>
</tr>
</tbody>
</table>
Digital Solutions
General senior subject

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.

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.

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.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating with code</td>
<td>Application and data solutions</td>
<td>Digital innovation</td>
<td>Digital impacts</td>
</tr>
<tr>
<td>Understanding digital problems</td>
<td>Data-driven problems and solution requirements</td>
<td>Interactions between users, data and digital systems</td>
<td>Digital methods for exchanging data</td>
</tr>
<tr>
<td>User experiences and interfaces</td>
<td>Data and programming techniques</td>
<td>Real-world problems and solution requirements</td>
<td>Complex digital data exchange problems and solution requirements</td>
</tr>
<tr>
<td>Algorithms and programming techniques</td>
<td>Prototype data solutions</td>
<td>Innovative digital solutions</td>
<td>Prototype digital data exchanges</td>
</tr>
<tr>
<td>Programmed solutions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
</tbody>
</table>
| • Investigation — technical proposal                                  | • Project — folio                                                     | 25 %
| 20%                                                                   |                                                                        |
| **Summative internal assessment 2 (IA2):**                           | **Summative external assessment (EA):**                               |
| • Project — digital solution                                          | • Examination                                                        | 25 %
| 30%                                                                   |                                                                        |
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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Food science of vitamins, minerals and protein</strong></td>
<td><strong>Food drivers and emerging trends</strong></td>
<td><strong>Food science of carbohydrate and fat</strong></td>
<td><strong>Food solution development for nutrition consumer markets</strong></td>
</tr>
<tr>
<td>• Introduction to the food system</td>
<td>• Consumer food drivers</td>
<td>• The food system</td>
<td>• Formulation and reformulation for nutrition consumer markets</td>
</tr>
<tr>
<td>• Vitamins and minerals</td>
<td>• Sensory profiling</td>
<td>• Carbohydrate</td>
<td>• Food development process</td>
</tr>
<tr>
<td>• Protein</td>
<td>• Labelling and food safety</td>
<td>• Fat</td>
<td></td>
</tr>
<tr>
<td>• Developing food solutions</td>
<td>• Food formulation for consumer markets</td>
<td>• Developing food solutions</td>
<td></td>
</tr>
</tbody>
</table>

Food formulation for consumer markets

Formulation and reformulation for nutrition consumer markets

Food development process
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Examination</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Fashion
Applied senior subject

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.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fashion culture</td>
<td>Adornment</td>
</tr>
<tr>
<td>Fashion technologies</td>
<td>- Accessories</td>
</tr>
<tr>
<td>Fashion design</td>
<td>- Millinery</td>
</tr>
<tr>
<td></td>
<td>- Wearable art</td>
</tr>
<tr>
<td></td>
<td>- Collections</td>
</tr>
<tr>
<td></td>
<td>- Fashion designers</td>
</tr>
<tr>
<td></td>
<td>Fashion in history</td>
</tr>
<tr>
<td></td>
<td>Haute couture</td>
</tr>
<tr>
<td></td>
<td>Sustainable clothing</td>
</tr>
<tr>
<td></td>
<td>Textiles</td>
</tr>
<tr>
<td></td>
<td>Theatrical design</td>
</tr>
<tr>
<td></td>
<td>Merchandising</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>A response applies identified skill/s in fashion technologies and design processes.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3½ minutes  
  - multimodal: 3–6 minutes  
  - product: 1–4. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. | Presented in one of the following modes:  
  - written: 600–1000 words  
  - spoken: 3–4 minutes  
  - multimodal: 4–7 minutes. | products 1–4 |
Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

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

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

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

Structure
The core is what all students who undertake a four-unit course of study in this subject have the opportunity to learn. The core of this subject consists of two interrelated topics:

- Industry Practices
- Production Processes
Industry Practices

Industry practices are used to effectively and efficiently manage manufacturing enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into products wanted by society and which add value for both enterprises and consumers.

Production Processes

Production processes combine production skills and procedures to safely manufacture products to specifications using tools and materials.

The electives in this subject are based on manufacturing industry specialisations that require tradespeople with specific knowledge, understanding and skills when using tools and materials to maintain products. Each elective predominately relates to a common current manufacturing trade qualification. Below is a list of the different electives covered in the four-unit course of study:

- Furniture Making
- Sheet Metal Working
- Welding and Fabrication
- Thermoplastics Fabrication
- Carpentry
- Sheet Metal Working

Assessment

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

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

<table>
<thead>
<tr>
<th>Project</th>
<th>Practical demonstration</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>
| A project consists of a product component and at least one of the following components:  
  - written: 500–900 words  
  - spoken: 2½–3¾ minutes  
  - multimodal  
    - non-presentation: 8 A4 pages max (or equivalent)  
    - presentation: 3–6 minutes  
  - product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | 60–90 minutes  
  - 50–250 words per item |
Certificate III in Business BSB30115
(Binnacle Training (RTO Code 31319))

Stand Alone VET Certificate Course

Overview

Business is a two year stand-alone VET subject, offered in Years 11 and 12. It gives students National industry recognition and does contribute 8 QCE credit points upon successful completion of the certificate. Students complete the competencies whilst participating in a business venture.

Objectives

The area of Business is a strong area for employment. Students develop key enterprise skills – including leadership and innovation, customer service, personal management and financial literacy – through project-based learning. Students studying this course will gain concrete skills for practical application in the workforce. Successful completion of the course can provide a pathway to higher level studies such as diploma and degree level recognised qualification. Certificate III is a nationally recognised qualification.

Structure

The Certificate III in Business BSB30115 consists of twelve (12) units of competency including 1 core unit and 11 elective units. The teacher will decide which electives are taught.

<table>
<thead>
<tr>
<th>Term</th>
<th>Topics Covered</th>
<th>Competencies Covered</th>
</tr>
</thead>
</table>
| 1    | Topic 1 - Introduction to the Business Services and Travel/Tourism Industries  
Topic 2 - eLearning  
Topic 3 - Personal Work Priorities  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - Personal Development Through eLearning  
Project 2 - Organise Work Priorities | BSBWOR301 Organise personal work priorities and development  
BSBLED301 Undertake eLearning |
| 2    | Topic 1 - Contribute to Team Effectiveness  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - R U OK? Mental Health Awareness Week (Part 1) |  |
| 3    | Topic 1 - Workplace Health and Safety  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - R U OK? Mental Health Awareness Week (Part 2)  
Project 2 - Health and Safety Legislation in the Workplace | BSBFLM312 Contribute to team effectiveness  
BSBWHS302 Apply knowledge of WHS legislation in the workplace |
| 4    | Elective 1  
Topic 1 - Designing and Producing Spreadsheets  
Topic 2 - Be MoneySmart Through a Career in Small Business  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - Financing a Micro Business | BSBITU314 Design and produce spreadsheets  
FNSFLT401 Be MoneySmart through a career in small business |
| Elective 2 | BSBITU314 Design and produce spreadsheets  
Topic 1 - Designing and Producing Spreadsheets  
Topic 2 - Financial Literacy  
SPECIFIC PROJECT REQUIREMENTS  
Project #1 - Financial Literacy (Be MoneySmart) |
|---|---|
| Elective 1 | FNSFLT205 Develop knowledge of the Australian financial system and markets  
Topic 1 - Knowledge of the Australian Financial System  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - ASX Share Market Game |
| Elective 2 | ICTWEB201 Use social media tools for collaboration and engagement  
Topic 1 - Social Media Tools  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - Social Media for Business |
| Topic 1 - Creating Electronic Presentations  
Topic 2 - Provide Service to a Customer Group  
Topic 3 - Report on Service Delivery  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - FYA $20 Boss Project (Part 1) |
| Topic 1 - Plan and develop business documents  
Topic 2 - Plan, draft and finalise promotional material  
SPECIFIC PROJECT REQUIREMENTS  
Project 1 - FYA $20 Boss Project (Part 2) |

**Assessment**

Participants will be required to successfully complete a series of assessment tasks in an online platform. This series of tasks builds to complete a specific project each term.

**Cost**

Students who take part in this course will be required to pay fees for the course provided by the External RTO. The approximate cost is $250.

**Work Placement**

This course does not include work placement.

**Special Requirements**

Students should have a year 9 level of literacy and numeracy and be at least 15 years of age.

**Pathways**

Obtaining a Certificate III in Business makes students immediately employable in the business industry and provides opportunity for higher level studies such as diploma or degrees.
Certificate II in Hospitality SIT20216
(Club Training RTO Code 30978)
Stand Alone VET Certificate Course

Overview
Hospitality is a two year standalone VET subject offered in Years 11 and 12. It gives students National Industry recognition and does contribute to 6 QCE credit points. The course is delivered by Kenmore State High School teachers in the usual 3 x 70 minute lesson format. However, Club Training is the issuing Registered Training Organisation.

Objectives
Hospitality is a growth area for employment and Certificate II provides students with a nationally recognized qualification. Students may use this qualification to obtain employment in the hospitality industry or to further their education. Students undertaking apprenticeships in hospitality may be granted credit transfer for some units completed in Certificate II in Hospitality.

Structure
The course includes 12 units from the National Hospitality Training Package.

<table>
<thead>
<tr>
<th>Core Units</th>
<th>Elective Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWOR203</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>SITHIND002</td>
<td>Source and use information on the Hospitality industry</td>
</tr>
<tr>
<td>SITHIND003</td>
<td>Use Hospitality skills effectively</td>
</tr>
<tr>
<td>SITXCCS003</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>SITXCOM002</td>
<td>Show social &amp; cultural sensitivity</td>
</tr>
<tr>
<td>SITXWHS101</td>
<td>Participate in safe work practices</td>
</tr>
</tbody>
</table>

Learning Experiences include:
- Excursions to hospitality venues
- Working in commercial kitchens
- Participation in food production each week
- Catering and serving at internal and external functions

Assessment
- Hospitality students will be assessed by a variety of techniques:
  - Completion of practical units
  - Completion of Core Units through theory tests and assignments
  - Successful participation in practical and team work events, including school functions.
  - Students must be willing to actively participate in all aspects of the work.
Cost

The cost for this course is anticipated to be:
Uniform $80 (chef’s pants, jacket and hat)
Kitchen Safety Footwear $60 (clogs, shoes, boots)
Estimated food cost $80 per semester
Hospitality Kitchen Skills recipe/ work plan booklet $35 (available to purchase from the book room)

Work Placement

Students need to complete 12 X 4 hour shifts in the Hospitality Industry.

Special Requirements

- It is preferred that students entering this subject must commence this subject at the beginning of Year 11
- Be prepared to participate in practical food production lessons each week by bringing own ingredients, tea towel and container.
- Wear FULL Hospitality uniform for all practical lessons
- Special start time of 8am for practical lessons
- Have a serious commitment to the Hospitality industry and a strong work ethos
- Participate in 12 service shifts at work or placement in industry at local establishments (mandatory).

Attaining a Certificate I or II

- If students do not complete the electives or practical component successfully, it is possible to receive a Certificate I in Hospitality providing the core units are completed successfully.
- Risk Assessment guidelines are to be practiced and closely adhered to by every student.

*Failure of students to comply would mean they may be excluded for part of the practical lesson.*

Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. They may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 20 June 2019
Certificate III in Early Childhood Education and Care
CHC30113 (Cairns Training Academy RTO Code 30857)
Stand Alone VET Certificate Course

Overview
Certificate III in Early Childhood Education & Care is a two year course of study that aims at developing an understanding of the social, emotional, physical and intellectual needs of children from birth to age six years and promotes the well-being of young children. This course is delivered by Kenmore State High School teachers in partnership with Cairns Training Academy.

Objectives
This subject provides students with the opportunity to explore early childhood and gain qualifications that are nationally recognised. By successfully completing this course, the student will be equipped for entering the wonderful world of childcare.

Structure
The course is organised into 18 self-paced units over 4 semesters and all units can be accessed online by students. First aid is also included.

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 in early childhood
- 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 workplace health and safety

Elective Units:
- HLTAID003 Provide first aid
- CHCDIV001 Work with diverse people Elective
- CHCECE006 Support behaviour of children and young people Elective
- CHCECE012 Support children to connect with their world Elective

Assessment
Early Childhood students will be assessed by a variety of techniques:
- Workplace assessments with Log book Compilation recorded in their Student Record Book.
- Extended writing
- Oral reports
- Industry placement and produce a folio of resources
Cost
The course is administered by Cairns Training Academy, an external RTO and payment is approximately $700.

Work Placement
This subject involves mandatory industry placements in local childcare centres where students obtain first-hand experience in early childhood development and interaction. This experience provides the link between “in class” learning and the acquisition of key competencies necessary for work in childcare settings. Students are required to complete a minimum of 120 hours of work placement and assessment to obtain a complete certificate III over the two years of the course.

Special Requirements
- It is preferred that students commence this course at the beginning of year 11
- Have a serious commitment to childcare
- Participate in 120 hours (minimum) of work placement
- **Blue Card** - By law students who take part in this subject will be required to apply for a Blue Card through the Queensland Government. Students must apply for the Blue Card at the beginning of the course to allow time for processing in order to be ready for work placements at the end of term.
- **Preferred Pre-Requisites** - No pre-requisites are set for this course, but a good reading, comprehension and writing ability is vital for successful completion of this course.

Pathways
A certificate III makes students immediately employable in the childcare industry, including working in a child care centre or as a nanny. This course opens Diploma opportunities in Early Childhood.
This course could be beneficial for students interested in Education roles, for example early childhood teacher.

Course Information current as at 15 July 2020
Health and Physical Education
(Compulsory Years 7-9)

- Health Education Year 10
- Physical Education Year 10
- Health & Physical Education Year 10
- Recreation—Football Year 10

  - Health Education Year 11 & 12
  - Physical Education Year 11 & 12
  - Sport and Recreation Year 11 & 12
  - Sport and Recreation - Football Year 11 & 12
  - Cert II in Sport & Recreation & Cert III in Fitness Year 11 & 12
  - Cert IV in Fitness Year 11 & 12

Head of Department - Mr Michael Walker
mwalk70@eq.edu.au
3327 1556
Health
Year 10 subject

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia.

In Year 10 students will explore the topics of youth violence and organ donation throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues.

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

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

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Violence</td>
<td>Organ Donation</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong></td>
<td><strong>Assessment 2:</strong></td>
</tr>
<tr>
<td>Action Research Project: Research Report</td>
<td>Exam Essay</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways in Senior

Study of Year 10 Health is the pre-cursor for Year 11 & 12 Health. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.
Health & Physical Education
Year 10 subject

Students will explore the connection between physical activity and lifelong health and fitness. Students will study how to develop and implement an effective training program in order to increase the physical capabilities of one of their classmates. By the end of the units, students will have a better understanding of how to communicate effectively and create positive working relationships with other people. They will critically evaluate their own training program and the performance of their client through their assignment.

Students will discuss the role psychology plays in sport and look at strategies to enhance performance in the mental domain. Students will also analyze current mental health issues and look at how to reduce the incidence of these issues amongst adolescents.

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

- Examine the impact of changes and transitions on relationships.
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.
- Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations.
- Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels.
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitness for life</td>
<td>Winning the Mental Game</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E) based on the written components of the course and their performance in Ultimate Disc.

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>Assessment 2:</td>
</tr>
<tr>
<td>• Research Report on Training Programs</td>
<td>• Research Assignment on Mental Health</td>
</tr>
<tr>
<td>50%</td>
<td>• Ultimate Disc</td>
</tr>
<tr>
<td>25%</td>
<td>25%</td>
</tr>
</tbody>
</table>

Pathways in Senior

This subject is designed to give students an insight into Physical Education, Health and Sport and Recreation subjects. Students studying this subject have a range of career options in the health and fitness industry, teaching, medicine and allied professions, nursing and sports psychology.
Physical Education
Year 10 subject

The knowledge, understanding and skills taught through Physical Education enable students to explore and enhance their own and others’ physical activity in diverse and changing contexts. Students will engage in physically active learning contexts to develop critical thinking skills and an ability to analyze and improve their own performance through the physiological and biomechanical aspects of sport.

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

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy and biomechanics</td>
<td>Energy systems</td>
</tr>
</tbody>
</table>

Assessment
Each topic will be studied using a different sport. Sports may include badminton, basketball, netball, tennis, touch, volleyball and athletics. Students will receive an overall subject result based on the written component of the course and their performance in Touch (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>Assessment 2:</td>
</tr>
<tr>
<td>• Exam</td>
<td>• Multimodal presentation</td>
</tr>
<tr>
<td>40%</td>
<td>• Touch</td>
</tr>
<tr>
<td>20%</td>
<td>40%</td>
</tr>
</tbody>
</table>

Pathways in Senior
Study of Year 10 Physical Education is the pre-cursor for Year 11 & 12 Physical Education. 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.
Recreation Football A (Semester 1 only)
Year 10 subject

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

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.

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
- 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
- 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
- evaluate the effects of sport and recreation on individuals and communities.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Futsal</td>
<td>• Technology use with Football</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E) based on their performance in Futsal and an examination on Technology use with Football.

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>Assessment 2:</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Examination (60 minutes/50-100 words per item) on Technology use with Football</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways in Senior
This subject is designed to give students an insight into and Sport and Recreation and Sport and Recreation – Football subjects. Students studying this subject have a range of career options in the health and fitness industry, professional sporting careers, coaching, officiating and managing sports activities and teams.
Recreation Football B (Semester 2 only)
Year 10 subject

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

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.

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
- 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
- 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
- evaluate the effects of sport and recreation on individuals and communities.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>Officiating in Futsal</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E) based on their performance in Football and an investigation on Officiating in Futsal.

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Performance</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Assessment 2:</strong> Investigation (spoken 2-3 minutes) on Officiating in Futsal</td>
<td>50%</td>
</tr>
</tbody>
</table>

Pathways in Senior
This subject is designed to give students an insight into and Sport and Recreation and Sport and Recreation – Football subjects. Students studying this subject have a range of career options in the health and fitness industry, professional sporting careers, coaching, officiating and managing sports activities and teams.
Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

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

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

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

Pathways

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

Objectives

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

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

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resilience as a personal health resource</td>
<td>Peers and family as resources for healthy living</td>
<td>Community as a resource for healthy living</td>
<td>Respectful relationships in the post-schooling transition</td>
</tr>
<tr>
<td></td>
<td>• Alcohol (elective)</td>
<td>• Homelessness (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Body image (elective)</td>
<td>• Road safety (elective)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Anxiety (elective)</td>
<td></td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
</table>
| **Summative internal assessment 1 (IA1):**  
  • Investigation — action research | **Summative internal assessment 3 (IA3):**  
  • Investigation — analytical exposition | 25% |
| **Summative internal assessment 2 (IA2):**  
  • Examination — extended response | **Summative external assessment (EA):**  
  • Examination | 25% |
Physical Education

General senior subject

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

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

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

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

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

Pathways

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

Objectives

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

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

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motor learning, functional anatomy, biomechanics and physical activity</td>
<td>Sport psychology, equity and physical activity</td>
<td>Tactical awareness, ethics and integrity and physical activity</td>
<td>Energy, fitness and training and physical activity</td>
</tr>
<tr>
<td>• Motor learning integrated with a selected physical activity</td>
<td>• Sport psychology integrated with a selected physical activity</td>
<td>• Tactical awareness integrated with one selected ‘Invasion’ or ‘Net and court’ physical activity</td>
<td>• Energy, fitness and training integrated with one selected ‘Invasion’, ‘Net and court’ or ‘Performance’ physical activity</td>
</tr>
<tr>
<td>• Functional anatomy and biomechanics integrated with a selected physical activity</td>
<td>• Equity — barriers and enablers</td>
<td>• Ethics and integrity</td>
<td></td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>• Project — folio</td>
<td>• Project — folio</td>
</tr>
<tr>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td>Summative external assessment (EA):</td>
</tr>
<tr>
<td>• Investigation — report</td>
<td>• Examination — combination response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Sport & Recreation
Applied senior subject

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.

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Challenge and adventure activities</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td></td>
<td>• Rhythmic and expressive movement activities</td>
</tr>
<tr>
<td></td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or</td>
<td>A response that includes locating and using information beyond students’</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>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.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
<tr>
<td>scenario.</td>
<td>own knowledge and the data they have been given.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At least two different components from the</td>
<td>Presented in one of the following modes:</td>
<td>Presented in one of the following modes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>following:</td>
<td>• written: 600–1000 words</td>
<td>• written: 600–1000 words</td>
<td>• 2–4 minutes*</td>
<td>• 60–90 minutes</td>
</tr>
<tr>
<td>• written: 500–900 words</td>
<td>• spoken: 3–4 minutes</td>
<td>• spoken: 3–4 minutes</td>
<td></td>
<td>• 50–250 words per item</td>
</tr>
<tr>
<td>• spoken: 2½–3½ minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td>• multimodal: 4–7 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• multimodal: 3–6 minutes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• performance: 2–4 minutes.*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Evidence must include annotated records that clearly identify the application of standards to performance.
Sport & Recreation – Football provides students with opportunities to learn in, through and about Football 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.

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.

Pathways
A course of study in Sport & Recreation - Football can establish a basis for further education and employment in the fields of professional athletes, fitness, sports administration, community recreation and sport performance.
Structure

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

<table>
<thead>
<tr>
<th>Core topics</th>
<th>Elective topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sport and recreation in the community</td>
<td>• Active play and minor games</td>
</tr>
<tr>
<td>• Sport, recreation and healthy living</td>
<td>• Games and sports</td>
</tr>
<tr>
<td>• Health and safety in sport and recreation activities</td>
<td>• Lifelong physical activities</td>
</tr>
<tr>
<td>• Personal and interpersonal skills in sport and recreation activities</td>
<td>• Sport and recreation physical activities</td>
</tr>
</tbody>
</table>

Assessment

For Sport & Recreation - Football, 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.

<table>
<thead>
<tr>
<th>Project</th>
<th>Investigation</th>
<th>Extended response</th>
<th>Performance</th>
<th>Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>A response to a single task, situation and/or scenario.</td>
<td>A response that includes locating and using information beyond students’ own knowledge and the data they have been given.</td>
<td>A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.</td>
<td>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.</td>
<td>A response that answers a number of provided questions, scenarios and/or problems.</td>
</tr>
</tbody>
</table>

At least two different components from the following:
- written: 500–900 words
- spoken: 2½–3½ minutes
- multimodal: 3–6 minutes
- performance: 2–4 minutes.*

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

Presented in one of the following modes:
- written: 600–1000 words
- spoken: 3–4 minutes
- multimodal: 4–7 minutes.

* Evidence must include annotated records that clearly identify the application of standards to performance.
Certificate II in Sport and Recreation SIS20115
Certificate III in Fitness SIS30315 (combined)
(The College of Health and Fitness RTO Code 30798)
Stand Alone VET Certificate Course

Overview

This course combines two national recognised qualifications reflects the role of individuals who apply the skills and knowledge of sport to undertake a role in the sporting industry. Likely functions for someone with this qualification include observing the performance of sports participants to determine the required level of instruction, planning, conducting and evaluating individualised and team-based training programs. Students will be involved in assisting the junior sports programs. It is expected that students will grow in confidence and recognised as active members of a sporting club in the community in sport development, event management and or as sport official.

Objectives

- Confidence in their knowledge, skills and abilities to participate as active members in sport, healthy lifestyles and personal development Display high levels of initiative and consistency in work application
- Working in a team environment to promote team commitment and cooperation
- Skills in self-managing time and the meeting of deadlines effectively
- Work effectively in the sport and recreation environment such as sporting facilities, events, programs

Structure

Students must successfully display competency in all of the following units to qualify for the certificate

### Cert II in Sport and Recreation SIS20115
8 Core Units
- BSBWOR202 Organise and complete daily work activities
- HLTAID003 Provide first aid (credit transfer)
- HLTWHS001 Participate in workplace health and safety
- SISXCAI002 Assist with activity sessions
- SISXCCS001 Provide quality service
- SISXEMR001 Respond to emergency situations
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXIND002 Maintain sport, fitness and recreation industry knowledge

5 Electives
- SISFAC001 Maintain equipment for activities
- SISXCAI101 Provide equipment for activities
- SISSCO001 Conduct sport coaching sessions with foundation level participants
- SISSSOF001 Work as an official in sport
- SISSATHE01 Conduct athletics coaching sessions with foundation level participants

### Certificate III in Sport Coaching SIS30519
6 Core Units
- SISSSCO003 Meet participant coaching needs
- SISSSCO005 Continuously improve coaching skills and knowledge
- HLTAID003 Provide first aid (credit transfer)
- BSBRSK401 Identify risk and apply risk management processes
- HLTWHS001 Participate in workplace health and safety (credit transfer)
- SISSSCO002 Work in a community coaching role

4 Electives
- SISSSCO016 Coach participants in a sport competition
- SISSSOF003 Officite sport competitions
- SISXFAC001 Maintain equipment for activities (credit transfer)
- SISSSCO012 Coach sport participants up to an intermediate level
Learning Experiences

Content will be delivered in face to face lessons and consist of; Online resources, activities and assessment, Practical activities and projects, Planning and mapping of coaching programs and officiating modified games or activities.

Students will encounter a diverse range of learning experiences. Some of these include:
- Assisting with the delivery of school and District swimming, cross country and athletics events.
- Coaching, running and managing school-based competitions; class-based sports sessions.
- Compulsory First Aid Course: HLTAID003 Provide first aid
- Accreditation with Australian Sports Commission Completing Coaching & Officiating Courses

Assessment

Assessment will be competency-based. Students must satisfactorily complete all competencies to be awarded the qualification. Students will be provided with multiple opportunities to show competency until the closing date set for an activity. Assessment may include the following: oral questioning, written materials, projects, demonstration, direct observation, supervisor reports.

Cost

The course is delivered by an external RTO and uses VETiS funding to reduce course cost.
$300.00 for student who wishes to utilise VETis funding cert III course fee only
$500.00 for non VETis funded student
Please note: A payment plan will be available for parents on a monthly direct debit. Contact the Transitions and Pathways Head of Department for further information.

Work Placement

No work placement is required under this program, however students will be provided with opportunities should they wish to gain experience with and sport industry partner.

Special Requirements

- Students must have a working laptop for every lesson as well as internet access. Students need to download the “Acrobat Adobe Reader” if they can’t access the work.
- All students enrolled in this course may be required to assist the staff conducting these carnivals and or events in sport.
- The Qld Government has mandated, under the Working with Children (Risk Management and Screening) Act 2000, that students enrolled in this course MUST obtain a valid Working with Children blue card before they commence a practical coaching / facilitating role as part of their studies.
- No pre-requisites apply to this course but interest in organising or coaching sport / physical activity is an advantage

Pathways

This course can lead to future careers as a fitness instructor, community activities assistant, customer service assistant, leisure assistant, recreation assistant, retail assistant, membership consultant/receptionist, grounds assistant or facility assistant.

Course Information current as at 15 July 2020
Certificate IV in Fitness SIS40215
(The College of Health and Fitness RTO Code 30798)
Stand Alone VET Certificate Course

Overview
The Certificate IV in Fitness course will supply students with the knowledge and skills to operate a business within the fitness industry. Students will gain a personal training qualification and expertise on providing supervision and guidance to others in the application and planning of fitness training and activities, and learn basic workplace training.

Objectives
- Learn real-life skills
- The ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff and manage business activities
- Learn the skills and knowledge for an individual to be competent in a range of activities and functions to work in the fitness industry, including working independently in a broad range of settings, such as within fitness centres, gyms, community facilities and in open spaces
- Graduates will have the capacity to work within individual clients, on a one-on-one basis, work with small groups, as well as train indoors and outdoors

Structure
Students must successfully display competency in all of the following units to qualify for the certificate

Course Subjects – SIS40215

<table>
<thead>
<tr>
<th>Fitness Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SISFFIT013</td>
<td>Instruct exercise to young people aged 13-17 years</td>
</tr>
<tr>
<td>SISFFIT015</td>
<td>Collaborate with medical and allied health professionals in a fitness context</td>
</tr>
<tr>
<td>SISFFIT016</td>
<td>Provide motivation to positively influence exercise behavior</td>
</tr>
<tr>
<td>SISFFIT017</td>
<td>Instruct long-term exercise programs</td>
</tr>
<tr>
<td>SISFFIT019</td>
<td>Incorporate exercise science principles into fitness programming</td>
</tr>
<tr>
<td>SISFFIT018</td>
<td>Promote functional movement capacity</td>
</tr>
<tr>
<td>SISFFIT020</td>
<td>Instruct exercise programs for body composition goals</td>
</tr>
<tr>
<td>SISFFIT025</td>
<td>Recognise the dangers of providing nutrition advice to clients</td>
</tr>
<tr>
<td>SISFFIT026</td>
<td>Support healthy eating through the Eat for Health program</td>
</tr>
<tr>
<td>SISFFIT021</td>
<td>Instruct personal training programs</td>
</tr>
<tr>
<td>SISFFIT023</td>
<td>Instruct group personal training programs</td>
</tr>
<tr>
<td>SISXRES001</td>
<td>Conduct sustainable work practices in open spaces</td>
</tr>
<tr>
<td>SISSTC301</td>
<td>Instruct strength and conditioning techniques</td>
</tr>
<tr>
<td>SISSTC402A</td>
<td>Develop strength and conditioning programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBSMB401</td>
<td>Establish legal and risk management requirements of small business</td>
</tr>
<tr>
<td>BSBSMB403</td>
<td>Market the small business</td>
</tr>
<tr>
<td>BSBSMB404</td>
<td>Undertake small business planning</td>
</tr>
<tr>
<td>BSBSMB406</td>
<td>Manage small business finances</td>
</tr>
<tr>
<td>BSBFRA301</td>
<td>Work within a franchise</td>
</tr>
<tr>
<td>BSBSMB405</td>
<td>Monitor and manage small business operations</td>
</tr>
</tbody>
</table>
Delivery

Join our multi-school/school leaver group on Tuesdays between 10 am - 1.30 pm at Jindalee Fitness 24/7

Breaks during school holidays.
Free weekly group tutoring.
Course length two semesters.
Includes 12 months free gym membership at Genesis Jindalee*
No Written exams,
No Extra Practical hours are required,

Assessment

Skill and knowledge assessments are an essential step in progressing through the course. All students will be enrolled in an online e-learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to: practical demonstration of skills, oral presentations, short answer tests, workbooks, case studies, review questions.
Students follow the competency requirements of the Certificate IV in Fitness qualification by responding to short answer questions in workbook and assignment tasks and planning how to write and execute a program for client/s.

Cost

The total cost is $1100, which can be paid upfront, or a $300 deposit may be paid followed by $20 direct debit payments per week until the balance is paid. Students will also receive a complimentary gym membership* at Jindalee fitness 24/7 for the school year of 2021 and this will enable students to familiarise themselves with modern commercial gym facilities while completing the qualification.

Work Placement

All students are required to complete a practicum logbook as part of this course to help you develop their skills and knowledge in the fitness industry. The logbook consists of 40 hours of practical training in relevant areas of the workplace. It includes the completion of the practicum log book with the guidance of a registered fitness professional, Physical Education teacher, Exercise Physiologist, Fitness Centre Manager, Gym Owner or other person approved by The College of Health and Fitness.

Supervised practical sessions within the course can be included in the 40 hours, as long as they are documented and signed off by the teacher/trainer.
Other hours can be completed with a local industry professional or at a fitness facility. Hours can also be completed working with allied health professionals or sports coaches, for example. Business skills practicum may be completed in any business environment. It is, however, important to make sure that practical experience is relevant. You must provide supporting practical hour’s evidence relating to each unit of competency you are studying.

Pathways

Those holding a Certificate III and Certificate IV in Fitness are qualified to work in the widest areas of health and fitness. Certificate IV qualifies you to own and run your personal training business, as well as work in all health club fields. Gyms, fitness centres, boot camps, small group training centres, personal training studios, holistic lifestyle centres, cruise ships and more.

Course Information current as at 15 July 2020
German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

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

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

Year 10 German is an intensive program of three lessons per week that builds on previous study of the language.

### Objectives

By the conclusion of the course of study, students will be able to:

- Comprehend German 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 German 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 German.

### Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professions and interesting jobs</td>
<td>• Things I like, school trips and adventures</td>
<td>• Modern World</td>
<td>• Relationships</td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
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<tbody>
<tr>
<td><strong>Assessment 1:</strong></td>
<td><strong>Assessment 2:</strong></td>
<td><strong>Assessment 3:</strong></td>
<td><strong>Assessment 4:</strong></td>
</tr>
<tr>
<td>• short response</td>
<td>• extended response</td>
<td>• combination response</td>
<td>• combination response</td>
</tr>
</tbody>
</table>

Pathways in Senior

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

Year 10 program

The German Immersion Program continues into year 10 with the following mandatory subjects; German Immersion German, German Immersion Science and German Immersion Maths where German is the language of instruction. Maths Immersion follows the Maths Extension course. Science Immersion covers: Chemistry, Physics, Biology and Earth Science.

Immersion German

Year 10 subject

Immersion German is the language component of the German Immersion Program. In Year 10 students of Immersion German commence Senior German. Students are challenged both linguistically and intellectually to develop their understanding of German and of the world around them. German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

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

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes & audiences.
Objectives
By the conclusion of the course of study, students will be able to:

- Comprehend German 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 German 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 German.

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<th>Topic 1</th>
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<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Family and Community</td>
<td>- Leisure, Lifestyle and Education</td>
<td>- Technology and media</td>
<td>- Travel and German culture</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E). The four skills: listening, speaking, reading and writing are of equal importance. They are assessed throughout the course of both semesters in all skills.

<table>
<thead>
<tr>
<th>Topic 1</th>
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<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Family</td>
<td><strong>Assessment 2:</strong> Leisure</td>
<td><strong>Assessment 3:</strong> Technology and Media</td>
<td><strong>Assessment 4:</strong> Travel</td>
</tr>
<tr>
<td>- Listening and reading</td>
<td>- Listening, reading, Writing and Speaking</td>
<td>- Multimodal</td>
<td>- Listening, reading, writing</td>
</tr>
</tbody>
</table>

Pathways in Senior
Achievement in this subject will contribute TWO (2) semester units to the completion of Senior German. Students are able to complete Senior German in Year 11 and move onto German Extension in Year 12.

A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.
Overview Semester 1

My world, our world

私のまわり

Over the course of this semester, students will cover topics associated with daily routines, school life, and where they live. They will be able to describe where they live, as well as talk about daily routines and school-related activities. They will learn how to express preferences, give opinions, and make comparisons. They will develop a better understanding of Japanese teenagers’ lives and how they are similar and different to their own.

Overview Semester 2

My life: Smart choices

私の将来

During this semester, students will cover topics associated with making smart choices about their health as well as their futures. Students will learn how to talk about wellness and illness, as well as their future dreams and job aspirations. Students will learn how to give advice and make recommendations and suggestions, give reasons for choices, and justify opinions with evidence. Students will explore cultural differences.

Objectives

By the conclusion of the course of study, students will be able to:

- 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

<table>
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<th>Topic 1</th>
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<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me and my groups</td>
<td>If I were a manga</td>
<td>Future plans</td>
<td>Homestay and exchange</td>
</tr>
</tbody>
</table>
Assessment

Students will receive an overall subject result (A–E). Assessment in this unit will incorporate the macro-skills of comprehending and composing. The assessment will combine a short test/s that will be administered prior to the students commencing the culminating task/s. Culminating tasks ask students to apply the knowledge and skills they have learned in a practical way.

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td><strong>Assessment 1:</strong></td>
<td><strong>Assessment 2:</strong></td>
<td><strong>Assessment 3:</strong></td>
<td><strong>Assessment 4:</strong></td>
</tr>
<tr>
<td>• Creating and evaluating Japanese texts and spoken language</td>
<td>• Creating and evaluating Japanese texts and spoken language</td>
<td>• Creating and evaluating texts and spoken language</td>
<td>• Creating and evaluating texts and spoken language</td>
</tr>
<tr>
<td>• Responding and analysing</td>
<td>• Responding and analysing</td>
<td>• Responding and analysing</td>
<td>• Responding and analysing</td>
</tr>
</tbody>
</table>

Pathways in Senior

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.
German Immersion
General senior subject

German Immersion students complete the first year of this general German subject in year 10 and the second year of this subject in year 11. They continue into German Extension in year 12.

German
General senior subject

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

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

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

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

- Comprehend German 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 German 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 German
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meine Welt</strong> / <em>My world</em>&lt;br&gt;• Family/carers and friends&lt;br&gt;• Lifestyle and leisure&lt;br&gt;• Education</td>
<td><strong>Unsere Welt erkunden</strong> / <em>Exploring our world</em>&lt;br&gt;• Travel&lt;br&gt;• Technology and media&lt;br&gt;• The contribution of German culture to the world</td>
<td><strong>Unsere Gesellschaft</strong> / <em>Our society</em>&lt;br&gt;• Roles and relationships&lt;br&gt;• Socialising and connecting with my peers&lt;br&gt;• Groups in society</td>
<td><strong>Meine Zukunft</strong> / <em>My future</em>&lt;br&gt;• Finishing secondary school, plans and reflections&lt;br&gt;• Responsibilities and moving on</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — short response</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Extended response</td>
</tr>
<tr>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination — combination response</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination — combination response</td>
</tr>
<tr>
<td>30%</td>
<td>25%</td>
</tr>
</tbody>
</table>
German Extension
General senior subject

German Extension equips students with a deeper intercultural understanding and enhanced communicative abilities, preparing them for an increasingly globalised world. As this course is an Extension subject, it is expected that students will engage with authentic texts that are challenging in their language elements and in their ideas and concepts.

Students use their background knowledge and skills in German in order to investigate how meaning is communicated in German texts. In doing so, they use and enhance the language acquired and developed in the General German syllabus to engage more deeply with a range of text types by creating meaning in German.

Students engage with creative thought and expression in German in an increasingly complex range of social and cultural contexts. As students develop their analytical, creative and critical thinking in German, they reflect on their perspectives and attitudes and develop a deeper appreciation of cultural context as they analyse, investigate and create a range of German texts. Students develop the ability to recognise the attitudes, perspectives and values that underpin texts and influence communities. They reflect on their own attitudes, perspectives and values, and appreciate how these have been influenced by cultural context.

German Extension is a course of study consisting of two units. It is an extension of the General syllabus in German and should be read in conjunction with that syllabus. The course is studied either concurrently with, or after, Units 3 and 4 of the General course in German, or its equivalent.

Pathways

A course of study in German Extension can establish a basis for further education and employment in fields such as linguistics, translation or teaching. Many professions and industries, including business, hospitality, law, science, technology, sociology and anthropology, value the knowledge of an additional language and the intercultural understanding it encompasses.

Objectives

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

- apply knowledge of language elements, structures and textual conventions to understand how meaning is conveyed in texts
- apply knowledge of language elements, structures and textual conventions to create meaning in texts
- identify how meaning, attitudes, perspectives and values underpin texts and influence audiences
- analyse and evaluate information and ideas to draw conclusions and justify points of view and arguments
- create texts that convey information and ideas in German for context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to respond to texts personally, critically and/or creatively.
Structure

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guided investigation</strong>&lt;br&gt;The school chooses two areas of study from the list below:&lt;br&gt;• literature&lt;br&gt;• the arts&lt;br&gt;• social sciences&lt;br&gt;• media studies&lt;br&gt;• innovation, science and technology&lt;br&gt;• business and commerce.</td>
<td><strong>Independent investigation</strong>&lt;br&gt;The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
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<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Examination — combination response</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Project — investigative folio</td>
</tr>
<tr>
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<td>30%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Examination — extended response</td>
<td><strong>Summative external assessment (EA):</strong>&lt;br&gt;• Examination — extended response</td>
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</table>
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.

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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**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>私のくらし</strong> My world</td>
<td><strong>私のまわり Exploring our world</strong></td>
<td><strong>私の社会 Our society</strong></td>
<td><strong>私の将来 My future</strong></td>
</tr>
<tr>
<td>• Family/carers and friends</td>
<td>• Travel</td>
<td>• Roles and relationships</td>
<td>• Finishing secondary school, plans and reflections</td>
</tr>
<tr>
<td>• Lifestyle and leisure</td>
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<td>• Education</td>
<td>• The contribution of Japanese culture to the world</td>
<td>• Groups in society</td>
<td></td>
</tr>
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Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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).

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</tr>
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<tr>
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<td>25%</td>
</tr>
</tbody>
</table>
Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

The aim of this unit is to study dance across multiple popular dance genres and styles, including Musical Theatre and Hip Hop, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts. Students learn about dance in Musical Theatre and Music videos as they are now and explore their origins across time.

Objectives

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

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

Structure

**Topic 1**

**Popular Dance**

With a focus on Musical Theatre and other current popular dance styles such as Hip Hop, students will reflect on dance in film and music videos by developing technical and expressive skills through performance and choreography as well as study dancers and choreographers by analysing dance works in these genres.

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Assessment 1 - Performance</th>
<th>Assessment 2 - Exam Essay (Responding)</th>
<th>Assessment 3 – Project (Performance, Choreography and Responding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn and perform a dance in the style of Musical Theatre</td>
<td>Exam Essay analysing an unstudied dance performance</td>
<td>Students will choreograph a dance, as part of a group, in the style of Hip Hop or Musical Theatre. They are also assessed on the performance of their own choreography and will need to write an analysis and evaluation of their choreographic process.</td>
</tr>
</tbody>
</table>
Pathways in Senior

Dance is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.
Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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

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

### Objectives

By the conclusion of the course of study, students will be able to:

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

### Structure

**Topic 1**

**Contemporary Dance**

Students will study Contemporary Dance styles, Contemporary dance choreographers and contemporary dance companies who have shaped and impacted this style such as Alvin Ailey, Bangarra, Mia Michaels, Natalie Weir and Christopher Bruce.

Students will also develop their contemporary dance technique and expressive skills. They will also gain a deeper understanding of the historical background of contemporary dance and ways which dance can be used to communicate meaning.
Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Assessment 1 - Performance</th>
<th>Assessment 2 - Exam Essay (Responding)</th>
<th>Assessment 3 – Project (Performance, Choreography and Responding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will learn and perform a Contemporary dance</td>
<td>Exam Essay analysing an unstudied dance performance</td>
<td>Students will individually choreograph a dance for a group, in the style of Contemporary Dance. They are also assessed on the performance of their own choreography and will need to write an analysis and evaluation of their choreographic process.</td>
</tr>
</tbody>
</table>

Pathways in Senior

Dance is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.
In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The aim of this course is to allow students to experiment with Australian plays to create performances, focused on the exploration of issues and experiences of young people in the 21st Century.

Objectives
By the conclusion of the course of study, students will be able to:

- 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 the dramatic languages to communicate dramatic meaning.
- synthesise and argue a position about dramatic action and meaning.

Structure

**Topic 1**

**Australian Youth Theatre**

By the conclusion of this course of study students will be immersed in a range of aesthetic experiences and explore dramatic context through a variety of conventions and styles found in contemporary Australian plays. They will also delve into some of Australia’s exciting new works to direct small groups of students using scenes from these plays. During this unit students build on their analytical written skills by reviewing a live professional performance.

Assessment

Students will receive an overall subject result (A–E). The key cognitive objectives of the course constitute the criteria by which students will be assessed. Assessment techniques include:

- Directing a workshop, written director’s notebook, written essay/exam and performance.

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making - Performance (Scene from a published play text).</td>
<td>Making – Project – Director’s Vision (Scene from a published text).</td>
<td>Responding – Live Theatre analysis</td>
</tr>
</tbody>
</table>
Pathways in Senior

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.
In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills. They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The aim of this course is to immerse the students in the exciting and vigorous Dramatic form Physical Theatre. Students will be encouraged to emphasise movement over text to communicate meaning. This course is designed for students to develop the essential skills in collaboration, devising, presenting and theatre analysis.

Objectives

- 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 the dramatic languages to communicate dramatic meaning.
- synthesise and argue a position about dramatic action and meaning.

Structure

**Topic 1**

**The Devisor**

By the conclusion of this course of study students will further develop their understanding of group dynamics. They will be immersed in a range of aesthetic experiences and explore dramatic context through a variety of conventions of Physical Theatre. Students will further develop rehearsal and performance skills by exploring blocking, vocal and physical techniques. During this unit students build on their analytical written skills by reviewing a live professional performance.
Assessment

Students will receive an overall subject result (A–E). The key cognitive objectives of the course constitute the criteria by which students will be assessed. Assessment techniques include: Directing a workshop, written director’s notebook, written essay/exam and performance.

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessment 2</th>
<th>Assessment 3</th>
</tr>
</thead>
</table>

Pathways in Senior

Drama is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Drama develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of ‘the creative’ across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.
Music A – Popular Contemporary Music
Year 10 subject

In this area of study, students will create music works by generating and synthesising music ideas and using imagination and musical understanding to create cohesive vocal and/or instrumental music. Students will also interpret musical elements to communicate music ideas through performance.

Objectives
By the conclusion of the course of study, students will learn to analyse repertoire, compose and perform music in a variety of different contemporary music styles.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>This contemporary music course aims to expose students to a range of pop music through composing, performing and listening. Students will learn about the characteristics of blues (12-bar blues), improvisation and early rock ‘n’ roll.</td>
<td>This course continues expanding on aspects of the contemporary music course studied in the previous unit. Students will explore compositional techniques used in contemporary music with particular focus on music technology (EDM, loops, sampling, etc.)</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Performance of a Contemporary work</td>
<td>Assessment 2: Musicology Task</td>
</tr>
<tr>
<td>Assessment 3: Performance of a Protest work</td>
<td>Assessment 4: Contemporary Composition Task</td>
</tr>
</tbody>
</table>

Pathways in Senior
Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.
Music Extension – Semester 1
Year 10 subject

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

Objectives
By the conclusion of the course of study, students will learn to analyse repertoire, compose in a jazz style and perform music in a variety of different jazz styles.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jazz</strong></td>
<td><strong>Protest Music</strong></td>
</tr>
<tr>
<td>The aim of this course is to introduce students to an array of jazz styles and understand the key musical characteristics of each style.</td>
<td>This course will explore the genre of protest music and its role in social change and awareness.</td>
</tr>
</tbody>
</table>

Assessment
Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Performance of a Jazz work</td>
<td><strong>Assessment 2:</strong> Musicology Task</td>
</tr>
<tr>
<td><strong>Assessment 3:</strong> Performance of a Protest work</td>
<td><strong>Assessment 4:</strong> Composition Task</td>
</tr>
</tbody>
</table>

Pathways in Senior
Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.
In an age of change, Music has the means to prepare students for a future of unimagined possibilities, with highly transferable skills and the capacity for flexible thinking and doing. Literacy in Music is an essential skill for both musician and audience, and learning in Music prepares students to engage in a multimodal world.

Objectives

By the conclusion of the course of study, students will learn to analyse repertoire, compose and perform music in a variety of different 20\textsuperscript{th} Century & vocal music styles.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>20\textsuperscript{th} Century Music</strong></td>
<td><strong>Vocal Music</strong></td>
</tr>
<tr>
<td>The aim of this course is to expand students understanding of music in the 20th Century and how it closely followed the turbulent history and technological advances of the time. This course is designed for students to be able to identify the extended techniques used in 20th Century music and how they correspond to the social history and the art of the time.</td>
<td>This course will explore an array of vocal music styles and their social context. Students will learn about the role of vocal music in society and understand how musical elements are manipulated to produce these particular styles.</td>
</tr>
</tbody>
</table>

Assessment

Students will receive an overall subject result (A–E).

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Musicology project</td>
<td><strong>Assessment 2:</strong> Performance of a Vocal work</td>
<td><strong>Assessment 3:</strong> Composition Task</td>
</tr>
</tbody>
</table>

Pathways in Senior

Music is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. 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. The demand for creativity from employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of Music develop transferable 21st century skills essential for many areas of employment. Specifically, the study of Music helps develop creative and critical thinking, collaboration, ICT skills, social/personal skills and communication — all of which is sought after in modern workplaces.
Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate an understanding of dance concepts and skills
- apply literacy skills
- organise and apply the dance concepts
- analyse and interpret dance concepts and skills
- apply technical skills
- realise meaning through expressive skills
- create dance to communicate meaning
- evaluate dance, justifying the use of dance concepts and skills.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moving bodies</td>
<td>Moving through environments</td>
<td>Moving statements</td>
<td>Moving my way</td>
</tr>
<tr>
<td>How does dance</td>
<td>How does the integration of the environment</td>
<td>How is dance used to</td>
<td>How does dance communicate meaning for me?</td>
</tr>
<tr>
<td>communicate meaning</td>
<td>shape dance to communicate meaning?</td>
<td>communicate viewpoints?</td>
<td></td>
</tr>
<tr>
<td>different purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and in different</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>contexts?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Genres:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Contemporary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- at least one other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Subject matter:
- meaning, purpose and context
- historical and cultural origins of focus genres
- physical dance environments including site-specific dance
- virtual dance environments

Subject matter:
- social, political and cultural influences on dance
- developing a personal movement style
- personal viewpoints and influences on genre

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1):</td>
<td>Summative internal assessment 3 (IA3):</td>
</tr>
<tr>
<td>- Performance</td>
<td>- Project — dance work</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2):</td>
<td></td>
</tr>
<tr>
<td>- Choreography</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Summative external assessment (EA):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Examination — extended response</td>
</tr>
<tr>
<td></td>
<td>25%</td>
</tr>
</tbody>
</table>
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

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

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

**Summative assessments**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Performance</td>
<td>• Project — practice-led project</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>• Project — dramatic concept</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>Examination — extended response</td>
</tr>
</tbody>
</table>
Music
General senior subject

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

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

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

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

Objectives
By the conclusion of the course of study, students will:
- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.

Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Designs</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</td>
<td><strong>Identities</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;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?</td>
<td><strong>Innovations</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</td>
<td><strong>Narratives</strong>&lt;br&gt;Through inquiry learning, the following is explored:&lt;br&gt;How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</td>
</tr>
</tbody>
</table>
Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summative internal assessment 1 (IA1): 20%</td>
<td>Summative internal assessment 3 (IA3): 35%</td>
</tr>
<tr>
<td>• Performance</td>
<td>• Integrated project</td>
</tr>
<tr>
<td>Summative internal assessment 2 (IA2): 20%</td>
<td></td>
</tr>
<tr>
<td>• Composition</td>
<td></td>
</tr>
</tbody>
</table>

Summative external assessment (EA): 25%

• Examination
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**

<table>
<thead>
<tr>
<th>Explore</th>
<th>Emerge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

**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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>Composition 1</td>
<td>Composition project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>Composition 2</td>
<td>25%</td>
</tr>
<tr>
<td>20%</td>
<td>Examination — extended response</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kenmore State High School  Senior Subject Guide  (Year 10, 11 & 12)  August 2020
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.

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

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>Investigation 1</td>
<td>Musicology project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td></td>
</tr>
<tr>
<td>Investigation 2</td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA):</strong></td>
<td>25%</td>
</tr>
<tr>
<td>Examination — extended response</td>
<td></td>
</tr>
</tbody>
</table>

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

Pathways

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explore</strong></td>
<td><strong>Emerge</strong></td>
</tr>
<tr>
<td>Key idea 1: Initiate best practice</td>
<td>Key idea 3: Independent best practice</td>
</tr>
<tr>
<td>Key idea 2: Consolidate best practice</td>
<td></td>
</tr>
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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).

<table>
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<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>Investigation 1</td>
<td>Performance project</td>
</tr>
<tr>
<td>20%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong></td>
</tr>
<tr>
<td>Investigation 2</td>
<td>Examination — extended response</td>
</tr>
<tr>
<td>20%</td>
<td>25%</td>
</tr>
</tbody>
</table>
Visual Art and Media

- Visual Art A
  - Year 10
  - 2-Dimensional Art
- Visual Art B
  - Year 10
  - 3-Dimensional Art
- Creative Industries A
  - Year 10
  - Photography & Design
- Creative Industries B
  - Year 10
  - Creative Design
- Film & Television A
  - Year 10
  - Movie Special Effects
- Film and Television B
  - Year 10
  - Sports, News, Travel Journalism
- Visual Art
  - Year 11 & 12
  - Year 11 & 12
- Film, Television & New Media
  - Year 11 & 12

Head of Department – Dr Colin Stewart
cstew44@eq.edu.au
33271568
Photography has undergone a revolution in recent times, to the point that we cannot believe our own eyes! Our magazines and news media are full of re-touched, persuasive images that young people need to be able to question. Empowering students as digital artists is a creative way of raising their awareness of audience manipulation. This industry has also produced job opportunities for those who can wield a camera creatively.

The digital imaging design process introduces students to the principles of visual communication design. Students compose visual solutions to design problems while exploring a variety of creative techniques and selected software programs. Students hone their skills in creative problem solving, combining their photographic creativity with artistic manipulation.

**Objectives**

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

- Apply photography industry knowledge to own their work using both historical and current theories and trends.
- Work collaboratively with others on a basic photoshoot to achieve outcomes with a consumer based focus.
- Apply photo editing skills with competency to achieve images to be used in further graphic design work.
- Evaluate their own work and the work of others via the application of critical thinking skills.

### Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital World</strong></td>
<td><strong>Photographic artists</strong></td>
<td><strong>Photographic folio</strong></td>
</tr>
<tr>
<td>An introduction to digital imagery and the main techniques of photographic manipulation, including Photoshop</td>
<td>Investigate established photographic artist and the impact they have had on world photography culture</td>
<td>Students take a collection of photographs to build up a body of work.</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Making task – digital folio of edited and manipulated photographs using Photoshop</td>
<td><strong>Assessment 2:</strong> Research task investigating established photographic artists photography culture</td>
<td><strong>Assessment 3:</strong> Photographic body of work with a theme highlighting specific techniques</td>
</tr>
</tbody>
</table>

### Pathways in Senior

This course is an introduction to the Year 11 and 12 vocational education courses Certificate I in Visual Art and Certificate II in Creative Industries. Vocational education prepares students for work by providing them with competencies in the skills they need for particular work environments. Year 10 VCI prepares students for further vocational education in advertising, gaming, product design, marketing, web design, media and many other creative offerings.
Creative Industries B - Creative Design
Year 10 subject

Design is urban life. Everything we use initially started as a design. From the layout of our suburbs and communities, the cars we drive, the clothes we wear, the chairs we sit on. Everything in the modern world has been designed.

In this subject students will be exploring design through the history and theories of design and the influential designers. Practical aspects of the subjects will include researching, developing and creating solutions to 2D and 3D design problems. These may include the creation of a packaging proposal for a luxury product (3D design) and cover design for print, film, and music (2D design).

Objectives
By the conclusion of the course of study, students will be able to:
- Apply design arts industry knowledge to own their work using both historical and current theories and trends.
- Apply photo editing skills with competency to achieve images to be used in further graphic design work.
- Explore and create 3D product solutions suited to client specific needs.
- Apply the theories and techniques of graphic design to their own images to create product mock-ups and design solutions.
- Evaluate their own work and the work of others via the application of critical thinking skills to justify design solutions.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed World</td>
<td>Pack it up</td>
<td>See the Music</td>
</tr>
<tr>
<td>Movements, trends and the invisible people that have impacted our lives.</td>
<td>Packaging design, creating a look and feel of a specific product for a client.</td>
<td>Album cover - graphic design and branding in the music industry.</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1:</td>
<td>Assessment 3:</td>
<td>Assessment 4:</td>
</tr>
<tr>
<td>Responding – exploring a variety of design areas and the people instrumental in creating the icons of design – written response.</td>
<td>Making – design folio including hand drawn and 3D modelling of product packaging ready for prototyping and printing.</td>
<td>Making – using graphic design skills and techniques to create an album cover for vinyl and CD production.</td>
</tr>
</tbody>
</table>

Pathways in Senior
This course is an introduction to the Year 11 and 12 vocational education courses offering Certificate I in Visual Art and Certificate II in Creative Industries. Vocational education prepares students for work by providing them with competencies in the skills they need for particular work environments. Year 10 VCI prepares students for further vocational education in advertising, gaming, product design, marketing, web design, media and many other creative offerings.
In Film, Television and New Media A students will investigate movie special effects. The making of movie special effects is one of the most creative aspects of movie making today. The increased interest in movie special effects is due to the availability of specialised make-up and modelling materials, and also the ever improving capability of computer graphics.

The course in movie special effects introduces students to the art of filmmaking and also develops skills in computer-based special effects programs, such as Adobe After Effects. As well, Film, Television and New Media A draws upon the traditional skills of special effects such as lighting, clay modelling, latex prosthesis and make-up.

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

- Construct proposals for special effects
- Structure visual and audio elements to make movie special effect sequences using Adobe After Effects
- Experiment with ideas for special effects using physical effect techniques
- Experiment with settings, points of view and genre conventions in a special effects sequence
- Appraise the contribution of special effect techniques in film production
- Analyse meaning and cultural influences in movie effects.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laser weapon and physical prop</strong></td>
<td><strong>Appraising movie SFX</strong></td>
<td><strong>Making physical effects</strong></td>
<td><strong>Cloning as an SFX</strong></td>
</tr>
<tr>
<td>Creating a laser weapon battle sequence with Adobe After Effects</td>
<td>Movie special effects techniques and their impact on film success</td>
<td>Creating make-up and wound effects using physical products such as make-up and latex</td>
<td>Creating a human clone effect with an interaction sequence using Adobe After Effects</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong> Making task – creation of a physical laser weapon handle and creation of a digital beam effect with green-screen setting</td>
<td><strong>Assessment 2:</strong> Responding task – Review of film and video special effects</td>
<td><strong>Assessment 3:</strong> Making task – Creating a physical effect using latex and make-up</td>
<td><strong>Assessment 4:</strong> Making task – Creating a clone effect in a video sequence</td>
</tr>
</tbody>
</table>

Pathways in Senior
This course is an introduction to Year 11 & 12 Film, Television and New Media. The study of media develops a twenty-first century media literacy that is a life-skill as well as a highly transferable communication and thinking skill. Film, Television and New Media allows for creative self-expression and future participation in a diverse range of global media contexts.
Film, Television & New Media B – Sports, News & Travel Journalism

Year 10 subject

In Film, Television and New Media B students will investigate sports, news and travel journalism and documentary filmmaking. Journalism is an occupation that involves talking to lots of different people and gathering information and stories into a form that is entertaining and informative. It can be combined with an interest in other fields, such as sports, current affairs, crime, diplomacy, music, travel, etc.

Modern journalists are often skilled at many different tasks. They write their own stories, but also do their own filming and editing.

The course in sports news and travel journalism introduces students to the skills of journalism and media communication. Film, Television and New Media B develops skills in camera work, interviewing, sports and news writing, bulletin preparation, news reading, documentary making and on-screen presentation.

Objectives

By the conclusion of the course of study, students will be able to:

- Explain the features of media journalistic practices
- Symbolise ideas and stories using journalistic codes and conventions
- Apply literacy skills to news, sports and travel journalism
- Structure visual, audio and text elements to make journalistic products
- Appraise contemporary documentary sports, news and travel journalism products, practices and viewpoints.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Television news journalism</td>
<td>• Studio production for news, travel or sports</td>
<td>• Representation on news, sports or travel</td>
<td>• Documentary making</td>
</tr>
<tr>
<td></td>
<td>• Multi-camera live event production techniques</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: A filmed news story</td>
<td>Assessment 2: A filmed multi-camera studio production with lighting</td>
<td>Assessment 3: Analysis of a fiction movie dealing</td>
<td>Assessment 4: A filmed live</td>
</tr>
<tr>
<td>including reporter’s piece to camera</td>
<td>for news, sport or travel</td>
<td>with either news, sports or travel production.</td>
<td>event coverage with multi-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>camera shooting.</td>
</tr>
</tbody>
</table>

Pathways in Senior

This course is an introduction to Year 11 and 12 Film, Television and New Media. The study of media develops a twenty-first century media literacy that is a life-skill as well as a highly transferable communication and thinking skill. Film, Television and New Media allows for creative self-expression and future participation in a diverse range of global media contexts.
In Visual Art A students will study two-dimensional art. This subject examines two-dimensional approaches and responses using media, techniques and processes such as illustration, painting, collage, digital art, printmaking and mixed media works.

Students will evaluate the ways in which other people and cultures live and have lived; exploring the ways in which artists, designers and craftspeople have presented their own viewpoints.

This subject fosters the student’s own ideas through art making as well as develops their personal aesthetic, techniques, display and communication processes.

Objectives
By the conclusion of the course of study, students will be able to:

- Implement ideas and representations in two-dimensional art
- Analyse and interpret visual language, expression and meaning in two-dimensional art works
- Evaluate art practices, traditions and cultures in the making of two-dimensional art works
- Evaluate how representations communicate artistic intentions
- Identify the influences of other artists on their own artworks
- Create meaning through knowledge and understanding of materials, techniques, technologies and art processes.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rooms</strong>&lt;br&gt;• Students explore the ways in which people live within their homes – rooms, maps etc.</td>
<td><strong>My home</strong>&lt;br&gt;• Students explore their own definition of “home” – what constitutes a home – and represent it in a variety of ways.</td>
<td><strong>Country</strong>&lt;br&gt;• Students explore the concept of country through an exploration of Australian Landscape paintings across a variety of contexts.</td>
<td><strong>My World</strong>&lt;br&gt;• Students make an artwork based around the idea of what is outside their window.</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1:</strong>&lt;br&gt;Responding task – an exhibition catalogue about paintings and a folio of drawings or an analysis under exam conditions.</td>
<td><strong>Assessment 2:</strong>&lt;br&gt;Making task – body of work derived from exploratory folio culminating in at least one resolved piece that can be 2d/3D or mixed media.</td>
<td><strong>Assessment 3:</strong>&lt;br&gt;Responding task – Investigation about Australian Landscape painting.</td>
<td><strong>Assessment 4:</strong>&lt;br&gt;Making task – body of work derived from exploratory folio culminating in at least one resolved piece that can be 2D/3D and mixed media.</td>
</tr>
</tbody>
</table>

Pathways in Senior

This course is an introduction to Year 11 and 12 Visual Art. The study of Visual Art provides students with opportunities to become art makers, as well as opportunities to understand and appreciate visual art traditions and cultures. The subject allows for creative self-expression and gives students important life skills they can use in the future.
Visual Art B – Three Dimensional Art
Year 10 subject

In Visual Art B students will explore three-dimensional art. This subject examines three-dimensional approaches and responses using media, techniques and processes such as sculpture, clay, installation, assemblage and mixed media works.

Students will evaluate the ways in which other people and cultures live and have lived; exploring the ways in which artists, designers and craftspeople have presented their own viewpoints.

This subject fosters the student’s own ideas through art making as well as develops their personal aesthetic, techniques, display and communication processes.

Objectives
By the conclusion of the course of study, students will be able to:

- Implement ideas and representations in three-dimensional art
- Analyse and interpret visual language, expression and meaning in three-dimensional art works
- Evaluate art practices, traditions and cultures in the making of three-dimensional art works
- Evaluate how representations communicate artistic intentions
- Identify the influences of other artists on their own artworks
- Create meaning through knowledge and understanding of materials, techniques, technologies and art processes.

Structure

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Escape</td>
<td>Structures</td>
<td>Hybrids</td>
<td>Odyssey</td>
</tr>
<tr>
<td>• Students explore concepts around the figure and representation of the concept of escape</td>
<td>• Students explore concepts around geometric and man-made forms leading to abstraction</td>
<td>• Students explore concepts around the mixing of forms and art forms to create hybrids</td>
<td>• Students explore concepts around the rituals, ceremonies and objects that add meaning to our and others lives</td>
</tr>
</tbody>
</table>

Assessment

<table>
<thead>
<tr>
<th>Topic 1 and Topic 2</th>
<th>Topic 3</th>
<th>Topic 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1: Responding – written responses to artists who use the concepts and art forms being explored</td>
<td>Assessment 3: Making and Responding – presentation of the investigative inquiry undertaken including making, planning and responding to artists and ideas</td>
<td>Assessment 4: Making – student directed body of work consisting of at least one resolved 3d piece that represents their own ideas about rituals and ceremonies</td>
</tr>
<tr>
<td>Assessment 2: Making – Body of Work that examines the ideas explored in the topic – at least 2 sculptural pieces</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Pathways in Senior
This course is an introduction to Year 11 and 12 Visual Art. The study of Visual Art provides students with opportunities to become art makers, as well as opportunities to understand and appreciate visual art traditions and cultures. The subject allows for creative self-expression and gives students important life skills they can use in the future.
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.

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.

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.
Structure

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation</strong></td>
<td><strong>Story forms</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Identity</strong></td>
</tr>
<tr>
<td>• Concept: technologies</td>
<td>• Concept: representations</td>
<td>• Concept: technologies</td>
<td>• Concept: technologies</td>
</tr>
<tr>
<td>How are tools and associated processes used to create meaning?</td>
<td>How do representations function in story forms?</td>
<td>How do technologies enable or constrain participation?</td>
<td>How do media artists experiment with technological practices?</td>
</tr>
<tr>
<td>• Concept: institutions</td>
<td>• Concept: audiences</td>
<td>• Concept: audiences</td>
<td>• Concept: representations</td>
</tr>
<tr>
<td>How are institutional practices influenced by social, political and economic factors?</td>
<td>How does the relationship between story forms and meaning change in different contexts?</td>
<td>How do different contexts and purposes impact the participation of individuals and cultural groups?</td>
<td>How do media artists portray people, places, events, ideas and emotions?</td>
</tr>
<tr>
<td>• Concept: languages</td>
<td>• Concept: languages</td>
<td>• Concept: institutions</td>
<td>• Concept: languages</td>
</tr>
<tr>
<td>How do signs and symbols, codes and conventions create meaning?</td>
<td>How are media languages used to construct stories?</td>
<td>How is participation in institutional practices influenced by social, political and economic factors?</td>
<td>How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?</td>
</tr>
</tbody>
</table>

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong></td>
<td><strong>Summative internal assessment 3 (IA3):</strong></td>
</tr>
<tr>
<td>• Case study investigation</td>
<td>• Stylistic project</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong></td>
<td><strong>Summative external assessment (EA):</strong> 25%</td>
</tr>
<tr>
<td>• Multi-platform project</td>
<td>• Examination — extended response</td>
</tr>
<tr>
<td>25%</td>
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</tr>
</tbody>
</table>

Kenmore State High School   Senior Subject Guide   (Year 10, 11 & 12)   August 2020
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Visual Art
General senior subject

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

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

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

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

Pathways

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

Objectives

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

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

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

Assessment

Assessment in Unit 1 and 2 will be formative and be closely aligned to the sequence, scope and scale of the summative assessment items in Units 3 and 4.

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

Summative assessments

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summative internal assessment 1 (IA1):</strong>&lt;br&gt;• Investigation — inquiry phase 1</td>
<td><strong>Summative internal assessment 3 (IA3):</strong>&lt;br&gt;• Project — inquiry phase 3</td>
</tr>
<tr>
<td>15%</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Summative internal assessment 2 (IA2):</strong>&lt;br&gt;• Project — inquiry phase 2</td>
<td></td>
</tr>
<tr>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Summative external assessment (EA): 25%</strong>&lt;br&gt;• Examination</td>
<td></td>
</tr>
</tbody>
</table>
Overview

The multimedia industry is now a powerful industry sector and a significant employer. It has links to the film, music, IT and print publishing industries. Through the development of “ecommerce”, multimedia adds value to every other industry sector in the economy. Certificate I in Visual Art and Certificate II Creative Industries (VCA) is a vocational subject with a visual communication and graphic design focus. It offers students training relevant to employment in a wide range of creative fields including the multimedia communications, promotions, graphic design and printing industries. While there are no formal pre-requisites for these courses, students should display a reasonable flair for art, computers and visual problem solving. These certificates are part of the CUA - Creative Arts and Culture Training Package and are accredited under the Australian Qualifications Framework (AQF).

Objectives

Learning is achieved through practical activities. Students become familiar with multimedia by responding to design briefs for projects such as web pages, posters and photographic folios. Students work on, personal, team and community projects.

Structure

The course introduces students to the multimedia and creative industries. It explores the various sections within the field and provides an overview of career opportunities.

<table>
<thead>
<tr>
<th>Certificate I Visual Arts</th>
<th>Certificate II Creative Industries</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBWHS201 Contribute to health and safety of self and others</td>
<td>BSBWOR203 Work effectively with others</td>
</tr>
<tr>
<td>CUAACD101 Use basic drawing techniques</td>
<td>CUAIND201 Develop and apply creative arts industry knowledge</td>
</tr>
<tr>
<td>CUAPP101 Use ideas and techniques to develop creative work</td>
<td>CUAWHS302 Apply work health and safety practices</td>
</tr>
<tr>
<td>BSBCRT101 Apply critical thinking techniques</td>
<td>BSBD301 Follow a design process</td>
</tr>
<tr>
<td>BSBDES201 Follow a design process</td>
<td>BSBCRT101 Apply critical thinking techniques</td>
</tr>
<tr>
<td>CUAIND201 Develop and apply creative arts industry knowledge</td>
<td>CUAACD101 Use basic drawing techniques</td>
</tr>
<tr>
<td></td>
<td>SITTTSL201 Operate an online information system</td>
</tr>
<tr>
<td></td>
<td>CUADIG201 Maintain interactive content</td>
</tr>
<tr>
<td></td>
<td>CUADIG202 Develop digital imaging skills</td>
</tr>
<tr>
<td></td>
<td>ICPDMT322 Edit a digital image</td>
</tr>
</tbody>
</table>
Assessment

- Folio work consisting of a suite of specified tasks
- Practical tasks such as thematic graphic packages for specified clients
- Competencies are confirmed via theory workbooks and practical demonstrations

Cost

There is no cost associated with this course.

Work Placement

There is no work placement required with this course.

Pathways

This course may lead to a range of careers including advertising and marketing, commercial art, graphic design, industrial design, built environment, multi-media production, digital content design, computer game design, photography, animation, print industry and web site design.

Course Information current as at June 2020
In addition to their six senior subjects, all Year 10, 11 & 12 students engage in a complementary educational program for one lesson per week.

This program consists of Career Education for all students in Year 10, including completion of a Short Course in Careers which delivers 2 QCE credits upon satisfactory completion of the course. This lesson is also used to inform Year 10s about subjects for Years 11 & 12 to enable them to select appropriate subjects as part of their SET Planning process.

In Year 11, students select a Vocational Education Course from approximately 10 different available options. These yearlong courses enable students to

The Year 12 Flex program allows students one lesson per week of self-directed learning. Students may work individually or in small groups to complete school work or engage in extra-curricular activities. For some students this time is used to receive additional teacher support in one or more subject.

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**Year 10 Career Education**
- Short Course in Careers (2 QCE credits) plus subject selection for Years 11 and 12

**Year 11 Vocational Education Studies**
- An extensive range of Certificate I and II courses providing up to 4 QCE credits

**Year 12 Flex**
- Self directed student learning or additional academic support if required
### 2021 Year 11 Vocational Education Studies Course Options (VET Certificate Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cost/Funding</th>
<th>Requirements</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Horticulture</td>
<td>Students will learn about working in the horticulture industry including planting, treating plant diseases, using tools and working effectively with others. Students will construct a garden at school as part of the program.</td>
<td>No cost Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Sports Coaching</td>
<td>Students will learn sports coaching skills in a variety of sports. A range of guest speakers from sporting bodies will teach students sport specific skills and coaching skills.</td>
<td>No cost Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Appropriate clothing and sun protection for practical lessons Blue Card Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
<tr>
<td>Certificate I in Construction</td>
<td>Students will learn the necessary skills and knowledge required to prepare them for an apprenticeship or general life skills. Students will produce a dog kennel in small groups which they keep at the conclusion of the course.</td>
<td>No cost Uses VETiS funding</td>
<td>Steel capped boots for practical lessons (Tablet provided for lessons) Attendance at full day practical sessions in week 10 of term</td>
<td>3</td>
</tr>
<tr>
<td>Certificate II in Automotive Vocational Preparation</td>
<td>Students will learn about the components and workings of the mechanical and electrical systems of light vehicles.</td>
<td>No cost Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Steel cap boots and safety equipment for practical lessons Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
<tr>
<td>Certificate II in Health Support Services</td>
<td>Students will learn knowledge and skills to work within a variety of health environments in a support role. The Health industry is booming and this course is a good resume builder for students looking for either part time or full time work.</td>
<td>No cost Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
</tbody>
</table>
## 2021 Year 11 Vocational Education Studies Course Options (VET Certificate Courses)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Cost/Funding</th>
<th>Requirements</th>
<th>QCE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate II in Engineering Pathways (Go Kart Building)</strong></td>
<td>Students will learn the basics of engineering skills in the context of building a Go Kart in small groups. Students will keep the Go Kart at the conclusion of the course.</td>
<td>No cost Uses VETiS funding</td>
<td>Steel capped boots for practical lessons (Tablet provided for lessons) Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
<tr>
<td><strong>Certificate II in Engineering Pathways (Drone Building)</strong></td>
<td>Students will learn the basics of engineering skills in the context of building a drone. Students will also learn how to fly the drone and will keep the drone at the completion of the course.</td>
<td>No cost Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Steel capped boots for practical lessons Attendance at full day practical sessions in week 10 of term</td>
<td>4</td>
</tr>
<tr>
<td><strong>Certificate II in Tourism</strong></td>
<td>Students will learn knowledge and skills to work in the tourism industry. Students will apply the knowledge and skills that they have learnt in class by attending a three day camp to Moreton Island where they will experience a range of activities including sand boarding, kayaking and snorkelling.</td>
<td>Bus cost only, approximately $50 Uses VETiS funding</td>
<td>Laptop Commitment to completing all tasks Attendance at the three day camp (end of term 3) to complete practical assessment.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Certificate I in Hospitality (Beverages focus)</strong></td>
<td>Students will learn a range of knowledge and skills necessary to enter the hospitality industry in entry level jobs including RSA and coffee skills.</td>
<td>$150 Does not use VETiS funding</td>
<td>Laptop Commitment to completing all tasks Cannot be chosen if undertaking Certificate II in Hospitality in year 11 Attendance at full day practical sessions in week 10 of term</td>
<td>2</td>
</tr>
<tr>
<td><strong>Certificate II in Financial Services</strong></td>
<td>Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry.</td>
<td>No cost Does not use VETiS funding</td>
<td>Laptop Commitment to completing all tasks</td>
<td>4</td>
</tr>
</tbody>
</table>
Certificate I in Hospitality SIT10216  
(KSHS RTO Code 30071)  
Stand Alone VET Certificate Course

Overview
Hospitality is a one year standalone VET subject offered in Years 11. It gives students National Industry recognition and does contribute to 2 QCE credit points.

Objectives
The area of Hospitality is a growth area for employment. Certificate I in Hospitality is a nationally recognized qualification and the skills are recognizable internationally. Students may use this qualification to obtain employment in the hospitality industry or to further their education.

Structure
The course includes units from the National Hospitality Training Package and will consist of 7 units.

Core Units:
- BSBWOR203 Work effectively with others
- SITXCCS001 Provide customer information and assistance
- SITXWHS001 Participate in safe work practices
- SITHFAB005 Prepare and serve expresso coffee
- SITXFSA001 Use hygienic practices for food safety
- SITHFAB002 Provide Responsible Service of Alcohol
- SITHGAM001 Provide Responsible Gamming Services

Learning Experiences
- Excursions to hospitality venues
- Working in commercial kitchens

Assessment
Hospitality students will be assessed by a variety of techniques:
- Completion of practical units
- Completion of Core Units through theory tests and assignments
- Successful participation in practical and team work activities
- Students must be willing to actively participate in all aspects of the work.

Cost
The cost for this course is anticipated to be $170.

If students have previously accessed VETIS funding, it is possible to participate in the course as a full fee paying student. Contact the Transitions and Pathways Head of Department for further information.
Work Placement

No Work Placement is required for Certificate I in Hospitality

Special Requirements

- It is preferred that students entering this subject must commence the subject at the beginning of Year 11
- Hospitality students will be assessed by a variety of techniques
- Completion of practical units
- Students must be willing to actively participate in all aspects of the work

Pathways

It is envisaged that students undertaking this subject will engage in work in the rapidly expanding area of hospitality in Australia and overseas. Students may work casually in the hospitality industry such as waiting and bar work whilst studying at university. This course may also lead to an apprenticeship where many scholarships are available for chefs at TAFE or at Registered Training Organisation. Students may also go on to complete tertiary study in Hospitality Management at university.

Course Information current as at 15 July 2020
Certificate II in Automotive Vocational Preparation
AUR20716 (Tactile Learning Centre RTO Code 30922)
Stand Alone VET Certificate Course

Overview
Certificate II in Automotive Vocational Preparation provides students an opportunity to gain an entry level qualification in the automotive industry. The course allows students to gain basic knowledge and skills of mechanical and electrical components of light vehicles.

Objectives
Students will understand how to identify and inspect components and systems of vehicles as well as develop the skills to perform minor maintenance and repair of an automotive vehicle. This course appeals to students who enjoy cars and also enjoy practical tasks.

Structure
The course includes the following 12 competencies that students must achieve in order to complete the certificate:
- AURFA003 Communicate effectively in an automotive workplace
- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURASA002 Follow safe working practices in an automotive workplace
- AURETR003 Identify automotive electrical systems and components
- AURLTA001 Identify automotive mechanical systems and components
- AURAFA004 Resolve routine problems in an automotive workplace
- AURTTK002 Use and maintain tools and equipment in an automotive workplace
- AURTTA027 Carry out basic vehicle servicing operations
- AURTTA009 Carry out mechanical pre-repair operations
- AURTTEE007 Dismantle and assemble single cylinder four-stroke petrol engines
- AURETR015 Inspect, test and service batteries
- AURTTB007 Remove and replace brake assemblies

Assessment
Students will be assessed through submitting a range of quizzes electronically as well as observation during practical components. Tactile Learning Centre trainers will assess the students. Certificate II in Automotive Vocational Preparation requires students to complete assessment tasks in a classroom environment which will be submitted for assessment. Students will also engage in a variety of practical tasks on a training vehicle and be assessed by observation using and maintaining tools and equipment and servicing major car components.

Cost
The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee paying student. Contact the VET Head of Department for further information. Students will also be required to wear Personal Protective Equipment such as steel-capped work boots.
Work Placement
There is no work placement associated with this course.

Special Requirements
Students will be required to participate in full day activities during the last week of each term.

Pathways
The skills gained from Certificate II in Automotive Vocational Preparation will give students a good understanding of the automotive industry which may lead to an automotive apprenticeship. Students may also choose to specialise in the many variants of the automotive industry such as marine, body repair, diesel, drivetrain, electrical etc.

Course Information current as at 15 July 2020
Certificate II in Horticulture AHC 20416
(Embark College RTO Code 0699)
Stand Alone VET Certificate Course

Overview
Certificate II in Horticulture allows students to develop knowledge and skills in horticulture. The course teaches students key skills necessary in the horticulture industry such as how to propagate and care for plants, maintain lawns and gardens, operate equipment and control weeds.

Objectives
Students will develop the necessary knowledge and skills to be work ready at an entry level in the horticulture industry. Students will learn through a combination of theory work and practical sessions to create a garden. Students who enjoy practical work and being outdoors may enjoy this course.

Structure
The course includes the following 15 competencies that students must achieve in order to complete the certificate:

- AHCWHS201 Participate in work health and safety processes
- AHCPCM201 Recognise plants
- AHCPMG201 Treat weeds
- AHCPMG202 Treat plant pests, diseases and disorders
- AHCSOL202 Assist with soil or growing media sampling and testing
- AHCPGD201 Plant trees and shrubs
- AHCPGD203 Prune shrubs and small trees
- AHCHM201 Apply chemicals under supervision
- MEM18001C Use hand tools
- AHCSNY201 Pot up plants
- AHCMOM203 Operate basic machinery and equipment
- AHCMOM204 Undertake operational maintenance of machinery
- AHCHWRK205 Participate in workplace communications
- AHCHWRK209 Participate in environmentally sustainable work practices
- TLID1001 Shift materials safely using manual handling methods

Assessment
Students will be assessed by Embark College trainers through submitting a range of theory assessments, workbooks as well as observation during practical components. Students will be required to participate in practical sessions of identifying plants, using hand tools, preparing plants and treating plants for diseases in order to construct a garden at school during the last week of each term.

Cost
The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee paying student. Contact the VET Head of Department for further information.
Work Placement
This course does not include work placement.

Special Requirements
Students should have a year 9 level of literacy and numeracy and be at least 15 years of age. Students must take appropriate sun protection measures and gear up with PPE for practical sessions.

Pathways
The skills gained from Certificate II in Horticulture can lead to employment in a variety of fields including; nursery assistant, greenkeeper, groundsman, gardener, landscape assistant and horticulture labourer.

Course Information current as at 15 July 2020
Certificate II in Sports Coaching SIS20513
(College of Sports and Fitness RTO Code 91345)
Stand Alone VET Certificate Course

Overview
Certificate II in Sports Coaching provides students an opportunity to gain a coaching qualification at an entry level. Upon successful completion, students will be competent in delivering a basic instruction session for a sport. Students will study sports coaching under a range of sports with access to guest speakers and instructors from sporting associations.

Objectives
Students will understand how to deliver coaching sessions to students and will develop the skills necessary to coach students in a range of sports. An external trainer from the College of Sports and Fitness will deliver the training to students through a range of theory and practical activities conducted at school. This course appeals to students who show a keen interest in sport and may wish to obtain part time work from coaching or officiating sport.

Structure
The course includes the following 13 competencies that students must achieve in order to complete the certificate.
SISXCAI102A Assist in preparing and conducting sport and recreation sessions
SISSSCO101 Develop and update knowledge of coaching practices
BSBWOR202 Organise and complete daily work activities
HLTAID003 Provide first aid
SISSSCO202 Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201 Communicate effectively with others in a sport environment
SIXIND211 Develop and update sport, fitness and recreation industry knowledge
SISXWHS101 Follow work health and safety policies
SISSATH201A Teach the fundamental skills of athletics
SISXCAI101A Provide equipment for activities
SISSSOF101 Develop and update officiating knowledge
SISSSOF202 Officiate games or competitions

Assessment
Students will be assessed through submitting a range of workbooks through the online portal as well as observation during practical components. College of Sports and Fitness trainers will assess the students.

Cost
The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee paying student. Contact the Transitions and Pathways Head of Department for further information.
Work Placement

There is no work placement associated with this course.

Special Requirements

Certificate II in Sports Coaching requires students to complete modules through an online learning platform. Students require a laptop and internet access for each lesson. Students will complete the course through a range of theory modules and practical components such as coaching sessions and officiating games. Due to the nature of the course, students must have a blue card to participate in coaching and officiating sessions.

Pathways

The skills gained from Certificate II in Sports Coaching allow students to gain an entry level qualification for coaching and officiating. Students may choose to study higher level qualifications in the Sports, Fitness and Training package such as Certificate III/IV in Sports Coaching or Certificate III/IV in Fitness. Pathways include Community coach, Strength and conditioning coach, Referee/Sport Official, Further studies in Fitness and Coaching, Sports Development Officer, Sports events/Project development, Sport and Recreation careers, Sports, health and fitness professions.

Course Information current as at 15 July 2020
Certificate I in Construction  CPC10111
(Adapt Education RTO Code 32452, trained and assessed by My Industry Training
Stand Alone VET Certificate Course

Overview

Certificate I in Construction is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 3 QCE credit points. This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course. The certificate course is trained and assessed by My Industry Training and the qualification issued by Adapt Education. Students will receive a High-Vis shirt on enrolment.

Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain:

- Certificate I in Construction (CPC10111)
- 3 QCE points
- CPR Certificate
- Opportunity for work experience and apprenticeships

Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

CPCCCMM1012A Work effectively and sustainably in the construction industry
CPCCCMM1013A Plan and organise work
CPCCCMM1014A Conduct workplace communication
CPCCCMM1015A Carry out measurements and calculations
CPCCCMM2001A Read and interpret plans and specifications
CPCCCCOH5001A Apply OHS requirements, policies and procedures in the construction industry
CPCCCCM2004A Handle construction materials
CPCCCCM2005B Use construction tools and equipment
CPCCCVE1011A Undertake a basic construction project
CPCCWHS1001 Prepare to work safely in the construction industry (White Card)
HLTAID001 Provide cardiopulmonary resuscitation

Assessment

Certificate I in Construction combines practical and theory work to assess the eleven competencies. Students will complete a practical 'construction project' on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the construction industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.
Cost
The course is a funded course through VETiS so there is no charge to students.

Pathways
The skills and knowledge gained from the Certificate I in Construction are essential for any student seeking employment in the construction industry. Students that successfully transition into a school based apprenticeship may be able to transfer units from their Certificate I in Construction to the apprenticeship course they are completing.

Course Information current as at 15 July 2020
Certificate II in Engineering Pathways - MEM20413

(Adapt Education RTO Code 32452, trained and assessed by My Industry Training)

Stand Alone VET Certificate Course

Overview

Certificate II in Engineering Pathways is a yearlong standalone VET subject offered in Year 11 Access. It gives students National Industry recognition and contributes 4 QCE credit points. This qualification provides an introduction to the engineering industry, its culture, occupations, job roles and workplace expectations. The course has both practical and theory elements. Students will be required to use tools and equipment to construct a project throughout the course. The certificate course is trained and assessed by My Industry Training and the qualification issued by Adapt Education. Students will receive a High-Vis shirt on enrolment.

Objectives

Students will learn the necessary skills and knowledge to enter the construction industry as a confident and effective worker. On successful completion students will gain a Certificate II in Engineering Pathways, 4 QCE credits and opportunities for work experience and apprenticeships.

Structure

Students must achieve the following twelve competencies to complete the certificate.
MEM13014A Apply principles of occupational health and safety in the work environment
IMEMPE005A Develop a career plan for the engineering and manufacturing industry
MEMPE006A Undertake a basic engineering project
MSAENV272B Participate in environmentally sustainable work practices
MEM16006A Organise and communicate information
MEM18001C Use hand tools
MEM18002B Use power tools/hand-held operations
MEMPE001A Use engineering workshop machines
MEMPE002A Use electric welding machines
MEMPE003A Use oxy-acetylene and soldering equipment
MEMPE004A Use fabrication equipment
MSAPMSUP106A Work in a team

Assessment

Certificate II in Engineering Pathways combines practical and theory work to assess the twelve competencies. Students will complete a practical 'engineering project' on school grounds as part of the course. They will be exposed to a range of tools and equipment that are used in the engineering industry. In addition, students will be required to complete an online theoretical component guided by the trainer throughout the course.

Cost

The course is a funded course through VETiS so there is no charge to students.

Pathways

The skills and knowledge gained from the Certificate II in Engineering Pathways are essential for any student seeking employment in the engineering industry. Students that successfully transition into a school-based traineeship may be eligible to transfer units from their Certificate II in Engineering Pathways to the traineeship course they are completing.
Certificate II Engineering Pathways MEM20413
Skills Generation RTO Code 41008
Stand Alone VET Certificate Course Course

Students who complete this course in Year 11, may have the opportunity to complete AVI30419 Certificate III in Aviation (Remote Pilot) in Year 12, subject to sufficient interest in the course.

Overview
Skills Generation’s variety of offerings attached to the MEM20413 Certificate II in Engineering Pathways are forward thinking and aim to educate your students about emerging and increasingly more prominent use of drone technologies by integrating those exact technologies into the qualification’s curriculum. Students will have the opportunity to take to the skies with their own drone, constructed in class.

While Skills Generation focuses on the future and ensuring your students are prepared for the changing landscape of engineering and manufacturing fields, this is not without sacrifice of these discipline’s roots. Skills Generation’s MEM20413 qualification firstly lays the groundwork, introducing students to the foundations of engineering and manufacturing – correct use of hand and power tools, appropriate understanding of PPE, proper welding technique etc. – before having your students then apply this foundational knowledge in a variety of projects including the construction of their own drone.

Objectives
- Introduce students to a variety of engineering and manufacturing disciplines
- Provide students with practical life skills such as proper hand and power tool use within a safe environment
- Provide students with drone technology specific engineering knowledge
- Provide the student with ethical, compliant and safety guidelines for the appropriate use of a drone technology and instil value around these guidelines

Structure
The MEM20413 Certificate II in Engineering is comprised of the following twelve (12) units of competency:

MEM13014A  Apply principles of occupational health and safety in the work environment
MEMPE005A  Develop a career plan for the engineering and manufacturing industry
MEMPE006A  Undertake a basic engineering project
MSAENV272B  Participate in environmentally sustainable work practices
MEM16006A  Organise and communicate information
MEM16008A  Interact with computing technology
MEM18001C  Use hand tools
MEM18002B  Use power tools/hand held operations
MEMPE001A  Use engineering workshop machines
MEMPE002A  Use electric welding machines
MEMPE007A  Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A  Work in a team
Assessment

The MEM20413 Certificate II in Engineering Pathways is comprised of both theory and practical assessment. Students will be provided with a login to Skills Generation’s online learning management system in order to complete their required theory assessments, whereas practical assessments will be completed in class with assessor supervision.

Cost

There is no cost for students wishing to undertake the MEM20413 Certificate II in Engineering Pathways. For students wishing to transition into the AVI30419 Certificate III in Aviation (Remote Pilot) in Year 12, there is a cost of $450 per student.

Work Placement

Not applicable.

Special Requirements

Students undertaking this qualification will be required to wear appropriate personal protective equipment (PPE) when undertaking certain practical assessments.

Pathways

Students who successfully complete the MEM20413 Certificate II in Engineering Pathways are eligible to transition into the AVI30419 Certificate III in Aviation (Remote Pilot) for a price of $450. Within the course, students will learn the fundamentals of aviation – how to fly your drone correctly and compliantly, applicable legislation, correct aviation procedures etc. Students will also have the opportunity to obtain their CASA Remote Pilot Licence (CASA RePL) and the end of the AVI30419 qualification.

Course Information current as at 15 July 2020
Certificate II in Tourism SIT20116
(Career Training Institute of Australia RTO Code 6517)
Stand Alone VET Certificate Course

Overview

Career Training Institute of Australia (CTIA) is offering SIT20116 Certificate II in Tourism which includes both theory and practical delivery in a holistic Indigenous setting on Moreton Island where students will consolidate the practical application of the qualification in consultation with the Yugambeh Community in conjunction with Spirits of the Red Sand.

Objectives

The objective is to provide students with a program that addresses all the necessary criteria for the Certificate II in Tourism in an exciting, cost effective experience of a lifetime. Study is required over a number of subjects which is disseminated into experiential learning through participating in the practical Indigenous cultural program and classroom activities. Training will be conducted at your school, as our trainers will come to you. The practical consolidation on Moreton Island includes:

- The unique eco system and the impacts of eco-tourism
- 4WD transfers and guided tours
- Snorkeling off the Moreton Island Shipwrecks
- Kayaking in their unique “Transparent Kayaks”
- Team building activities through beach games
- The tourism industry in action and associated jobs

Structure

The course includes the following eleven competencies that students must achieve in order to complete the certificate:

- SITTIND001: Source and use information on the tourism and travel industry
- SITXWHS001: Participate in safe work practices
- SITHIND001: Use hygienic practices for hospitality service
- SITXCCS001: Provide customer information and assistance
- SITXCOM001: Source and present information
- SITXCOM002: Show social and cultural sensitivity
- SITXCCS003: Interact with customers
- SITXCCS004: Provide lost and found services
- SIRXPDK001: Advise on products and services
- SITTGDE001: Interpret aspects of local Australian Indigenous culture
- SITTGDE007: Research and share general information on Australian Indigenous cultures

Assessment

Assessment is competency based, in that the participant will be required to demonstrate competency in a range of tasks. Assessment procedures are transparent and address the key assessment principles of being valid, reliable, flexible and fair. Assessment strategies include a range of techniques, which include, but are not limited to the use of; direct observation, questions & answers, practical exercises, and case studies.
Cost
The Certificate II in Tourism VETiS program is funded by the VET investment budget, this means there are no costs to eligible students. This funding covers the cost of the qualification and all costs associated with the delivery of the 11 units of competency including resources and consumables and the 2 day 1 night tourism adventure Program.

Pathways
When you complete SIT20116 Certificate II in Tourism graduates will be qualified to apply for various positions including, retail travel agencies, tour wholesalers, tour operators, attractions, visitor information centres, cultural and heritage sites and any small tourism business requiring multi skilled employees. Job roles could include: Museum attendant, receptionist and office assistant in a tourism business, retail sales assistant at an attraction.
Students could also progress to a wide range of other qualifications in the service industries. These include SIT30116 Certificate III in Tourism and finally SIT50116 Diploma of Travel & Tourism Management.

Course Information current as at 15 July 2020
Certificate II in Health Support Services  
(Career Training Institute of Australia RTO Code 30798)  
Stand Alone VET Certificate Course

Overview

The Certificate II in Health Support Services course will provide you with the skills to meet employment demand in the fast-growing Health sector and the knowledge to confidently provide administrative support in either private or public health services settings such as hospitals, private practice and allied health.

By completing this qualification, you may find career opportunities in roles such as Health Services Assistant, Orderly, Hospital Cleaner, Stores Assistant, Health Support Services Worker, Food Services Deliverer, Ward Assistant, Production Cook, Groundsperson, Health Administrative Worker, Kitchenhand, Hospital, and many more.

The health industry has very strong predicted future growth with industry employment opportunities likely to increase more than 15%. A growing, aging and more health-conscious population creates employment confidence to both current employees and those wishing to enter the industry.

Other information

The College of Health and Fitness offers students a Certificate II in Health Support Services. Students completing this qualification get a total of eight (4) QCE points with both theory and practical experience!

- There are no entry requirements for the Certificate II in Health Support Services
- The Certificate II in Health Support Services is a nationally recognised qualification which attracts VETis funding for Queensland students* (conditions apply)

Structure

Students must successfully display competency in all of the following units to qualify for the certificate

CORE COMPETENCIES:
CHCCOM005 Communicate and work in health or community services
CHCDIV001 Work with diverse people
HLTINF001 Comply with infection prevention and control policies and procedures
HLTWHS001 Participate in Workplace Health and Safety

Electives
BSBADM101 Use business equipment and resources
BSBCUS201 Deliver a service to customers
BSBINM201 Process and maintain workplace information
BSBWOR202 Organise and complete daily work activities
BSBWOR204 Use business technology
BSBFLM312 Contribute to team effectiveness
BSBWOR203 Work effectively with others
BSBCMM201 Communicate in the workplace

Students will be eligible for four (4) QCE points on completion of the Certificate II in Health Support Services.
Assessment

All students will be enrolled in an online e-learning platform through The College of Health and Fitness. Methods of assessment include, but are not restricted to: practical demonstration of skills, oral presentations, short answer tests, workbooks, case studies, written reports, micro-teaching and coaching plans. Students follow the competency requirements of these qualifications by responding to short answer questions on the website, completing performance tasks planning for the practical assessment, and assisting/supporting health industry workers.

Cost

The course is delivered by an external RTO and uses VETiS funding. If students have already accessed VETiS funding, it is possible to participate in the course as a full fee-paying student at a cost of approximately $1000 which can be paid upfront or on a monthly direct debit. Contact the Transitions and Pathways Head of Department for further information.

Work Placement

- Students are required to undertake work experience in the Health Industry and attend excursions organised by Centenary Fitness College to demonstrate that they can apply recreation specific knowledge and skills in a work environment.

Special Requirements

- The course is delivered using an online platform. As such, students must have a working laptop for every lesson as well as internet access
- The Qld Government has mandated, under the Working with Children (Risk Management and Screening) Act 2000, that students enrolled in this course MUST obtain a valid Working with Children blue card before they commence a practical placement / facilitating role as part of their studies.
- No pre-requisites apply to this course however interest in the Health industry would be useful.

Pathways

This course can lead to future careers as Grounds Maintenance Worker, Community Services Driver, Nutrition Assistant, Pathology Courier, Kitchen Attendant, Caretaker, Laundry Operator, Food Service Assistant, Hospital Maintenance Worker, Admissions Clerk (Health Services), Institutional Cook, Food Service Worker, Client Assistant, Housekeeping Attendant, Nurse’s Aide, Ward Clerk, Hospital Porter

Course Information current as at 15 July 2020
Overview
This qualification is intended to address the need of increased financial literacy and basic financial skill of entrants to financial services industry, wishing to build potential pathways into the industry.

Objectives
Students will develop the necessary knowledge and skills to be work ready at an entry level in the financial services industry. Students will learn about personal budgeting, debt and consumer credit and taxation. They will learn to use business software applications and develop the skills to work as an effective member of a team in an office/branch role.

Structure
The course includes the following 8 competencies that students must achieve in order to complete the certificate:

Core Units
BSBWHS201 Contribute to health and safety of self and others
BSBWOR203 Work effectively with others
BSBWOR204 Use business technology
FNSINC301 Work effectively in the financial services industry

Elective Units
FNSFLT211 Manage personal budgets
FNSFLT203 Develop knowledge of debt and consumer credit
FNSFLT205 Develop knowledge of the Australian financial system and markets
FNSFLT206 Develop knowledge of taxation
FNSACC313 Perform financial calculations

Assessment
Students will be assessed in a variety of modes including; project work, practical tasks and observations.

Cost
The course uses VETiS funding which can only be used once by students. If students have accessed VETiS funding, it is possible to participate in the course as a full fee paying student. Contact the VET Head of Department for further information.
Work Placement
This course does not include work placement.

Special Requirements
Students should have a year 9 level of literacy and numeracy and be at least 15 years of age.

Pathways
The skills gained from Certificate II in Financial Services can lead to employment in a variety of fields in the financial services sector including Banking Customer Service Trainee, Sales Clerk, potentially leading to a future role as a customer service officer, teller, cashier or administration officer.

Course Information current as at 17 August 2020