



**2020**

**SENIOR**

**SUBJECT GUIDE**

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# Introduction to the senior school at Aldridge SHS

We would like to welcome you to the Senior School of Aldridge State High School. We hope that the next two years prove to be both successful and a happy time.

It is anticipated that there will be 2 distinct outcomes from senior schooling:

1. A QCE or QCIA
2. A pathway to either university, vocational training or full time work. Please note that part time work should be accompanied by another endeavour such as training, study or volunteering.

## Gaining a QCE or QCIA

Once a student completes year 10 or turns 16, legislation now makes it compulsory for young people to stay in education or training until they:

- Reach 17 years; OR
- Gain a QCE; OR
- Gain a vocational certificate III; OR
- Obtain full time employment (at least 25 hours per week).

## Pathway options

### University

Students are supported to gain entry to University by either:

- Gaining an appropriate ATAR rank (all Universities)
- Gaining direct entry to a specific university via:
  - Headstart / SUN completion (USC / CQU / USQ)
  - Early Offer Guarantee (USC)
  - Principal's Recommendation (UNE)
- Completing a Tertiary Preparation Programs (TPP).

### Training

Students not attending university or engaged in full time employment are expected to study towards a vocational qualification. State Government subsidies provide pathways for students to gain Certificate qualifications in areas of skill shortage. This increases the likelihood of students gaining fulltime work at the completion of the program. These programs are either:

- Fee free (employment areas with greatest demand)
- Certificate III guarantee funded in areas of employment need

Aldridge SHS facilitates enrolment in these programs at the completion of year 12 for students wishing to follow this pathway.

During year 11 or 12, students identifying a training pathway for the future will be strongly encouraged to enrol in a Vet in Schools (VETiS) funded Certificate II program. These programs are delivered by external RTOs and assist in transitioning students to the vocational training environment.

### Full time work

Students are supported to enter full time work through the support of our School to Work Officer (Mrs Sarah Glover). This includes:

- the preparation of resumes
- the undertaking of work experience
- application for positions through:
  - GenR8 (Logistics)
  - AlleV8 (Health Services)
- School Based Apprenticeships and Traineeships

## Expectations

As Senior School students there are certain standards of behaviour and performance that your school expects of you, including:

- Attendance:** At or above 95%
- Attitude to study:** To submit assignments on time and completed to best of your ability  
Active participation in class activities
- Time management:** Appropriate use of allocated study/spare lessons

## Year 10 into 11 subject details

In the Senior School, a variety of learning pathways are available to respond to the range of student learning outcomes established in the SET Plans. As a result of this:

- student contact hours will vary greatly and extend beyond the conventional 8:40am – 2:55pm.
- in addition, student learning may well take place at a variety of sites. With these variations comes the need for a mature and responsible approach to Senior Schooling from the senior students themselves.

### Costs and Charges

Year 11 and 12 students who choose five (5) or six (6) subjects delivered at school by school staff will be charged the normal materials charge of \$180.00 per year. However students who choose VET programs may be subject to additional materials charges.

## Senior Education Profile

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

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

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

### Statement of results

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

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

### Queensland Certificate of Education (QCE)

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

### Queensland Certificate of Individual Achievement (QCIA)

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

# Queensland Certificate of Education (QCE)

## What is the Queensland Certificate of Education (QCE)?

The QCE is Queensland's Senior Schooling Qualification. The QCE is a school-based qualification awarded to young people at the completion of the senior phase of learning, usually at the end of Year 12.

The QCE confirms a student's achievement of:

- a significant amount of learning
- a set standard of achievement
- meeting literacy and numeracy requirements

## How does the QCE work?

The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. Different types of learning attract different credit values. A credit is the minimum amount of learning at the set standard that can contribute towards the QCE. Students must have at least 20 credits to be awarded a QCE.

## Planning for a QCE

All students in Year 10 will develop a Senior Education and Training (SET) plan. The SET plan helps each student structure their learning around their abilities, interests and ambitions. The SET plan then maps out what, where and how a student will study during their senior phase of learning – usually Years 10, 11 and 12. The plan is agreed between the student, their parents or guardians and the school. Schools and students should review the SET plan to monitor the progress each semester. The plan can be updated at any time.

## Monitoring progress

When a student is registered with the QCAA, an individual learning account is opened. The learning account records what, where and when learning is undertaken during the senior phase of learning including the results achieved. Students use their learning account to track their progress towards a QCE, Vocational Certificate or Queensland Certificate of Individual Achievement.

The online learning account can be viewed at [www.studentconnect.qcaa.qld.edu.au](http://www.studentconnect.qcaa.qld.edu.au)

## Awarding a QCE

The first QCEs were awarded to students in 2008 at the completion of Year 12. If a student completes Year 12 without achieving a QCE (20 credits in the required pattern and meeting literacy and numeracy requirements), their learning account remains open and can continue to be updated for up to seven years. Every student will receive a Senior Statement at the end of Year 12. This statement will be a transcript of all the learning undertaken and results achieved in the senior phase of learning.

## Related links

Youth Participation in Education and Training Act 2003 -

<http://education.qld.gov.au/etr/pdf/ypet2004.pdf>

Education (General Provisions) act 1989

[www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf](http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/E/EducGenProva89.pdf)

# 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.

## Short Courses

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

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

## Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses and Short Courses

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

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

## Vocational Education and Training in Schools (VETiS)

VETiS is the delivery of nationally recognised qualifications to school students, providing them with skills and knowledge required for employment in specific industries. There are a variety of options available to students to undertake VETiS:

- as part of their school studies, delivered and resourced by a school registered training organisation (RTO)
- through fee-for service arrangements where a parent/student pays for the qualification with an external RTO
- enrolling in a qualification with an external RTO which is funded by the Department of Education's VET investment budget.

The VET investment budget provides funding for students to complete **ONE** VETiS qualification listed on the Queensland Training Subsidies List while at school. Refer to the list of VETiS certificate courses later on in this guide. Students are advised to select carefully as they only get one opportunity to study a VETiS course with an outside provider. Note students can study multiple certificates where Aldridge is the RTO without any financial outlay.

## Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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



## General syllabuses

### Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

Students should complete Units 1 and 2 before starting Units 3 and 4. Units 3 and 4 consolidate student learning. Assessment in Units 3 and 4 is summative and student results contribute to the award of a QCE and to ATAR calculations.

### Extension syllabuses course overview

Extension subjects are extensions of 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.

## Incompatible subject combinations

Due to the similar nature of content in some applied subjects and vocational courses, QCE credit will only be awarded to one subject where this duplication occurs.

Therefore students can only study one of the following couplets of subjects.

Agricultural Practices	Certificate II in Rural Operations
Sport and Recreation	Certificate II in Sport and Recreation
Hospitality Practices	Certificate II in Hospitality
Engineering Skills	Certificate II in Engineering Pathways
Furnishing Skills	Certificate II in Furniture Making
Building and Construction	Certificate II in Construction Pathways

## 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.

## Short Courses

### Course overview

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

Short Courses are available in:

- Literacy
- Numeracy.

### Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment. The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

# General Subjects

(Contribute to ATAR)

# Accounting

## INTRODUCTION

Accounting is a universal discipline, encompassing the successful management of financial resources of the public sector, businesses and individuals. Students interested in studying a Business or Commerce qualification at university are strongly encouraged to study Accounting as every course has Accounting as a first year subject. Studying this subject at school greatly improves the ability to perform well at university.

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. Problem-solving and the use of authentic and diversified accounting contexts provide opportunity for students to develop an understanding of the ethical attitudes and values required to participate more effectively and responsibly in a changing business environment.

## PATHWAYS

Accounting is suited to students interested in pathways beyond school that lead to tertiary studies, vocational education or work. Accounting provides a basis in the fields of accounting, business, banking, management, finance, law, agribusiness, economics and commerce. As the universal language of business, 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.

## PREREQUISITES

There are no prerequisites but a pass in year 10 Essential English and Essential Maths is recommended.

## COURSE STRUCTURE

The Accounting course consists of four units, each of which consists of a number of topics. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are:

### Unit 1: Real World Accounting

Topic 1: Accounting for a service business – cash, accounts receivable, accounts payable and no GST

Topic 2: End-of-month reporting for a service business

### Unit 2: Management Effectiveness

Topic 1: Accounting for a trading GST business

Topic 2: End-of-year reporting for a trading GST business

### Unit 3: Monitoring a Business

Topic 1: Managing resources for a trading GST business – non-current assets

Topic 2: Fully classified financial statement reporting for a trading GST business

### Unit 4: Accounting – the Big Picture

Topic 1: Cash management

Topic 2: Complete accounting process for a trading GST business

Topic 3: Performance analysis of a listed public company

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and a project.

### Summative assessment – units 3 and 4

Accounting is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of two school developed internal exams, each with a weighting of 25%. Assessment for unit 4 includes a school developed project worth 25% and an external exam contributing 25%.

# Agricultural Science

## INTRODUCTION

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

## PATHWAYS

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

## PREREQUISITES

Minimum pass in English or Essential English is required.

## COURSE STRUCTURE

The Agricultural Science course consists of four units, each of which consists of a number of topics. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are:

### Unit 1: Agricultural Systems

Topic 1: Agricultural enterprises A

Topic 2: Animal production A

Topic 3: Plant production A

### Unit 2: Resources

Topic 1: Management of renewable resources

Topic 2: Physical resource management

Topic 3: Agricultural management, research and innovation

### Unit 3: Agricultural Production

Topic 1: Animal production B

Topic 2: Plant production B

Topic 3: Agricultural enterprises B

### Unit 4: Agricultural Management

Topic 1: Enterprise management

Topic 2: Evaluation of an agricultural enterprise's sustainability

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and investigations.

### Summative assessment – units 3 and 4

Agricultural Science is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of a school developed data exam (10% weighting) and a school developed student experiment investigation (20% weighting). Assessment for unit 4 includes a school developed research investigation (20% weighting) and an external exam contributing 50%.

# Ancient History

## INTRODUCTION

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 the diversity of humanity, past and present. Ancient History explores the development of distinctive features of the modern world, such as social organisation, systems of law, government and religion. Ancient History highlights how the world has changed and continues to evolve. Through Ancient History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Ancient History gain a range of transferable skills that will help them forge their own pathways to personal and professional success. Ancient History students become knowledge creators, productive and discerning users of technology, and empathetic, open-minded global citizens.

## PATHWAYS

Ancient History opens the door 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, museum work and curating, tourism, academia and research. The study of Ancient History is useful in everyday life — including work — to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions. There are few professions where those involved do not acknowledge the importance of a person understanding their own cultural and historical heritage.

## PREREQUISITES

A pass in year 10 Essential English.

## COURSE STRUCTURE

Ancient History consists of four units, each consisting of two topics to be studied in detail. The units are:

### Unit 1: Investigating the Ancient World

Topic 1: Digging up the past – Archaeology

Topic 2: Ancient Societies: beliefs, rituals and funerary practices.

### Unit 2: Personalities in their times

Topic 1: Boudicca – Warrior Queen

Topic 2: Alternative choice of Personality (student's choice)

### Unit 3: Reconstructing the Ancient World

Topic 1: 5<sup>th</sup> Century Athens

Topic 2: Medieval Crusades

### Unit 4: People, power and authority

Topic 1: Rome – Civil War and the Breakdown of the Republic

Topic 2: Augustus

## ASSESSMENT

Year 11: four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and research assignments.

Year 12: As Ancient History is a general syllabus and the results from units 3 and 4 contribute to ATAR calculations. Students will complete four summative assessment items, including an external exam, each item contributing 25%.

# Biology

## INTRODUCTION

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

## PATHWAYS

Biology 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 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.

## PREREQUISITES

Students will require a pass in year 10 General English, General Mathematics and Biology.

## COURSE STRUCTURE

### Year 11, Sem I: Unit 1: Cells and Multicellular Organisms

In Unit 1, students explore the ways biology is used to describe and explain how the structure and function of cells and their components are related to the need to exchange matter and energy with their immediate environment. An understanding of the structure and function of cells is essential to appreciate the processes vital for survival. Students investigate the structure and function of cells and multicellular organisms. They examine the structure and function of plant and animal systems at cell and tissue levels in order to analyse how they facilitate the efficient provision or removal of materials.

### Year 11, Sem II: Unit 2: Maintaining the Internal Environment

In Unit 2, students explore the ways biology is used to describe and explain the responses of homeostatic mechanisms to stimuli and the human immune system. An understanding of personal and communal responses is essential to appreciate personal lifestyle choices and community health. Students develop scientific skills and conceptual understanding in homeostasis, the immune system and the relationships between global, community and individual immunity. They examine geographical and population data to analyse strategies that may have personal and communal consequences.

### Year 12, Sem III: Unit 3: Biodiversity and the Interconnectedness of Life

In Unit 3, students explore the ways biology is used to describe and explain: the biodiversity within ecosystems; a range of biotic and abiotic components; species interactions; adaptations of organisms to their environment; principles of population dynamics; and how classification systems are used to identify organisms and aid scientific communication.

### Year 12, Sem IV: Unit 4: Heredity and Continuity of Life

In Unit 4, students explore the ways biology is used to describe and explain the cellular processes and mechanisms that ensure the continuity of life. An understanding of the processes and mechanisms of how life on Earth has persisted, changed and diversified over the last 3.5 billion years is essential to appreciate the unity and diversity of life.

## ASSESSMENT

**Formative assessment – Units 1 and 2:** Student Experiment, Data Test, Research Task and Mock External Exam.

**Summative assessment – Units 3 and 4:** Student Experiment (20%), Data Test (10%), Research Task (20%) and External Exam (50%).



# Business

## INTRODUCTION

Business is a contemporary discipline, with representation in every aspect of society including individuals, community and government. A study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace. This will prepare students as potential employees, employers, leaders, managers and entrepreneurs of the future.

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. Business develops student confidence and capacity to participate as members or leaders of the global workforce through the integration of the 21<sup>st</sup> century skills. Business allows students to engage with the dynamic business world, in both national and global contexts, the changing workforce and emerging digital technologies. It addresses contemporary implications, giving students a competitive edge in the workplace as socially responsible and ethical members of the business community, and as informed citizens, employees, consumers and investors.

## PATHWAYS

Business is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Business provides 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 resource management, agribusiness and business information systems.

## PREREQUISITES

There are no prerequisites but a pass in year 10 Essential English is recommended.

## COURSE STRUCTURE

The Business course consists of four units, each of which consists of a number of topics. The units are:

### Unit 1: Business Creation

Topic 1: Fundamentals of business

Topic 2: Creation of business ideas

### Unit 2: Business Growth

Topic 1: Establishment of a business

Topic 2: Entering markets

### Unit 3: Business Diversification

Topic 1: Competitive markets

Topic 2: Strategic development

### Unit 4: Business Evolution

Topic 1: Repositioning a business

Topic 2: Transformation of business

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams, an investigation and an extended response.

### Summative assessment – units 3 and 4

Business is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of an internal exam including short, interpretive and extended responses and an investigation, each with a weighting of 25%. Assessment for unit 4 includes an extended response worth 25% and an external exam contributing 25%.

# Chemistry

## INTRODUCTION

Chemistry aims to develop students’:

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research, and that has significant impacts on society and implications for decision-making

## 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.

## PREREQUISITES

A pass in year 10 General English, Mathematical Methods and Chemistry.

## COURSE STRUCTURE

### **Year 11, Sem I: Unit 1: Chemical Fundamentals — Structure, Properties and Reactions**

In Unit 1, students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced. The properties of a material depend on, and can be explained by, the material’s structure. A range of models at the atomic and molecular scale enable explanation and prediction of the structure of materials, and how this structure influences properties and reactions.

### **Year 11, Sem II: Molecular Interactions and Reactions**

In Unit 2, students develop their understanding of the physical and chemical properties of materials including gases, water, aqueous solutions, acids and bases. Students explore the characteristic properties of water that make it essential for physical, chemical and biological processes on Earth, including the properties of aqueous solutions.

### **Year 12, Sem III: Equilibrium, Acids and Redox Reactions**

In Unit 3, students explore the reversibility of reactions in a variety of chemical systems at different scales; acid-base equilibrium systems and their applications; the principles of oxidation and reduction reactions; and the production of electricity from electrochemical cells. Processes that are reversible will respond to a range of factors and can achieve a state of dynamic equilibrium, while contemporary models can be used to explain the nature of acids and bases, and their properties and uses.

### **Year 12, Sem IV: Structure, Synthesis and Design**

In Unit 4, students explore the ways in which models and theories relate to chemical synthesis, structure and design, and associated applications; and the ways in which chemistry contributes to contemporary debate regarding current and future uses of local, regional and international resources. Students focus on the principles and application of chemical synthesis, particularly in organic chemistry, and consider where and how functional groups can be incorporated into already existing carbon compounds in order to generate new substances with properties that enable them to be used in a range of contexts.

## ASSESSMENT

**Formative assessment – Units 1 and 2:** Student Experiment, Data Test, Research Task and Mock External Exam.

**Summative assessment – Units 3 and 4:** Student Experiment (20%), Data Test (10%), Research Task (20%) and External Exam (50%).

# Dance

## INTRODUCTION

The arts are an intellectually engaging intersection of lateral thought and practice. Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Engaging in Dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movements. This subject prepares young people for participation in the 21<sup>st</sup> century by building highly transferrable skills and resources with the capacity for flexible thinking and doing.

Students will 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. Exploring dance through the lens of making (choreography and performance) and responding, engages students in creative and critical thinking. As students create and communicate meaning through dance they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills.

## PATHWAYS

Dance is 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 increasing in a world of rapid technological change. As many organisations value work-related creativity and diversity, the processes and practices of dance develop transferrable 21<sup>st</sup> century skills essential for many areas of employment.

## PREREQUISITES

There are no prerequisites but a C in English or a B in Essential English is recommended, as is prior exposure to dance in junior grades.

## COURSE STRUCTURE

The Dance course consists of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are:

### Unit 1: Moving Bodies

### Unit 2: Moving Through Environments

### Unit 3: Moving Statements

### Unit 4: Moving My Way

## ASSESSMENT

### Formative assessment – Units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of choreography, performance, responding and projects.

### Summative assessment – Units 3 and 4

Dance is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments, three internal and one external.

# Design

## INTRODUCTION

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live. 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.

The Design subject 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.

## PATHWAYS

Design 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 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.

## PREREQUISITES

There are no prerequisites but a C in English or a B in Essential English along with a pass in General Maths is recommended.

## COURSE STRUCTURE

The Design course consists of four units, each of which consists of a number of topics. The units are:

### Unit 1: Design in Practice

Topic 1: Experiencing design

Topic 2: Design process

Topic 3: Design styles

### Unit 2: Commercial design

Topic 1: Explore – client needs and wants

Topic 2: Develop – collaborative design

### Unit 3: Human – centred design

Topic 1: Designing with empathy

### Unit 4: Sustainable design

Topic 1: Explore – sustainable design opportunities

Topic 2: Develop - redesign

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and projects.

### Summative assessment – units 3 and 4

Design is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of one school developed internal exam (design challenge) worth 15% and a project worth 35%. Assessment for unit 4 includes a school developed project worth 25% and an external exam contributing 25%.

# Digital Solutions

## INTRODUCTION

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. People and societies are impacted by technologies that are used to transform, restore and sustain the world in which we live. Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impacts of technologies. When developing technologies, these individuals need to be able to work independently and collaboratively to solve complex, open-ended problems.

In Digital Solutions, students learn about algorithms, code, and user interfaces through generating digital solutions to problems. They engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways whilst understanding the need to encrypt and protect data and confidential online records. Students develop creative problem-solving, critical thinking, effective communication skills and collaborative techniques. They understand the personal, local and global impact of computing and the issues associated with the ethical integration of technology into our daily lives.

## PATHWAYS

Digital Solutions is a general subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

## PREREQUISITES

The study of year 10 Digital Solutions is useful, but not essential. There are no prerequisites but at least a pass in year 10 Essential English is recommended.

## COURSE STRUCTURE

Digital Solutions is a course of study consisting of four units, each of which consists of four topics covering describing and explaining digital concepts, analysing data and problems, generating and evaluating digital solutions and communicating information, processes and solutions. The units are:

**Unit 1: Creating with Code** - understand digital problems, user experiences and interfaces, algorithms and programming techniques, programmed solutions

**Unit 2: Application and Data Solutions** - data driven problems and solution requirements, data and programming techniques, prototype data solutions

**Unit 3: Digital Innovation** - interactions between users, data and digital systems, real world problems and solution requirements, innovative digital solutions

**Unit 4: Digital Impacts** - digital methods for exchanging data, complex digital data exchange problems and solution requirements, prototype digital data exchanges

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of projects, an investigation and an exam.

### Summative assessment – units 3 and 4

Digital solutions is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of a 20% internal investigation (technical proposal) and a 30% project (digital solution). Assessment for unit 4 includes a project (folio) extended response worth 25% and an external exam contributing 25%.

# Drama

## INTRODUCTION

Drama examines human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves using a range of artistic skills in making and responding to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, collaborate and appreciate different perspectives.

## PATHWAYS

Any student interested in a career path that involves social interaction, innovation and creative thinking would benefit from Drama. This subject is strongly recommended for students interested in pursuing a career in the Arts and/or Media industries.

## PREREQUISITES

At least a Sound Achievement in English and Drama in Year 10 is essential.

## COURSE STRUCTURE

The Drama course consists of four units, covering a variety of genres and performance styles. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are:

### Unit 1: Share

How does Drama promote shared understandings of the human experience?

### Unit 2: Reflect

How is Drama shaped to reflect lived experience?

### Unit 3: Challenge

How can we use Drama to challenge our understanding of humanity?

### Unit 4: Transform

How can you transform dramatic practice?

## ASSESSMENT

### Formative assessment – Units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of projects and exams.

### Summative assessment – Units 3 and 4

Students will complete a total of four summative assessments: three school developed internal assessments and one external assessment. These will all count towards their final mark. The external assessment, developed and marked by the QCAA, will contribute 25% towards the student's final result.

# Economics

## INTRODUCTION

Economics is the study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources. This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and economic decision making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society.

The discipline of economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. The subject challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

## PATHWAYS

Economics 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 Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

## PREREQUISITES

A pass in year 10 Essential English and Essential Maths.

## COURSE STRUCTURE

The Study of Economics consists of four units, each of which consists of a number of topics. The units are:

### Unit 1: Markets and Models

Topic 1: the Basic Economic Problem

Topic 2: Economic Flows

Topic 3: Market Forces

### Unit 2: Modified Markets

Topic 1: Market and Efficiency

Topic 2: Case options of market measures and strategies

### Unit 3: International Economics

Topic 1: The Global Economy

Topic 2: international Economic Issues

### Unit 4: Contemporary Macroeconomics

Topic 1: Macroeconomic Objectives and Theory

Topic 2: Economic Management

## ASSESSMENT

Year 11: four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and inquiry reports.

Year 12: As Economics is a general syllabus and the results from units 3 and 4 contribute to ATAR calculations. Students will complete four summative assessment items, including an external exam, each item contributing 25%.

# English

## INTRODUCTION

English offer 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.

## PATHWAYS

English 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 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.

## PREREQUISITES

C in year 10 General English or an A in Essential English.

## COURSE STRUCTURE

English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Perspective and Texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts
- Creating responses for public audiences and persuasive texts.

### Unit 2: Texts and Culture

- Examining and shaping representations of culture in texts
- Responding to literary and non-literary texts (including Australian texts)
- Creating imaginative and analytical texts

### Unit 3: Textual Connections

- Exploring connections between texts
- Examining different perspectives on the same issue in texts and shaping own perspectives
- Creating responses for public audiences and persuasive texts.

### Unit 4: Close study of literary texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically
- Creating imaginative and analytical texts

## ASSESSMENT

### Formative assessment – units 1 and 2

Unit 1: Spoken persuasive and written persuasive/analytical (public audience)

Unit 2: Written imaginative and written analytical exposition (exam)

### Summative assessment – units 3 and 4

Unit 3: Spoken persuasive and written persuasive/analytical (public audience)

Unit 4: Written imaginative and written analytical exposition (exam)



# English & Literature Extension

## INTRODUCTION

English & Literature Extension is an extension of both the English and Literature syllabuses. 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. This course offers more challenge than other English courses and builds on the literature study students have already undertaken.

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

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

English & Literature Extension is an extension subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. This course of study 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.

Engagement with this subjects 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.

## PREREQUISITES

A or B in Yr 11 English or Literature.

## COURSE STRUCTURE

English & Literature Extension is a course of study consisting of two units. 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 will contribute to ATAR calculations.

### Unit 3: Ways of Reading

- Reading and defences
- Complex transformation and defence

### Unit 4: Exploration and evaluation

- Extended academic research paper
- Application of theory

## ASSESSMENT (Summative assessment)

**Unit 3:** Reading and defence (20%) and Complex transformation and defence (20%).

**Unit 4:** Academic research paper (35%) and Examination – theorized exploration of a short text (25%).

# Film, TV & New Media

## INTRODUCTION

Technology skills, teamwork and creativity are now the most sought after skills in job applicants outside their knowledge area. Film and Television is one of the few subjects that teaches creativity and critical thinking explicitly, while meeting all the 21<sup>st</sup> century skills. Don't be misled by the name of the subject - new media skills are important in almost all careers and the skills taught in this subject can be taken into many areas. Outside of the obvious Film or TV choices are careers such as Commerce, Law, Communications, Business, Education, Screen Studies, I.T., Animation, Virtual Reality and Game development etc.

Students will gain a strong grounding in knowledge and skills that would enable them to pursue a career in the media or in any work or career that requires a team effort. Students also develop leadership, communication, self-discipline and organisational skills. The skills developed throughout the course of Film and Television are all transferable to a range of work options, further study options and life paths.

## PATHWAYS

Students have many options available to them due to the nature of Media. They can use their skills in almost any 21<sup>st</sup> century job, but the explicit courses are as follows:

- **Tertiary study** options include University courses such as Bachelor Degrees in Film & TV, Communications, I.T., Digital Screen Studies, Journalism, Animation, Creative Industries, Public Relations, Advertising and Gaming.
- Students can also go into **Vocational courses** (Certificates & Diplomas) such as Interactive Media, Creative Industries, Screen and Media, Design and Communications.
- Students can enter the industry straight out of school through local studios, radio, TV stations or go straight into social media and promotions. They can also forge their own career as a freelance videographer, editor, photographer or in event recording and distribution. This is unique, as most industries require further study however high school graduates can be quite successful if they are willing to work hard.

## PREREQUISITES

- A **Sound Achievement (SA)** in Year 10 English is required.
- Film and Television or Media Studies in Year 10 is an advantage but not required.
- Practical experience or an interest in Art and/or Photography is an advantage.

## COURSE STRUCTURE

There are 4 units over the 2 years of the course.

**Unit 1: Foundation** – Students will learn and use the conventions, languages, technologies, equipment & genres used in moving image productions.

**Unit 2: Story Forms** – Students will learn how to manipulate story structure and position audiences through narrative and non-narrative formats

**Unit 3: Participation** – Students will explore how audiences participate with moving media and create a multi-modal project

**Unit 4: Identity** - Students will explore style and develop their own stylistic project to challenge existing practices.

## ASSESSMENT

### Formative assessment – units 1 and 2

Unit 1 - Students will design and produce a live action film, and write a critical review of the director's stylistic choices.

Unit 2 – Students will design and produce a genre film or sequence and complete an exam.

### Summative assessment – units 3 and 4

Unit 3 – Students will conduct a case study investigation and create a multi-platform package.

Unit 4 – Students will design and create their own stylistic project and participate in the external exam.

# Food and Nutrition

## INTRODUCTION

Technologies have been an integral part of society for as long as humans have had the desire to create solutions to improve their own and others' quality of life. Technologies have an impact on people and societies by transforming, restoring and sustaining the world in which we live.

Australia needs enterprising and innovative individuals with the ability to make discerning decisions related to 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.

## PATHWAYS

Food & Nutrition is a General subject suited to students who are interested in pathways beyond school that lead to further education, training and employment. 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.

## PREREQUISITES

A minimum pass in year 10 Essential English and Essential Mathematics is required. Students will have prior knowledge of the Australian Curriculum: Technologies, which is core in Years 7 and 8. Similarly, students will have studied the P–10 Australian Curriculum: Science and P–10 Australian Curriculum: Health and Physical Education.

## COURSE STRUCTURE

**Unit 1: Food science of vitamins, minerals and protein**

**Unit 2: Food drivers and emerging trends**

**Unit 3: Food science of carbohydrate and fats**

**Unit 4: Food solution development for nutrition consumer markets**

## ASSESSMENT

### Formative assessment – units 1 and 2

Food science of vitamins, minerals and protein		Food drivers and emerging trends	
<b>Internal Examination (25%*)</b> Vitamins and Minerals- short answer and extended response Results uploaded T1 week 8	<b>Project (25%*)</b> Protein and Developing food solutions (Modern Baking Co )	<b>Project (25%*)</b> Folio- problem solving	<b>Internal examination (25%*)</b> Problem solving process – short and extended response

### Summative assessment – units 3 and 4

Food science of carbohydrate and fats		Food solution development for nutrition consumer markets	
<b>Internal Examination (20%)</b> Fats- short answer and extended response Results uploaded T1 week 8	<b>Project (25%)</b> Carbohydrate- problem solving	<b>Project (30%)</b> Folio- problem solving	<b>External examination (25%)</b> Problem solving process – short and extended response

# General Mathematics

## INTRODUCTION

The major domains of mathematics in General Mathematics are Number and algebra, Measurement and geometry, Statistics and Networks and matrices, building on the content of the P–10 Australian Curriculum. Learning reinforces prior knowledge and further develops key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment, pathways do not require calculus. Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world.

## PATHWAYS

General Mathematics 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 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.

## PREREQUISITES

A minimum pass in year 10 General Mathematics.

## COURSE STRUCTURE

General Mathematics is a course of study consisting of four units. Subject matter, learning experiences, assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### **Unit 1: Money, measurement and Relations**

Topic 1: Consumer arithmetic

Topic 2: Shape and measurement

Topic 3: Linear equations and their graphs

### **Unit 2: Applied trigonometry, Algebra, Matrices and Univariate data**

Topic 1: Applications of trigonometry

Topic 2: Algebra and matrices

Topic 3: Univariate data analysis

### **Unit 3: Bivariate data, Sequences and change and Earth geometry**

Topic 1: Bivariate data analysis

Topic 2: Time series analysis

Topic 3: Growth and decay in sequences

Topic 4: Earth geometry and time zones

### **Unit 4: Investing and Networking**

Topic 1: Loans, investments and annuities

Topic 2: Graphs and networks

Topic 3: Networks and decision mathematics

## ASSESSMENT

### **Formative assessment – units 1 and 2**

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and a problem solving tasks.

### **Summative assessment – units 3 and 4**

General Mathematics is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of two school-developed tasks. Assessment for unit 4 includes a school developed exam and an external exam contributing 50%.

# Geography

## INTRODUCTION

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices.

## PATHWAYS

Geography 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 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. These pathways draw on the skills acquired through understanding and using spatial technologies.

## PREREQUISITES

A pass in year 10 Essential English.

## COURSE STRUCTURE

The study of geography consists of four units, each of which consists of a number of topics. The units are:

### **Unit 1: Responding to Risk and Vulnerability in Hazard Zones**

Topic 1: Natural Hazard Zones

Topic 2: Ecological Hazard Zones

### **Unit 2: Planning Sustainable Places**

Topic 1: Responding to challenges facing a place in Australia

Topic 2: Managing the challenges facing a megacity

### **Unit 3: Responding to Land cover Transformations**

Topic 1: Land cover transformations and climate change

Topic 2: Responding to local land cover transformations

### **Unit 4: Managing Population Change**

Topic 1: Population challenges in Australia

Topic 2: Global population change

## ASSESSMENT

Year 11: Four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and inquiry reports.

Year 12: Geography is a general syllabus and the results from units 3 and 4 contribute to ATAR calculations. Students will complete four summative assessment items, including an external exam, each item contributing 25%.

# Health

## INTRODUCTION

The Health syllabus provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. Studying Health will highlight the value and dynamic nature of the discipline, alongside the purposeful processes and empathetic approach needed to enact change.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia. A demand for individualised health care services increases the need for health educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels.

The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills

## PATHWAYS

A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions. The investigative skills required to understand complex issues and problems will prepare students for further study and a diverse range of career pathways. The development of problem-solving and decision-making skills will serve to enable learning now and in the future.

## PREREQUISITES

Pass in year 10 General English

## COURSE STRUCTURE

The Health syllabus is developmental and becomes increasingly more complex across the four units through the use of overarching approaches, frameworks and resources.

### Unit 1: Resilience as a personal health resource

### Unit 2: Peer and Family as resources for healthy living

Elective 1: Alcohol

Elective 2: Body image

### Unit 3: Community as a resource for healthy living

Elective: Homelessness

### Unit 4: Respectful Relationships in the post schooling transition

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2.

### Summative assessment – units 3 and 4

Health is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of a school developed internal exam, with a weighting of 25% and an investigation –action research with a weighting of 25%. Assessment for unit 4 includes an investigation - analytical exposition worth 25% and an external exam contributing 25%.

# Japanese

## INTRODUCTION

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

## PATHWAYS

Japanese 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 Japanese can establish a basis for further education and employment in many professions and industries. For example, those which value the knowledge of an additional language and the intercultural understanding it encompasses, such as business, hospitality, law, science, technology, sociology and education.

## PRE-REQUISITES

This syllabus is designed for students who wish to study Japanese as an additional language and who have studied the P–10 Australian Curriculum: Japanese or similar. Students are expected to have a pass in Japanese in Year 10 Japanese in order to be able to successfully engage in the senior program.

## COURSE STRUCTURE

The Japanese course consists of four units, each of which consists of a number of topics. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are:

**Unit 1: My World:** students compare and contrast lifestyles and education in Australian and Japanese-speaking communities, schools, homes and peer-group contexts.

Topic 1: Family/carers and friends

Topic 2: Lifestyle and leisure and

Topic 3: Education.

**Unit 2: Exploring Our World:** students move beyond their personal world to how they engage with the world.

Topic 1: Travel

Topic 2: Technology and media

Topic 3: The contribution of Japanese culture to the world.

**Unit 3: Our Society:** students investigate their place in society. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging.

Topic 1: Roles and Relationships

Topic 2: Socialising and connecting with my peers

Topic 3: Groups in Society

**Unit 4: My Future:** students focus on their final year of school and their post-school future.

Topic 1: Finishing secondary school - plans and reflections

Topic 2: Responsibilities and moving on

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2.

### Summative assessment – units 3 and 4

Japanese is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments — three internal and one external — that count towards their final mark in each subject. The external assessment contributes 25% to the student's result in Japanese.



# Legal Studies

## INTRODUCTION

The legal processes and the interaction between law and society are important to Australians as a developed society. Legal studies enables students to appreciate the relevance of law to themselves and their community. The subject enhances students' abilities to contribute in an informed and considered way to legal challenges and change in Australia and globally.

A knowledge of the law enables students to have confidence in approaching and accessing the legal system. It empowers students to make constructive judgements and knowledgeable commentaries on the law and its processes from critical perspectives. Students examine and justify viewpoints involved in legal issues, and cultivate respect for diversity. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

## PATHWAYS

Legal studies opens a door to further education and employment in the fields of law, law enforcement, criminology, justice studies, social work, government, corrective services, business, education, economics and politics. There are also further study opportunities at training organisations to complete diplomas and advanced diplomas in Justice and Business. Specific careers that relate to legal studies include: articulated clerk, legal practitioner, legal officer, social worker, police officer, corporate lawyer, youth worker and teacher.

## PREREQUISITES

There are no prerequisites but a pass in year 10 Essential English is recommended.

## COURSE STRUCTURE

The Legal Studies course consists of four units, each of which consists of a number of topics. The units are:

### Unit 1: Beyond Reasonable Doubt

- Topic 1: Legal foundations
- Topic 2: Criminal investigation process
- Topic 3: Criminal trial process
- Topic 4: Punishment and sentencing

### Unit 2: Balance of Probabilities

- Topic 1: Civil law foundations
- Topic 2: Negligence and the duty of care
- Topic 3: Contractual obligations

### Unit 3: Law, Governance and Change

- Topic 1: Governance
- Topic 2: Law reform within a dynamic society

### Unit 4: Human Rights in Global and National Contexts

- Topic 1: Australian human rights in global contexts
- Topic 2: Human rights in Australian contexts

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment may include exams, essays and inquiry reports.

### Summative assessment – units 3 and 4

Legal studies is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of a 25% short and extended response internal exam and a 25% inquiry report. Assessment for unit 4 includes an argumentative essay worth 25% and an external exam contributing 25%.



# Literature

## INTRODUCTION

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.

Literature 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. Students draw 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. **(NOTE: It does not differ from English in degree of difficulty.)**

## PATHWAYS

Literature 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 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.

## PREREQUISITES

C in year 10 General English or an A in Essential English.

## COURSE STRUCTURE

Literature is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Introduction to Literary Studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

### Unit 2: Intertextuality

- Ways literary texts connect with each other – genre, concepts and contexts
- Ways literary texts connect with each other – style and structure
- Creating analytical and imaginative texts

### Unit 3: Literature and Identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

### Unit 4: Independent Explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

## ASSESSMENT

### Formative assessment – units 1 and 2

Unit 1: Imaginative spoken and Analytical written

Unit 2: Imaginative written and analytical written exam

### Summative assessment – units 3 and 4

Unit 3: Imaginative spoken/multimodal and analytical written

Unit 4: Imaginative written and analytical written exam

# Mathematical Methods

## INTRODUCTION

The major domains of mathematics in Mathematical Methods are Algebra, Functions, relations and their graphs, Calculus and Statistics. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. The ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another is a vital part of learning in Mathematical Methods.

## PATHWAYS

Mathematical Methods 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 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.

## PREREQUISITES

A minimum pass in year 10 Mathematical Methods.

## COURSE STRUCTURE

Mathematical Methods is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Algebra, statistics and functions

Topic 1: Arithmetic and geometric sequences and series 1

Topic 2: Functions and graphs

Topic 3: Counting and probability

Topic 4: Exponential functions 1

Topic 5: Arithmetic and geometric sequences and series 2

### Unit 2: Calculus and further functions

Topic 1: Exponential functions 2

Topic 2: The logarithmic function 1

Topic 3: Trigonometric functions 1

Topic 4: Introduction to differential calculus

Topic 5: Further differentiation and applications 1

Topic 6: Discrete random variables 1

### Unit 3: Further calculus

Topic 1: The logarithmic function 2

Topic 2: Further differentiation and applications 2

Topic 3: Integrals

### Unit 4: Further functions and statistics

Topic 1: Further differentiation and applications 3

Topic 2: Trigonometric functions 2

Topic 3: Discrete random variables 2

Topic 4: Continuous random variables and the normal distribution

Topic 5: Interval estimates for proportions

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and a problem solving tasks.

### Summative assessment – units 3 and 4

Mathematical Methods is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of two school-developed tasks. Assessment for unit 4 includes a school developed exam and an external exam contributing 50%.

# Modern History

## INTRODUCTION

Through Modern History students examine humanity's recent past so they may form their own views about the Modern World. Students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students learn that the past is contestable and tentative. They discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History benefits students as it enables them to thrive in a dynamic, globalised and knowledge-based world. Through Modern History, students acquire an intellectual toolkit consisting of 21st century skills. This ensures students of Modern History gain a range of transferable skills that will help them forge their own pathways to personal and professional success, as well as become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## PATHWAYS

Modern History 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 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. The skills developed in Modern History can be used in students' everyday lives — including their work — when they need to understand situations, place them in perspective, identify causes and consequences, acknowledge the viewpoints of others, develop personal values, make judgments and reflect on their decisions.

## PREREQUISITES

A pass in year 10 Essential English.

## COURSE STRUCTURE

The Study of Modern History consists of four units, each of which consists of a number of topics. The units are:

### Unit 1 – Ideas in the Modern World

Topic 1: French Revolution, 1789–1799

Topic 2: Australian Frontier Wars, 1788–1930s

### Unit 2: Movements in the Modern World

Topic 1: African American Civil rights Movements 1954 – 1968

Topic 2: Independence movement in Vietnam 1945 – 1975

### Unit 3: National Experiences in the Modern World

Topic 1: Germany 1914 – 1945

Topic 2: Israel 1948 – 1993

### Unit 4: International Experiences in the Modern World

Topic 1: Genocides and ethnic Cleansings since the 1930s

Topic 2: Australian engagement with Asia since 1945

## ASSESSMENT

Year 11: four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays and inquiry reports.

Year 12: As Modern History is a general syllabus and the results from units 3 and 4 contribute to ATAR calculations. Students will complete four summative assessment items, including an external exam, each item contributing 25%.

# Music

## INTRODUCTION

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles. The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music. The development of musicianship through making (composition and performance) and responding (musicology) is at the centre of the study of music.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to conveying meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students explain the use of music elements and concepts, analysing music in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

## 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. 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 including arts administration and management; for example, artist manager, arts administrator, booking agent, copyright/royalties manager, music accountant, orchestra manager, production music manager, record producer, studio manager, tour manager and venue manager. Educational pathways include arts educator, instrumental teacher, studio teacher and university music academic. Finally, it links well to science fields including technology experiences in music therapy, music video clip director, new media artist, producer, programmer and sound designer.

## PREREQUISITES

The prerequisites for Senior Music requires a HA from 1 Semester of Year 10 Music. The language and terminology will be extended in Senior Music and students will need instrumental or vocal experience.

## COURSE STRUCTURE

The Music course consists of four units, each of which consists of a number of topics. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners. The units are suited to all musicians whether they be vocalist or instrumental.

## ASSESSMENT

Time Allocation	Unit	ASSESSMENT	TYPE
UNIT 1- Semester	DESIGNS	FORMATIVE	Composition (20%) Performance (20%)
UNIT 2- Semester	IDENTITIES	FORMATIVE	Integrated Project (35%) Internal Exam (25%)
UNIT 3- Term 1 and 6 weeks of Term 2	INNOVATIONS	SUMMATIVE	Composition (20%) Performance (20%)
UNIT 4- Week 7 Term 2 until Term 4	NARRATIVES	SUMMATIVE	Integrated Project (35%) Internal Exam (25%)

# Physical Education

## INTRODUCTION

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see 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. Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

Students learn experientially to ascertain relationships between the scientific bases and the physical activity contexts. Students recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

## 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.

## PREREQUISITES

Pass in General English.

## COURSE STRUCTURE

The Physical Education syllabus is developmental and becomes increasingly complex across the four units

### **Unit 1 Motor learning, functional anatomy, biomechanics and physical activity**

Topic one - Motor learning integrated with a selected physical activity

Topic two - Functional anatomy and biomechanics integrated with a selected physical activity

### **Unit 2: Sport psychology, equity and physical activity**

Topic one - Sport psychology integrated with a selected physical activity

Topic two - Equity — barriers and enablers

### **Unit 3 Tactical awareness, ethics and integrity and physical activity**

Topic one - Tactical awareness integrated with one selected physical activity

Topic two - Ethics and integrity

### **Unit 4: Energy, fitness and training and physical activity**

Topic one - Energy, fitness and training integrated with one selected physical activity

## ASSESSMENT

### **Formative assessment – units 1 and 2**

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams, projects (multi-modals) and an investigation (research report).

### **Summative assessment – units 3 and 4**

Results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of two school developed internal items (Project — folio (25%) and an Investigation — report (20%). Assessment for unit 4 includes a school developed project worth 30% and an external exam contributing 25%.

# Physics

## INTRODUCTION

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

## 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.

## PREREQUISITES

A pass in year 10 General English and Physics and a 'B' in Mathematical Methods.

## COURSE STRUCTURE

### Year 11, Sem I: Thermal, Nuclear and Electrical Physics

In Unit 1, students explore an understanding of heating processes, nuclear reactions and electricity and how they are essential to appreciate how global energy needs are met. Students investigate heating processes, apply the nuclear model of the atom to investigate radioactivity, and learn how nuclear reactions convert mass into energy. They examine the movement of electrical charge in circuits and use this to analyse and design electrical circuits.

### Year 11, Sem II: Unit 2: Linear motion and waves

In Unit 2, students describe linear motion in terms of displacement, velocity, acceleration and time data, and examine the relationships between force, momentum and energy for interactions in one dimension. Students also investigate common wave phenomena, using waves on springs, sound waves and consideration of seismic waves. They compare the behaviour of these waves with the behaviour of light, leading to an explanation of light phenomena, including constructive and destructive interference, and diffraction, in terms of a wave model.

### Year 12, Sem III: Gravity and Electromagnetism

In Unit 3, students develop a deeper understanding of motion and its causes by using Newton's laws of motion and the gravitational field model to analyse motion on inclined planes, and the motion of projectiles and satellites. Students develop their understanding of field theories of gravity and electromagnetism through investigations of motion and electromagnetic phenomena. Finally, they will investigate the production of electromagnetic waves.

### Year 12, Sem IV: Revolutions in Modern Physics

In Unit 4, students examine observations of relative motion, light and matter that could not be explained by classical physics theories, and investigate how the shortcomings of existing theories led to the development of the special theory of relativity and the quantum theory of light and matter. Students evaluate the contribution of the quantum theory of light to the development of the quantum theory of the atom, and examine the Standard Model of particle physics and how it relates to the Big Bang theory.

## ASSESSMENT

**Formative assessment – Units 1 and 2:** Student Experiment, Data Test, Research Task and Mock External Exam.

**Summative assessment – Units 3 and 4:** Student Experiment (20%), Data Test (10%), Research Task (20%) and External Exam (50%).

# Psychology

## INTRODUCTION

Psychology aims to develop students’:

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

## PATHWAYS

Psychology is a general subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. A course of study in Psychology can establish a basis for further education and employment in the fields of health, law, business and education.

## PREREQUISITES

A ‘B’ in year 10 General English.

## COURSE STRUCTURE

### Year 11, Sem 1: Unit 1: Individual Development

Students explore the scientific method as the process for producing contemporary research in psychology. An understanding of the original philosophical debates to inform psychology — including free will versus determinism, and nature versus nurture — provides an essential lens for examining all perspectives within psychology. Students investigate the structure and function of the human brain and how this affects individual development and behaviour.

### Year 11, Sem II: Unit 2: Individual Behaviour

In Unit 2, students explore the ways Psychology explains the development of individual behaviour. They will review the concepts underpinning psychological science. An understanding of theories of intelligence is essential to appreciate the role of nature and nurture in the development of self. Students examine diagnosis of psychological disorder, and investigate the effectiveness of various treatment interventions available to support individuals, families and the community

### Year 12, Sem III: Unit 3: Individual Thinking

In Unit 3, students explore the ways psychology is used to describe and explain the role of the human nervous system in individual thinking, and the cognitive processes involved in perception, memory, and learning.

### Year 12, Sem IV: Unit 4: The Influence of Others

In Unit 4, students explore the ways Psychology is used to describe and explain how others influence our development, behaviour and thinking. An understanding of the social processes involved in the development of relationships is essential to appreciating the responses and actions of others. Students investigate how stereotypes can directly affect behaviour. They examine how attitudes are formed and challenged, and analyse the complex cross-cultural nature of societies today.

## ASSESSMENT

**Formative assessment – Units 1 and 2:** Student Experiment, Data Test, Research Task and Mock External Exam.

**Summative assessment – Units 3 and 4:** Student Experiment (20%), Data Test (10%), Research Task (20%) and External Exam (50%).



# Specialist Mathematics

## INTRODUCTION

The major domains of mathematical knowledge in Specialist Mathematics are Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

## PATHWAYS

Specialist Mathematics 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 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.

## PREREQUISITES

A minimum pass in year 10 Mathematical Methods.

## COURSE STRUCTURE

Specialist Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Combinatorics, Vectors and Proof

Topic 1: Combinatorics

Topic 2: Vectors in the plane

Topic 3: Introduction to proof

### Unit 2: Complex numbers, Trigonometry, Functions and Matrices

Topic 1: Complex numbers 1

Topic 2: Trigonometry and functions

Topic 3: Matrices

### Unit 3: Mathematical Induction, further Vectors, Matrices and Complex Numbers

Topic 1: Proof by mathematical induction

Topic 2: Vectors and matrices

Topic 3: Complex numbers 2

### Unit 4: Further Statistical and Calculus Inference

Topic 1: Integration and applications of integration

Topic 2: Rates of change and differential equations

Topic 3: Statistical inference

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and a problem solving tasks.

### Summative assessment – units 3 and 4

Mathematical Methods is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of four summative assessments. Assessment for unit 3 consists of two school-developed tasks. Assessment for unit 4 includes a school developed exam and an external exam contributing 50%.



# Visual Arts

## INTRODUCTION

The arts are an intellectually engaging intersection of lateral thought and practice. They interrogate the human experience and challenge our understandings by encouraging and provoking alternative ways of seeing, thinking and doing. They enable us to know and observe our world collectively and as individuals. They reveal a sense of who we are and might become as we make connections and new meaning of the world around us and our place in it.

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

## PATHWAYS

Visual Art 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 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.

## PREREQUISITES

There are no prerequisites but a C in English or a B in Essential English is recommended.

## COURSE STRUCTURE

The Design course consists of four units, each of which consists of a number of topics. The units are:

**Unit 1: Art as lens**

**Unit 2: Art as code**

**Unit 3: Art as knowledge**

**Unit 4: Art as alternate**

Each unit comprises of four areas of study: Developing, Researching, Reflecting and Resolving.

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. At least one assessment will be completed for each unit.

### Summative assessment – units 3 and 4

Visual Art is a general subject and the results from units 3 and 4 contribute to ATAR calculations. Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject. Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus. The external assessment results for Visual Art will contribute 25% towards a student's result.

# Applied Subjects

(one may contribute to ATAR)

# Agricultural Practices

## INTRODUCTION

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings. Through these learning experiences, students build their understanding of expectations for work in agricultural settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to agricultural activities.

These practices include skills needed to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time. These skills are valued in all settings where people work together, and therefore position students for successful transition to work, training and other collaborative environments.

## PATHWAYS

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

## PREREQUISITES

Minimum pass in English or Essential English is required.

## COURSE STRUCTURE

In Agricultural Practices, students will learn the practical knowledge and skills needed when working within the agricultural industry. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Animal Studies** and **Plant Studies (with Safety and Management Practices** being embedded with these topics) and at least 2 elective topics within each area.

- **Animal studies:** Animal industries (core), infrastructure (elective), production (elective) and agribusiness (elective)
- **Plant Studies:** Plant industries (core), infrastructure (elective), production (elective) and agribusiness (elective)
- **Safety and Management Practices:** rules, regulations and recommendations (core), equipment maintenance (core), management practices (core) and operating machinery (elective)

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### Formative assessment – units 1 and 2

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include a collection of work, an extended response, a project and an investigation.

### Summative assessment – units 3 and 4

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include a collection of work, an extended response, a project and an investigation

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Rural Operations as no QCE credit will be gained for one of the subjects.

# Building & Construction Skills

## INTRODUCTION

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures. The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people

The Building and Construction Skills subject focuses on the underpinning industry practices and construction processes required to create, maintain and repair the built environment. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

A course of study in Building and Construction Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

In Building and Construction students will learn the practical knowledge and skills needed when working with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry practices** and **Construction processes** and will have opportunities to explore these topics through at least three (carpentry + 2) of the following elective contexts:

- **Bricklaying**
- **Carpentry**
- **Concreting**
- **Landscaping**
- **Plastering and painting**
- **Tiling**

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### **Formative assessment – units 1 and 2**

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include two projects, one practical demonstration and one extended response.

### **Summative assessment – units 3 and 4**

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include two projects, one practical demonstration and one extended response.

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Construction Pathways as no QCE credit will be gained for one of the subjects.

# Early Childhood Studies

## INTRODUCTION

The first five years of life are critical in shaping children's future growth and development, wellbeing and learning. Early Childhood Studies focuses on learning about children aged from birth to five years. A cornerstone of the subject is the significance of play to a child's development. Early Childhood Studies (ICT) is central to life in today's technologically advanced world. Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play based learning activities responsive to children's needs.

## PATHWAYS

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Depending on qualifications, opportunities exist as early childhood educators or teacher's aides or assistants in early childhood settings, childcare facilities, kindergartens and early learning centres.

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

The core topics are embedded through electives and developed in modules of work. This provides opportunities for learning to be delivered in authentic and real-world settings and enables students to develop a depth and breadth of understanding about early childhood learning and early childhood education and care services.

- **Play and creativity** — involves opportunities for children to explore, imagine, investigate and engage in purposeful and meaningful experiences. Play and creativity provides opportunities for exploration and discovery, trying out new ideas, new ways of thinking and problem-solving through fun and enjoyable activities. Play and creativity is essential for a child's development, for learning and for life skills.
- **Literacy and numeracy skills** — give children a way to communicate, expand and express their imagination, foster their capability to use problem-solving strategies and learn new information. In an increasingly complex world, being able to read, write, add, subtract, divide and multiply is crucial; children need to be both literate and numerate.
- **Being in a safe place** — as children are often absorbed in their own immediate interests; they are not aware of their surroundings and consequences of the many new situations that they encounter daily. Children need to feel that their world is a safe place.
- **Health and physical wellbeing** — healthy eating and participating in physical activity are cornerstones to living a healthy life; the foundations are set down in early childhood and significantly influence the eating habits and physical activity habits of adults.
- **Indoor and outdoor learning environments** — a rich and varied environment supports children's learning and development. Children need to access both indoor and outdoor spaces. They spend a lot of time both indoors and outdoors and therefore both environments should be inviting, challenging and fun.

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### Formative assessment – units 1 and 2

Five pieces of school developed formative assessment will be completed for units 1 and 2.

### Summative assessment – units 3 and 4

Five pieces of school developed formative assessment will be completed for units 3 and 4.

# Engineering Skills

## INTRODUCTION

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products. The engineering manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has strong manufacturing industries that provide employment for many people.

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

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

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

In Engineering students will learn the practical knowledge and skills needed when working with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry practices** and **Production processes** and will have opportunities to explore these topics through at least three of the following elective contexts:

- **Fitting and Machining** — Fitting and machining refers to the manufacture, maintenance and repair of mechanical plant machinery and equipment to operational standards. Precision measuring instruments are used to check parts for accuracy and fit
- **Sheet metal working**— Sheet metal working refers to the cutting, forming and joining of sheet metal to manufacture products
- **Welding and fabrication** — Welding and fabrication refers to the shaping, joining and repair of metal products and components using heat or electrical current.

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### Formative assessment – units 1 and 2

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include two projects, one practical demonstration and one extended response.

### Summative assessment – units 3 and 4

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include two projects, one practical demonstration and one extended response.

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Engineering Pathways as no QCE credit will be gained for one of the subjects.

# Essential English

## INTRODUCTION

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

## PATHWAYS

Essential English is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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.

## PREREQUISITES

C in year 10 Essential English is recommended.

## COURSE STRUCTURE

Essential English is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Language that works

- Responding to a variety of texts used in and developed for a work context
- Creating multimodal and written texts.

### Unit 2: Texts and human experiences

- Responding to reflective and nonfiction texts that explore human experiences
- Creating spoken and written texts

### Unit 3: Language that influences

- Creating and shaping perspectives on community, local and global issues in texts
- Responding to texts that seek to influence audiences

### Unit 4: Representations and popular culture texts

- Responding to popular culture texts
- Creating representations of Australian identities, places, events and concepts.

## ASSESSMENT

### Formative assessment – units 1 and 2

Unit 1: Short response to stimulus exam and spoken multimodal extended response

Unit 2: Imaginative written extended response and spoken multimodal extended response

### Summative assessment – units 3 and 4

Unit 3: Spoken extended response and Examination - response to stimulus

Unit 4: Multimodal extended response and written extended response

# Essential Mathematics

## INTRODUCTION

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

## PATHWAYS

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to tertiary studies, vocational education or work. 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 will 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.

## PREREQUISITES

A minimum pass in year 10 Essential Mathematics.

## COURSE STRUCTURE

Essential Mathematics is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

### Unit 1: Number, data and graphs

Topic 1: Number

Topic 2: Representing data

Topic 3: Graphs

### Unit 2: Money, travel and data

Topic 1: Managing money

Topic 2: Time and motion

Topic 3: Data collection

### Unit 3: Measurement, scales and data

Topic 1: Measurement

Topic 2: Scales, plans and models

Topic 3: Summarising and comparing data

### Unit 4: Graphs, chance and loans

Topic 1: Bivariate graphs

Topic 2: Probability and relative frequencies

Topic 3: Loans and compound interest

## ASSESSMENT

### Formative assessment – units 1 and 2

Two to four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will be in the form of exams and a problem solving tasks.

### Summative assessment – units 3 and 4

Essential Mathematics is an applied subject and the results from units 3 and 4 can contribute to an ATAR calculation. Students will complete a total of four summative assessments, one of which has an external component.



# Fashion

## INTRODUCTION

Fashion is economically important to consumers and producers in both local and international contexts. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a global industry. It is a dynamic industry that supports a wide variety of vocations, including fashion design, fashion technology, fashion merchandising and fashion sales.

Fashion is an integral part of everyday life, with individuals making choices about what clothing and accessories to wear. Identity often shapes and is shaped by fashion choices. Fashion choice is determined through the integration of two or more of the following —culture, history, function (e.g. occasion, employment or recreation requirements), economic considerations, personal taste, peer group, availability and trends. Fashion choice ranges from the purely practical to the highly aesthetic and esoteric.

## 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.

## PREREQUISITES

There are no set prerequisites for Fashion however a pass in English and Mathematics is recommended.

## COURSE STRUCTURE

**Unit 1: Textiles - Caveman To Catwalk**

**Unit 2: Sustainable Clothing – Design it to last**

**Unit 3: Fashion in History - Stitch Back in Time**

**Unit 4: Collections - Label Launch**

## ASSESSMENT

### Formative assessment – units 1 and 2

Caveman To Catwalk		Design it to last	
<b>Extended response to stimulus:</b> Investigate three technologies and their impact on their intended use but also on the wearing experience and feasibility for retail production.	<b>Project:</b> Design and create fashion drawings and technical sketch to meet the Wool 4 School challenge-	<b>Product:</b> Construct a wearable art item/s from sustainable materials, a visual display of the creative process will also be produced alongside the construction.	<b>Project:</b> Design and create sustainable fashion items that reflect the social, historical and cultural influences of the sustainable clothing movement.

### Summative assessment – units 3 and 4

Stitch Back in Time		Label Launch	
<b>Extended response to stimulus:</b> Write an article for an online fashion magazine titled "Its back!". Students will explore a current fashion trend and trace its past.	<b>Project:</b> Design and create a fashion item/s or accessories using a particular historical or cyclic element with a twist to bring it into the present. Make adjustment to an existing pattern.	<b>Project:</b> Design and create a collection of outfits that are inspired from a selected fashion designer.	<b>Product:</b> Students design a collection of outfits reflecting their own design aesthetic, the beginnings of launching their own label.

# Furnishing Skills

## INTRODUCTION

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to create products. The furnishing manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers.

The Furnishing Skills subject focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

## PATHWAYS

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

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

In Furnishing students will learn the practical knowledge and skills needed when working with materials, tools and machinery. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry practices** and **Production processes** and will have opportunities to explore these topics through at least three (furniture making + 2) of the following elective contexts:

- **Furniture making**— Furniture-making refers to making or repairing individual pieces of furniture such as chairs, lounges, tables, dining suites, bedroom suites and dressers.
- **Furniture finishing**— Furniture finishing refers to preparing surfaces and applying stains, coatings and finishes to furniture in manufacture or repair.
- **Cabinet making** — Cabinet-making refers to making or repairing kitchen and bathroom cabinets, wardrobes, office fit-outs and shop fittings.
- **Upholstery**— Upholstery refers to dismantling and reassembling furniture and selecting, cutting, sewing and fitting fabric and leather upholstery materials.

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### Formative assessment – units 1 and 2

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include two projects, one practical demonstration and one extended response.

### Summative assessment – units 3 and 4

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include two projects, one practical demonstration and one extended response.

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Furniture Making as no QCE credit will be gained for one of the subjects.

# Hospitality Practices

## INTRODUCTION

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

The Hospitality Practices syllabus emphasises the food and beverage sector, which includes food and beverage production and service. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

## PATHWAYS

A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality sectors of food and beverage, catering, accommodation and entertainment. Students could pursue further studies in hospitality, hotel, event and tourism or business management, which allows for specialisation.

## PREREQUISITES

No prerequisites.

## COURSE STRUCTURE

**Unit 1: At your service**

**Unit 2: Food experiences they cue for**

**Unit 3: Food science of carbohydrate and fats**

**Unit 4: Food solution development for nutrition consumer markets**

## ASSESSMENT

### Formative assessment – units 1 and 2

At your service ...		Creating food experiences they cue for	
<p><b>Investigation:</b> Conduct an investigation into what makes the perfect coffee? Consider both the industry perspective and the customer expectations. Make your own recommendations as to the recipe for the perfect cup of coffee.</p>	<p><b>Project:</b> Ridge Café - beverage production and service to customers.</p>	<p><b>Extended response:</b> Respond to stimulus in regards to a future Hospitality Event e.g. Critique a proposal to council for a food stall at a local community event.</p>	<p><b>Project:</b> The class will cater for the Year 12 graduation ceremony. This event will be a morning tea, buffet style with 500 pax.</p>

### Summative assessment – units 3 and 4

Dine with us		Ridge long lunch	
<p><b>Project:</b> Students will work together to hold a Sustainable food market. In small groups students will plan, trial, produce and serve two food/ beverage items.</p>	<p><b>Investigation:</b> Investigate current sustainable and environmental considerations within the local Hospitality.</p>	<p><b>Project:</b> Actual event:- Celebration two course long table meal, students to plan, produce and serve food and beverage and critique the event.</p>	<p><b>Extended response:</b> Response to scenario, e.g. tender for menu for cultural event such as a takeaway lunch.</p>

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Hospitality as no QCE credit will be gained for one of the subjects.

# Industrial Graphics Skills

## INTRODUCTION

Technology has been an integral part of society for as long as humans have had the desire to create products to improve their quality of life. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by the Australian building and construction industry to create structures. The building and construction industry transforms raw materials into buildings and structures. This adds value for both enterprises and consumers. Australia, as one of the most developed economies in the world, has a strong building and construction industry that provides employment for many people

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

## PATHWAYS

A course of study in Industrial Graphics Skills can establish a basis for further education and employment in a range of roles and trades in the manufacturing industries. With additional training and experience, potential employment opportunities may be found in drafting roles such as architectural drafter, estimator, mechanical drafter, electrical drafter, structural drafter, civil drafter and survey drafter.

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

In Industrial graphics students will learn the practical knowledge and skills needed when working with materials, tools and equipment to produce industry-specific technical drawings. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study two core topics: **Industry practices** and **Drafting processes** and will have opportunities to explore these topics through at least two of the following elective contexts:

- **Building and construction**
- **Engineering drafting**
- **Furnishing**

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### **Formative assessment – units 1 and 2**

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include two projects, one practical demonstration and one extended response.

### **Summative assessment – units 3 and 4**

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include two projects, one practical demonstration and one extended response.

# Information and Communication Technology

## INTRODUCTION

Information and Communication Technology (ICT) is central to life in today's technologically advanced world. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government education and leisure contexts.

## PATHWAYS

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields especially the fields of ICT operations, help desk, sales support, office administration, records and data management, and call centres.

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

In ICT students will learn the practical knowledge and skills needed when working with ICTs. Learning will be shaped around core and elective knowledge, understanding and skills. Students will study three core topics: **Hardware**, **Software** and **ICT in society** and will have opportunities to explore these topics through at least three of the following elective contexts:

- **Animation** — designing and producing animated graphic images and creating 2D or 3D digital animation using animation software, e.g. as part of a game, website, multimedia presentation or as a stand-alone animation
- **Application development** — developing software applications for a variety of devices, e.g. mobile applications, games, robotics or other forms of software
- **Audio and video production** — capturing or creating, manipulating, editing and communicating digital audio and video for a range of multimedia genres including websites, presentations, games and other interactive multimedia
- **Digital imaging and modelling** — acquiring, creating and manipulating digital still images, models and graphical representations for a range of multimedia genres including websites, presentations, games and prototyping
- **Document production** — using document production software to develop documents that enhance communication, e.g. creating a range of document types including word processing and publishing software
- **Website production** — designing, producing, publishing and maintaining websites.

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student's exit result.

### Formative assessment – units 1 and 2

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment will include three projects and one extended response.

### Summative assessment – units 3 and 4

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment will include three projects and one extended response.

# Social & Community Studies

## INTRODUCTION

People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for students to understand how their identities are shaped by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Students investigate life skills through a variety of electives dealing with topics such as personal finances and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology

## PATHWAYS

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

## PREREQUISITES

There are no prerequisites but a C in Essential English is recommended.

## COURSE STRUCTURE

Social and Community Studies is a four-unit course of study.

A course of study for Social and Community Studies includes:

- The study of three core life skills areas — personal, interpersonal and citizenship which are integrated into -
- a minimum of **four** and a maximum of **eight** electives.

Each of the three areas of life skills must be covered within every elective topic selected, and be integrated throughout the course.

Electives are to be chosen from the following list:

- Elective 1: The Arts and the community
- Elective 2: Australia's place in the world
- Elective 3: Gender and identity
- Elective 4: Health — food and nutrition
- Elective 5: Health — recreation and leisure
- Elective 6: Into relationships
- Elective 7: Legally, it could be you
- Elective 8: Money management
- Elective 9: Science and technology
- Elective 10: Today's society
- Elective 11: The world of work.

## ASSESSMENT

Year 11: four pieces of formative assessment are to be completed for units 1 and 2. This may include exams, essays, projects and multi modal presentations.

Year 12: four pieces of summative assessment are to be completed for Units 3 and 4. This may include exams, essays, projects, investigations and multi modal presentations.

# Sport & Recreation

## INTRODUCTION

Sport and recreation activities are a part of the fabric of Australian life and represent growth industries in Australian society. Sport and recreation activities can encompass aspects such as social and competitive sport, fitness programs and outdoor pursuits. These activities are an intrinsic part of Australian culture and for many people, form a substantial component of their leisure time. Participation in sport and recreation can also provide employment opportunities and make positive contributions to a person's total wellbeing. The subject of Sport and Recreation focuses on the role of sport and recreation in the lives of individuals and communities.

Participation in sport and recreation activities provides a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.

## PATHWAYS

A course of study in Sport and 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

## PREREQUISITES

There are no prerequisites but a C in Essential English is recommended

## COURSE STRUCTURE

Sport and Recreation is a four-unit course of study.

Four core topics are embedded in the learning through the learning of all units. The core topics are; **Sport and recreation in the community, Sport, recreation and healthy living, Health and safety in sport and recreation activities** and **Personal and interpersonal skills in sport and recreation activities**. These Core topics are covered through the study of;

Unit 1		Unit 2	
Module 1: Coach your team	Module 2: Indigenous games	Module 3: Sport Officiating	Module 4: Sport Nutrition
Unit 3		Unit 4	
Module 5: Water Safety & Lifesaving	Module 6: Sports Medicine and First Aid	Module 7: Event Management – Tournament organisation	Module 8 : Sport, Recreation and the fitness industry

## ASSESSMENT

Unit 1		Unit 2	
Module 1: Project	Module 2: Performance (Practical)	Module 3: Performance (Practical)	Module 4: Investigation
Unit 3		Unit 4	
Module 5: Performance (Practical)	Module 6: Investigation	Module 7: Project	Module 8 : Performance (Practical)

## INCOMPATIBLE SUBJECT

Students choosing this subject should not study Certificate II in Sport and Recreation as no QCE credit will be gained for one of the subjects.

# Visual Arts in Practice

## INTRODUCTION

The field of visual arts is expansive, encompassing art forms created primarily for visual perception. How meaning is constructed and read from visual texts is a fundamental skill developed through visual arts. Visual artworks are created for a purpose and in response to individual, group or community needs in one or many contexts, including socio-cultural, economic, educational, geographical and historical. Visual artworks use and push the limits of technologies, are responses to and expressions of time and place, and are limited only by circumstance and imagination.

Visual Arts in Practice foregrounds the role visual arts plays in the community and how students may become involved in community arts activities. This subject focuses on students engaging in art-making processes and making virtual or physical visual artworks for a purpose. This occurs in two to four of the following areas — 2D, 3D, digital and 4D, design, and craft. Students may create images, objects, environments or events to communicate aesthetic meaning.

## PATHWAYS

A course of study in Visual Arts in Practice can establish a basis for further education and employment in fields of design, styling, decorating, illustrating, drafting, visual merchandising, make-up artistry, advertising, game design, photography, animation or ceramics.

## PREREQUISITES

There are no prerequisites for this subject.

## COURSE STRUCTURE

When studying Visual Arts in Practice students learning will be shaped around core and elective topics. In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — ‘Visual mediums, technologies and techniques’, ‘Visual literacies and contexts’ and ‘Artwork realisation’. Students will have the opportunity to explore these topics through at least two to four of the following elective contexts:

- **2D** - 2D refers to only having the dimensions of height and width, and in visual arts this means having elements organised in terms of a flat surface,
- **3D** - 3D refers to having, or relating to, three dimensions. In an artwork this means occupying three-dimensional space.
- **Digital and 4D** - Digital refers to being available in electronic form. 4D refers to the inclusion of the fourth dimension of time and most often refers to film.
- **Design** - Design refers to the conceptual development of an idea guided through a design process rather than the production of the actual artwork.
- **Craft** - Craft refers to those areas traditionally seen as separate to fine arts.

## ASSESSMENT

Assessment from units 3 and 4 is used to determine the student’s exit result.

### Formative assessment – units 1 and 2

Four pieces of school developed formative assessment will be completed for units 1 and 2. The assessment may include a project, a product, an investigation and one extended response.

### Summative assessment – units 3 and 4

Four pieces of school developed formative assessment will be completed for units 3 and 4. The assessment may include a project, a product, an investigation and one extended response.



# Short Courses

# Short Course in Literacy

## INTRODUCTION

This Short Course in Literacy is a one-unit course, developed to meet a specific curriculum need. Results in Literacy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.

The course focuses on aspects of literacy and does not replace the study of any subject from the current suite of English syllabuses. It is informed by, and articulates closely with, the literacy requirements of the Year 9 Literacy Indicators.

This subject is suited for students in Years 10–12 who are performing at least at Level 2 of the ACSF and who may be:

- at risk of not attaining the literacy requirement for the QCE
- disengaged with school.

The requirements for a grade of C in this Short Course mirror the literacy requirements for ACSF Level 3.

## PATHWAYS

Literacy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Literacy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the literacy used by various professional and industry groups.

## PREREQUISITES

Not applicable

## COURSE STRUCTURE

Literacy is a course of study that consists of two topics:

- Personal identity and education
- The work environment.

### Topic 1: Personal Identify and Education

This topic consists of four interrelated core skills:

- reading
- writing
- oral communication
- learning.

### Topic 2: The work environment

This topic consists of four interrelated core skills:

- reading
- writing
- oral communication
- learning.

## ASSESSMENT

**Topic 1:** Written extended response and a student learning journal.

**Topic 2:** Spoken extended response and a reading comprehension task.

## NOTE

At present this subject is not on offer but may be made available in 2020 for students at risk.

# Short Course in Numeracy

## INTRODUCTION

Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes.

When students become numerate, they are able to manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning should take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive.

Numeracy is embedded across the school curriculum and is developed through all phases of learning. This Numeracy Short Course senior syllabus allows teachers to design courses of study that cater for the prior learning and specific numeracy needs of their students.

This Short Course in Numeracy is a one-unit course of study, developed to meet a specific curriculum need. **Results in Numeracy do not contribute to an Australian Tertiary Admission Rank (ATAR) calculation.**

The course focuses on aspects of numeracy and does not replace the study of any subject from the current suite of Mathematics syllabuses. It is informed by the Australian Core Skills Framework (ACSF). The requirements for a grade of C in this Short Course mirror the numeracy requirements for ACSF Level 3. In this course of study students will:

- learn a variety of strategies to develop and monitor their own learning
- identify and communicate mathematical information that is embedded in a range of texts and contexts from everyday life and work
- use mathematical processes and strategies to solve problems in a range of situations
- reflect on outcomes and the appropriateness of mathematical processes used.

## PATHWAYS

Numeracy is a Short Course suited to students who are interested in pathways beyond school that lead to vocational education and/or work. A course of study in Numeracy may establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will 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.

## PREREQUISITIES

There are no prerequisites for this course.

## COURSE STRUCTURE

Numeracy is a course of study consisting of two topics:

- Personal identity and education
- The work environment.

## ASSESSMENT

Students will complete two summative internal assessments that count towards their overall subject result. Schools develop these assessments based on the learning described in the syllabus.

# VET Certificates

(Vocational Education and Training)

RTO: Aldridge SHS

RTO No: 30208

Multiple VET courses can be studied

# BSB20115 Certificate II in Business

## INTRODUCTION

Certificate II in Business caters for those students who wish to gain vocational education certification, while remaining at school. This course provides the same level of certification as that delivered by TAFE or by a student completing a traineeship. This certificate is nationally recognised and has the potential of providing better opportunities for the student to gain employment in an office situation after leaving school.

Certificate II in Business is designed to equip students with the ability to communicate effectively and to interact confidently through and within a business environment. They will use a range of business information and technologies.

## PATHWAYS

Certificate II in Business graduates have access to a variety of employment opportunities in a range of industries including: Public Administration, Legal, Banking, Retail, Tourism and Hospitality, Insurance, Health Care and Travel. Further study at TAFE or University is also possible.

## PREREQUISITIES

There are no prerequisites for this course.

## COURSE STRUCTURE

While the following units of competency will be covered during the course, the order and timing of these may vary depending on the prior knowledge and skills of the students.

SEM	UNIT CODE	NAME OF UNIT OF COMPETENCY	TIME
1	BSBITU112	Develop Keyboard Skills	6 weeks
	BSBITU211	Produce Digital Text Documents	6 weeks
	BSBWHS201	Contribute to Health and Safety of Self and Others	4 weeks
2	BSBADM101	Use Business Equipment and Resources	5 weeks
	BSBIND201	Work Effectively in a Business Environment	5 weeks
	BSBSUS201	Participate in Environmentally Sustainable Work Practices	6 weeks
3	BSBWOR203	Work Effectively with Others	5 weeks
	BSBITU212	Create and Use Simple Spreadsheets	6 weeks
	BSBITU213	Use Digital Technologies to Communicate Remotely	5 weeks
4	BSBINM201	Process and Maintain Workplace Information	5 weeks
	BSBWOR204	Use Business Technology	5 weeks
	BSBWOR202	Organise and Complete Daily Work Activities	4 weeks

## ASSESSMENT

There are no A – E results attained in this course; the student will either be deemed competent or not yet competent at completing various tasks within the 12 Units of Competency. As a result the student will not receive a Level of Achievement. Completion of the 12 units contained within the Certificate II will contribute four (4) credits towards the Queensland Certificate of Education (QCE). Assessment may consist of the following techniques: Folios of work, computer tests, teacher observation checklists, oral presentations, practical simulations, scenarios and case studies.

## FEES AND CHARGES

There are no additional fees or charges for this course apart from the Work Placement Fee. Work Placement is not mandatory, but it is highly recommended for this course. Participation in Work Placement will incur a \$40.00 placement fee, capped at \$50.00 for the year.

**RTO:** Aldridge State High School, Provider No: 30208

**PUBLICATION DATE:** 24 July 2019 – This information is correct at time of publication but subject to change.

# SIS20213 Certificate II in Outdoor Recreation

## INTRODUCTION

Students can obtain a qualification in outdoor recreation by enrolling in the Certificate II in Outdoor Recreation program. This in depth course includes a range of outdoor pursuits that help to develop students into future outdoor leaders.

The Certificate II in Outdoor Recreation will give students the skills and knowledge to work, under supervision, as part of a team in a range of activities including bushwalking, kayaking, rock climbing, abseiling, mountain biking, snorkelling and more.

This nationally recognised Qualification provides skills and knowledge for an individual to be competent in performing basic core skills in outdoor recreation environments and assisting with the conducting a wide range outdoor activities.

## PATHWAYS

The Certificate II in Outdoor Recreation is aimed at young people wishing to start their career in Outdoor Recreation as an Assistant Guide/ Leader/ Instructor or for those who want to gain foundation skills in the area of Outdoor Recreation.

## PREREQUISITES

There are no prerequisites for this course.

## COURSE STRUCTURE

To achieve the Certificate II in Outdoor Recreation qualification, the student must demonstrate competency in fifteen (15) units of competency including five (5) core units and ten (10) elective units. If the student does not successfully achieve competency in all fifteen (15) units the student will be awarded a Statement of Attainment listing only the competencies achieved.

UNIT CODE	NAME OF UNIT OF COMPETENCY	CORE/ELECTIVE
HLTAID003	Provide first aid	Core
SISOODR201A	Assist in conducting outdoor recreation sessions	Core
SISOOPS201A	Minimise environmental impact	Core
SISXIND101A	Work effectively in the sport and recreation environment	Core
SISXOHS101A	Follow occupational health and safety policies	Core
SISOBWG201A	Demonstrate bushwalking skills in a controlled environment	Elective
SISONAV201A	Demonstrate navigational skills in a controlled environment	Elective
SISOOPS202A	Use and maintain a temporary or overnight site	Elective
SISXCAI102	Assist in activity sessions	Elective
SISXFAC207	Maintain sport, fitness and recreation equipment for activities	Elective
SITXFSA101	Use hygienic practices for food safety	Elective
SISOABN201A	Demonstrate abseiling skills on natural surface	Elective
SISOABN202A	Safeguard an abseiler using a single rope belay system	Elective
SISOSNK210A	Demonstrate snorkelling activities	Elective
SISOCLN201A	Demonstrate top rope climbing skills on natural surface	Elective

## **ASSESSMENT**

There are no A – E results attained in the course; the student will be deemed competent or not yet competent at completing various tasks within the 15 Units of Competency. Completion of the 15 units contained within the Certificate II will contribute to four (4) towards the Queensland Certificate of Education plus an additional one (1) CQE point for the completion of HLTAID003 Provide First Aid.

Assessment consist of the following techniques: Folios of work, teacher observation, practical simulations, scenarios and bookwork.

Students will undertake assessment tasks at:

- Great Keppel Island
- Aldershot Scout Camp
- Fraser Island
- Coolooloa National Park
- Mapleton
- Brooyar State Forest
- Various school and district sporting events
- School Leadership camps

## **FEES AND CHARGES**

This course attracts a \$1 000 course fee over two (2) years, and when delivered outside of Aldridge State High School the course exceeds \$2 300. Course fee includes all travel, accommodation, external provider fees and equipment hire.

## **OTHER – DUKE OF EDINBURGH AWARD**

Due to the nature of the Certificate II in Outdoor Recreation and The Duke of Edinburgh program being very similar in structure your child has the unique opportunity whilst gaining their Certificate II in Outdoor Recreation to additionally gain The Duke of Edinburgh's Silver Award.

Funding is currently being sort for the initial registration fee of \$150.00 as well as a significant subsidy for the Fraser Island Hike in 2020. If funding is successful the Certificate II in Outdoor Recreation course fee will be adjusted.

## **About the Award**

The Award is a leading structured (non-formal education) youth development program, empowering all young Australians between age 14 to 25 to explore their full potential regardless of their location or circumstance. The Award is a fully inclusive program and has no social, political, or religious affiliations.

Successful completion of The Duke of Edinburgh Award will contribute an additional (1) credit point towards a student's Queensland Certificate of Education (QCE) and is increasingly being recognised by potential employers.

**RTO:** Aldridge State High School, Provider No: 30208

**PUBLICATION DATE:** 24 July 2019 – This information is correct at time of publication but subject to change.

# VETiS Courses

(only one of these courses is available fee free)



## VETiS Course Information

The following courses may be offered during either year 11 or 12. Note enrolment is dependent upon student numbers as well as the student having the required literacy and numeracy skills to complete the course. All TAFE courses will require the student to complete their enrolment online.

Because students are only entitled to enrol in one government funded course, care must be taken to choose the best option that leads to gaining skills in the preferred vocational pathway. To participate in one of these certificate courses, students will be required to obtain a USI number.

While most of these courses will run on a Thursday, there is no guarantee that this will always be the case. Students will be required to find their own transport to each of these external courses. Wide Bay Transit (WBT) has a bus service running every hour to and from Hervey Bay.

### Potential certificates include:

<b>TAFE</b>	<b>Hervey Bay</b>
SIT20116	Certificate II in Tourism
AUR20716	Certificate II in Automotive Vocational Preparation
SHB20216	Certificate II in Salon Assistant (usually on a Monday or Wednesday)
SHB20116	Certificate II in Retail Cosmetics
MSF20516	Certificate II in Furniture Making Pathways (incompatible with Furnishing Skills)
MEM20413	Certificate II in Engineering Pathways (incompatible with Engineering Skills)
UEE22011	Certificate II in Electrotechnology (career start)
SIT20316	Certificate II in Hospitality (incompatible with Hospitality Practices, usually Wednesday)
SIT20416	Certificate II in Kitchen Operations (usually on a Wednesday)

<b>TAFE</b>	<b>Maryborough</b>
HLT23215	Certificate II in Health Support (Adelaide Street)
CHC22015	Certificate II in Community Services

### Maryborough Trade Training Centre (TTC)

MEM20413	Certificate II in Engineering Pathways (incompatible with Engineering Skills, fees apply)
MSF20516	Certificate II in Furniture Making Pathways (incompatible with Furnishing Skills, fees apply)

### SDS Training

RII20115	Certificate II in Resources and Infrastructure Work Preparation (conducted at Aldridge with SDS trainer)
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### Axiom

AHC21216	Certificate II in Rural Operations (conducted at Aldridge with Aldridge teacher)
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### Maryborough SHS

10751NAT	Certificate III in Aboriginal and Torres Strait Education (only open to indigenous students)
SHB20216	Certificate II in Salon Assistant (requires a .2 enrolment at Maryborough High, fees apply)
SHB20116	Certificate II in Retail Cosmetics (requires a .2 enrolment at Maryborough High, fees apply)

### St Mary's College

CHC30113	Certificate III in Early Childhood Education and Care (2 year course, fees apply)
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See Ms Pacey, the VET Coordinator, to obtain specific details about the above courses.

# AHC21216 Certificate II in Rural Operations

## INTRODUCTION

Certificate II in Rural Operations caters for those students who wish to gain vocational education certification, while remaining at school. This certificate is nationally recognised and has the potential of providing better opportunities for the student to gain employment in the agricultural industry after leaving school.

The course is conducted over Year 11 and 12 and consists of a number of block training sessions at an industry relevant venue. At these venues, students experience an intensive skills development involving horses, cattle, work place health and safety, and machinery operation. The students will also undertake skill development and theory work with their agriculture teacher within time-tabled school classes.

## PATHWAYS

This unit provides a sound basis for students who wish to obtain a solid practical grounding in animal husbandry and rural skills. It can lead to further study in Certificate III and Diploma level for students suited to hands on learning. It also provides a good practical base for students who are wishing to go into Agricultural Science.

## PREREQUISITIES

There are no prerequisites for this course.

## COURSE STRUCTURE

While the following units of competency will be covered during the course, the order and timing of these may vary depending on resource availability and prior knowledge and skills of the students.

UNIT CODE	NAME OF UNIT OF COMPETENCY
AHCWOHS201	Participate in OHS processes
AHCWRK209	Participate in environmentally sustainable work practice
AHCCHM201	Apply chemical under supervision
AHCINF202	Install, maintain and repair fencing
AHCLSK201	Muster and move livestock
AHCLSK211	Provide feed for livestock
AHCMOM202	Operate tractors
AHCLSK205	Handle Livestock using basic techniques
ACMEQU205	Apply Knowledge of horse behaviour
AHCLSK204	Carry out regular livestock observation
ACMEQU206	Perform horse riding skills at walk, trot and canter
AHCMOM204	Undertake operational maintenance of machinery
AHCLSK209	Monitor water supplies
ACMEQU202	Handle Horses Safely
AHCWRK204	Work Effectively in the industry

## ASSESSMENT

There are no A – E results attained in this course; the student will either be deemed competent or not yet competent at completing various tasks within the 15 Units of Competency. As a result the student will not receive a Level of Achievement. Completion of the 15 units contained within the Certificate II will contribute four (4) credits towards the Queensland Certificate of Education (QCE). Assessment may consist of the following techniques: workbooks, assignments and written exams. Observation sheets will be recorded by teachers to demonstrate skills relating to units of competency.

## FEES AND CHARGES

There are no enrolment fees or charges for this course; however, there may be additional costs for the use of external facilities throughout the course.

**RTO:** Axiom College RTO No. 40489 (subject to change)

**PUBLICATION DATE:** 24 July 2019 – This information is correct at time of publication but subject to change.

# 10751NAT Certificate III in Aboriginal & Torres Strait Islander Educ.

## INTRODUCTION

RATEP is a community-based teacher education program, which enables First Nations people to become qualified teaching aides and/or registered teachers through the partnership between TAFE Queensland, Education Queensland (State Schools) and James Cook University. This course will be open to young people who identify as Aboriginal and/or Torres Strait Islander. It would be preferable for applicants to have a certificate of identity. This is a two-year course, which enables students to exit the course as a qualified Teacher Aide in the early years of schooling. The opportunity exists for students after Year 12 to continue studying to the point of achieving a teaching qualification through James Cook University, while living in Maryborough.

Students undertaking this course are supported by a full-time teacher, based at Maryborough State High School. The course involves students choosing RATEP as one of their senior subjects. Students work through theory units of competency at the RATEP Room at Maryborough SHS, with 100 hours over the course completing Vocational Placement in local early years/primary school settings.

There was no cost for senior school students studying the current course through the VET in Schools program in 2019, thanks to support from the Queensland Government. The Queensland Government funding for 2020 is not known at this time (21 June 2019).

Core Units (all units studied)	Elective Units (3 or 4 selected)
CUAATS101 Develop understanding of own Aboriginal and/or Torres Strait Islander identity	BSBITU201 Produce simple word documents
CHCEDS017 Contribute to the health and safety of students	BSBITU306 Design and produce business documents
AIERDG001 Support the reading development of Aboriginal and Torres Strait Islander children	CUAMPF101 Develop skills to sing or play music
CHCECE006/CHEDS003 Support behaviour of children and young people/Contribute to student's education in all developmental domains	CHCEDS009 Communicate with parents, students and colleagues in Aboriginal and Torres Strait Islander language
CHCEDS004/CHCEDS007 Contribute to organisation and management/Work effectively with students and colleagues	CHCEDS016 Support learning for students with disabilities in a classroom environment
AIESCTOO1 Support Aboriginal and Torres Strait Islander children with science inquiry	CHCEDS029 Assist teacher to develop Aboriginal and Torres Strait Islander language and culture lessons
CHCEDS024 Use educational strategies to support Aboriginal and Torres Strait Islander education.	SISXCAI002 Assist with activity sessions
CHCEDS006 Support the development of numeracy skills	
CHCEDS010 Work effectively as an Aboriginal and Torres Strait Islander education worker	
CUAATS302 Produce work that expresses own Aboriginal and Torres Strait Islander identity	
VP100 Vocational Placement	

As part of the application process, students will complete Literacy and Numeracy Assessments to attain minimum benchmarks or have attained a sound result of C or above in Year 10 English and Maths. A Letter of Recommendation from school is also required as an element of the application process.

Students will receive 8 QCE credits towards their student's Queensland Certificate of Education (QCE) at the end of Year 12.

For further information, please contact Jan Sterling, RATEP Teacher Co-ordinator, Maryborough State High School, on (mobile) 0436 810 708.

**CAMPUS:** Maryborough State High School

**RTO:** TAFE Queensland, Provider No: 0275

**PUBLICATION DATE:** 24 July 2019– This information is correct at time of publication but subject to change.

# LEC Subjects

## LEC General Information

Students with disabilities have various options for the pathway they follow through their senior years. There are two (2) dominant choices – these are the QCE pathway and the QCIA pathway.

### **QCE Pathway**

The QCE Pathway provides the opportunity for students to complete a Queensland Certificate of Education while at school. To achieve this, students must show evidence of a breadth and depth of knowledge across at least five (5) subjects. Further, students must meet set literacy and numeracy standards.

For Students with Disabilities who wish to engage in this pathway, students must undertake the following subjects:

- English Essentials or English General
- Maths Essentials or Maths General or Maths Methods
- Four (4) elective subjects

### **QCIA Pathway**

The QCIA Pathway has been designed for students who aim to attain a Queensland Certificate of Individual Achievement at the completion of their senior schooling. This pathway will consist of six (6) subjects, which have been designed to develop life skills and establish links into the community for post school transition.

The subjects offered in this pathway are as follows:

- Functional English
- Functional Maths
- Personal and Living Dimensions (PLD)
- Vocational and Transition Skills (VTA)
- Community, Citizenship and the Environment (CCE)
- Functional Recreation Studies

These subjects are further described on the following pages.

# Functional English

## INTRODUCTION

This subject does not count towards a QCE.

Functional English is a course offered by the Learning Enhancement Centre in consultation with Deputy Principal (Special Education) and HOD English. It caters for students with special needs, including students with disabilities and/or students with low literacy skills. It provides emphasis on practical literacy experiences for students and allows for programs of study based on a flexible combination of literacy topics.

## LEARNING EXPERIENCES

The learning experiences in this subject will be activity based and life related as much as possible. They will be designed to allow students to present topics in practical and oral forms and, as much as possible, the learning environment will emphasise group work and presentation. The learning experiences will cater for individual differences in ability, learning styles and interests that actively encourage participation and reward effort.

## COURSE STRUCTURE

The course will be a mixture of practical and in class work related to the following topics:

Unit 1:

- Everyday Texts
- Presenting a Professional Image x 2
- Reading Links

Unit 2:

- Everyday Procedures x 2
- At the Movies
- Reading Links

Unit 3:

- Healthy Living x 2
- Time to Travel
- Reading Links

Unit 4:

- Getting that Job – Letter of Application, Resume, Mock Job Interview
- Reading Links

## ASSESSMENT

Assessment for this program of study will be predominately oral work and/or practical with an emphasis on participation. It will evolve from learning experiences that reflect real life situations. Traditional examinations will be kept to a minimum. Where possible, assessment will be through oral presentations and work folios.

# Functional Mathematics

## INTRODUCTION

This subject does not count towards a QCE.

Functional Mathematics is a course offered by the Learning Enhancement Centre in consultation with Deputy Principal (Special Education) and HOD Mathematics. It caters for students with special needs, including students with disabilities and/or students with low numeracy skills. It provides emphasis on practical numeracy experiences for students and allows for programs of study based on a flexible combination of numeracy topics.

## LEARNING EXPERIENCES

The learning experiences in this subject will be actively based and life related as much as possible. They will be designed to allow students to present topics in practical and oral forms and, as much as possible, the learning environment with emphasis on group work and presentation. The learning experiences will cater for individual differences in ability, learning styles and interests that actively encourage participation and reward effort.

## COURSE STRUCTURE

The course will be a mixture of practical and in class work related to the following topics:

- Number – Fractions, Budgeting and Money
- Data
- Location & Time – Travelling
- Measurement

Year 1 Unit 1: <ul style="list-style-type: none"><li>• Money</li><li>• Purchase calculations</li></ul> Unit 2: <ul style="list-style-type: none"><li>• Time &amp; travel</li></ul> Unit 3: <ul style="list-style-type: none"><li>• Perimeter &amp; Area</li><li>• Budgeting &amp; Percentages</li></ul> Unit 4: <ul style="list-style-type: none"><li>• Fractions &amp; Ratios</li></ul>	Year 2 Unit 1: <ul style="list-style-type: none"><li>• Making Money</li></ul> Unit2: <ul style="list-style-type: none"><li>• Graphing &amp; Data</li></ul> Unit 3: <ul style="list-style-type: none"><li>• Shapes &amp; Solids</li></ul> Unit 4: <ul style="list-style-type: none"><li>• Renting a house</li></ul>
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## ASSESSMENT

Assessment for this program of study will be related to practical activities with the emphasis on participation. It will evolve from learning experiences that reflect real life situation. It will evolve from learning experiences that reflect real life situations. Where possible, presentation of assessment pieces will be through projects, folios and investigation. Traditional examinations will be kept to a minimum.

# Personal and Living Dimensions

## INTRODUCTION

This subject does not count towards a QCE.

Personal and Living Dimensions (PLD), previously called In the Kitchen, is a two (2) year course which will provide students with the theoretical knowledge and practical skills they need to produce food and beverages at home. There are four (4) major themes covered in this course. Many of these will be taught concurrently over the two (2) years. These topics are:

- Kitchen Health and Safety
- Food and Beverage Production and Presentation
- Serving Food and Beverages
- Planning a Menu for an Event

Health and Wellbeing:

- Engage in mealtime routines
- Explore healthy mealtime options
- Engage in the preparation of healthy mealtime options
- Show awareness of and identify health information and messages presented in the media, including online materials
- Explore and practice daily habits that promote own and others' health
- Explore health information and messages presented in the media and how they relate to health decisions and behaviours
- Identify appropriate dress requirements for a range of activities and environments
- Contribute collaboratively to groups and teams
- Explore ways to approach and complete tasks while maintaining personal safety

**NB: this is a developmental course and will be adjusted according to the needs of the students in the class.**

## COURSE STRUCTURE

Unit 1: <ul style="list-style-type: none"><li>• Kitchen safety (household chores, cooking healthy snacks)</li><li>• Sugar film – healthy eating</li><li>• Menu planning/Budgeting</li></ul> Unit 2: <ul style="list-style-type: none"><li>• Cooking lunches</li><li>• Life skills</li></ul>	Unit 3: <ul style="list-style-type: none"><li>• International cooking and nutrition</li><li>• Planning for events</li></ul> Unit 4: <ul style="list-style-type: none"><li>• Every day living</li><li>• Life skills</li></ul>
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## ASSESSMENT

Students will be assessed using a variety of methods including (but not exclusive to) observation of their skills, record-keeping, portfolio presentation and in-class mini-tests.



# Vocational and Transition Skills

## INTRODUCTION

This subject does not count towards a QCE.

Vocational and Transition Skills (VTA), previously called Farm Skills, is a two (2) year course which will provide students with the theoretical knowledge and practical skills they will need to maintain a garden and provide basic care for some animals. There are four (4) main topics in this course. Many of these will be taught concurrently over the two (2) years. These topics are: Farm Maintenance, Animal Care, Small Crop Production and Fencing. In this subject, students will:

- Participate in different vocational and transition options, such as volunteering, supported employment, community participation, simulated work environments
- Show awareness of local and community resources
- Identify abilities, talents and interests as a learner
- Reflect on feelings as a learner and how efforts affect skills and achievements
- Identify learning strategies to assist with strengths and weaknesses
- Follow set routines for learning work and life
- Work safely in different environments, such as home, school, local community, work
- Attempt tasks with support or assistance
- Prioritise steps or stages for completing task
- Work independently on routine tasks

**NB: this is a developmental course and will be adjusted according to the needs of the students in the class.**

## COURSE STRUCTURE

Unit 1: Farm Maintenance

- Machine maintenance
- Mowing, whipper snipping
- Weeding
- Shed cleaning

Unit 2: Animal Care

- Egg production
- Chicken feeding & husbandry
- Beef cattle husbandry
- Cattle handling

Unit 3: Crop Production

- Soil preparation
- Planting
- Growing small crops & harvesting

Unit 4: Fencing

- Fence repairs
- Planning a new fence
- Constructing a fence

## ASSESSMENT

Students will be assessed using a variety of methods including (but not exclusive to) observation of their skills, record-keeping, portfolios of work and in-class mini-tests.

# Community, Citizenship and the Environment

## INTRODUCTION

This subject does not count towards a QCE.

This subject is offered by the Learning Enhancement Centre in consultation with the Deputy Principal (Special Education). It caters for students with disabilities. It provides an emphasis on practical experience and skills.

The world of work includes not just paid employment, but unpaid work and volunteering. To be successful in a workplace, a number of skills are necessary. This subject aims to develop those skills.

## COURSE STRUCTURE

Topics to be covered will include:

- Workplace Health and Safety
- Presenting a Positive Image in the Workplace
- Developing Job search and Interview Skills
- Effective Communication in the Workplace
- Using Office Equipment
- Working with Others
- Effective Volunteering

Students undertaking this subject will be encouraged to undertake work experience in both business and volunteer organisation settings.

# Functional Recreation Studies

## INTRODUCTION

This subject does not count towards a QCE.

Functional Recreation Studies is a course offered by the Learning Enhancement Centre in consultation with the Deputy Principal (Special Education) and cooperation with the HOD HPE. It is developed for students with special needs, including physical and cognitive disabilities and disorders, encouraging them to maintain active lifestyles, enhance physical wellbeing and self-esteem, and promote participation in activities with both physical and social benefits.

## LEARNING EXPERIENCES

Emphasis throughout the course is on active participation and cooperation with classmates. The course has a practical focus, but with weekly theory lessons based around the specific units which promote an understanding of the rules, skills and science associated with that unit. Students are encouraged to experiment with new skills and improve existing abilities, within an accepting and predominantly low stress environment.

## COURSE STRUCTURE

Content will be impacted to some degree on whether the course can function independently, based on sufficient participant numbers, or needs to be incorporated with another LEC year level (which has been successfully trialled). If the course runs independently, the topics will include:

- Swimming – Recreational Water sports
- Fitness and Training for Self-Improvement
- Track and Field Athletics
- Individual Ball Sports – Table Tennis/Golf/Squash
- Team Sports – Basketball/Volleyball/Touch Football

## ASSESSMENT

Assessment for the course will occur at the end of each term or unit, and will be focused on participation linked to skill mastery in the various sport units studied, with consideration made for individual differences and disabilities. Theory content will be assessed via open book exams or short assignments, with additional support and scaffolding provided where necessary.

## NOTE

The offering of this subject is dependent on the cohort and having sufficient numbers to make it viable.