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# SENIOR SUBJECT GUIDE

## 2022

Aspley State High School  
June 2021



Dear Families and Students,

Thank you for your continued support of our school. We are looking forward to working with you to ensure that the transition from year ten into the Queensland Certificate of Education (QCE) and Senior Assessment and Tertiary Entrance (SATE) phase of learning is a smooth one.

As you know, your child will be graduating under the QCE and SATE system and will be required to achieve an Australian Tertiary Admissions Rank (ATAR) for tertiary entrance in 2023. You will remember that all General subjects and syllabuses are “high definition” and that there are three internal assessments (endorsed and confirmed by Queensland Curriculum and Assessment Authority - QCAA) and one external item. These external assessments are generally worth 25% but in the case of Mathematics and Science subjects, are worth 50%. Students will complete the external assessment during the last three weeks of their 2022 school year.

Here at Aspley High, we have prepared a comprehensive program for year ten students to assist them in planning their pathway into 2022 and beyond. We know that to be successful in any of the pathways available, senior students will be required to:

- Adopt a Growth Mindset to their learning – put in their best effort, seek and act on feedback and use the strategies we teach them
- Challenge themselves to do the course of study they are most capable of and be comfortable in the knowledge that the best learning happens when it is difficult. They will know this as my invitation to them to “willingly and deliberately jump into the learning pit”
- Engage positively in all classroom learning
- Actively complete class learning reviews at home
- Develop their collaborative learning skills and their abilities in the 21<sup>st</sup> Century Skills that underpin all our senior subjects

## 21st century skills

Preparing students for a changing world

Young people are preparing for a very different world from the one we know.

### Young Queenslanders in the 21st century need to be

|                       |                          |                              |  |
|-----------------------|--------------------------|------------------------------|--|
| <b>Innovators</b><br> | <b>Entrepreneurs</b><br> | <b>Lifelong learners</b><br> | <b>Responsible global citizens</b><br> |
|-----------------------|--------------------------|------------------------------|--|

### What are the 21st century skills in the General senior syllabuses?

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>Critical thinking</b><br><ul style="list-style-type: none"><li>• analytical thinking</li><li>• problem-solving</li><li>• decision-making</li><li>• reasoning</li><li>• reflecting and evaluating</li><li>• intellectual flexibility</li></ul> | <b>Creative thinking</b><br><ul style="list-style-type: none"><li>• innovation</li><li>• initiative and enterprise</li><li>• curiosity and imagination</li><li>• creativity</li><li>• generating and applying new ideas</li><li>• identifying alternatives</li><li>• seeing or making new links</li></ul> | <b>Communication</b><br><ul style="list-style-type: none"><li>• effective oral and written communication</li><li>• using language, symbols and texts</li><li>• communicating ideas effectively with diverse audiences</li></ul> | <b>Collaboration and teamwork</b><br><ul style="list-style-type: none"><li>• relating to others (interacting with others)</li><li>• recognising and using diverse perspectives</li><li>• participating and contributing</li><li>• community connections</li></ul> | <b>Personal and social skills</b><br><ul style="list-style-type: none"><li>• adaptability/flexibility</li><li>• management (self, career, time, planning and organising)</li><li>• character (resilience, mindfulness, open- and fair-mindedness, self-awareness)</li><li>• leadership</li><li>• citizenship</li><li>• cultural awareness</li><li>• ethical (and moral) understanding</li></ul> | <b>ICT skills</b><br><ul style="list-style-type: none"><li>• operations and concepts</li><li>• accessing and analysing information</li><li>• being productive users of technology</li><li>• digital citizenship (being safe, positive and responsible online)</li></ul> |
|--|---|---|---|---|---|

Senior students need to be self-motivated and mature in their approach to learning. Daily review of classwork and checking for understanding is increasingly important in years ten, eleven and twelve. Students will need to increase their commitment to nightly homework and ensure that they are actively engaged in class learning. We talk to the students about making sure they develop the learning skills to be able to “remember in November what you were taught in November the year before”. They will be required to adopt effective study routines and commit to working in an increasingly independent way.

Please read this guide carefully. When selecting subjects - choose carefully. The scope for subject changes continues to be limited in the senior phase. You must be very clear on the expected results required from year ten and the pre-requisites Universities have documented for any course of interest to you. Take advantage of our information and come prepared to the Senior Education Training and Pathway (SETP) planning meetings scheduled in week three to six.

We really enjoy working with families and students on designing the “best fit” pathway into the senior phase. We know that each young person has unique abilities, interests and aspirations and will work with them, to find the pathway that best suits them.

Best wishes



Jacquita Miller, Principal

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# Introduction

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

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

The information contained in this booklet is a summary of the approved General, Applied, Senior External Examinations and Short Courses syllabuses. Schools that require further detail about any subject should access the syllabuses from the QCAA portal.

Before distribution, it is recommended that schools review, delete and add to the information to personalise the subject guide for each school context.

# Senior Education Profile

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

- Senior Statement
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA).

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

## Senior Statement

The Senior Statement is a transcript of a student's learning account. It shows all QCE-contributing studies and the results achieved that may contribute to the award of a QCE.

If a student has a Senior Statement, then they have satisfied the completion requirements for Year 12 in Queensland.

## Queensland Certificate of Education (QCE)

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

## Queensland Certificate of Individual Achievement (QCIA)

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

# Senior subjects

The QCAA develops five types of senior subject syllabuses — Applied, General, General (Extension), General (Senior External Examination) and Short Course. Results in Applied and General 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.

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.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at [www.qcaa.qld.edu.au/senior/senior-subjects](http://www.qcaa.qld.edu.au/senior/senior-subjects) and, for Senior External Examinations, [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see)

## Applied and Applied (Essential) 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.

## 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 (Extension) syllabuses

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

Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

## General (Senior External Examination) syllabuses

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

## Short Course syllabuses

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 [www.education.gov.au/australian-core-skills-framework](http://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.

## Applied and Applied (Essential) 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.

## General syllabuses and Short Course syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

# Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

## English requirement

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

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

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

# Applied and Applied (Essential) syllabuses

## Course overview

Applied and Applied (Essential) syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

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

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

Applied syllabuses do not use external assessment.

## Instrument-specific standards matrixes

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

## Essential English and Essential Mathematics — Common internal assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

# General syllabuses

## Course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment

### Units 1 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.

# General (Extension) syllabuses

## Course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4).

Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

**Note:** In the case of Music Extension, this subject has three syllabuses, one for each of the specialisations — Composition, Musicology and Performance.

## Assessment

### 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 (Extension) 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%.

# General (Senior External Examination) syllabuses

## Course overview

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabuses are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults.

## Students

### School

These are students who are:

- in the **final year of senior secondary schooling** (Year 12)
- enrolled in a Queensland secondary school, and
- unable to study particular subjects at their school because the subjects are not taught or there is a timetable clash.

### Non-school

These are candidates who:

- are **less than 17 years** of age
- are Queensland residents
- are not enrolled in a Queensland secondary school
- have not completed Year 12, and
- do not hold a Queensland Certificate of Education (QCE) or Senior Statement.

## Adults

These are candidates who:

- will be **at least 17 years** by the end of the year in which they propose to take the examination
- are Queensland residents
- are not enrolled in a Queensland secondary school.

## Eligibility — school students

Eligible Year 12 students can sit a maximum of *two* SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

## Tuition

School students must obtain appropriate tuition in examination subjects. They must discuss tuition arrangements with school staff at the start of the school year. Tuition may be available from their secondary school, an after-hours language school, a teaching centre or a tutor. A registering school that provides tuition to a student must monitor the student's progress. It is the school's responsibility to register their students for SEE examinations. **Applications from language schools or tutors will not be accepted.**

## Eligibility — candidates less than 17 years

Candidates less than 17 years of age wishing to register for SEEs:

- must reside in Queensland
- must be less than 17 years by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- must apply to establish their eligibility.

If eligible, candidates may register for a maximum of *three* SEE subjects in one calendar year.

## Tuition

Although these candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Non-school candidates can study at an examination teaching centre, with a private tutor or independently.

## Eligibility — adult candidates 17 years and older

Adult candidates wishing to register for SEEs:

- must reside in Queensland
- must be 17 years or older by the end of the year in which they propose to take the examination
- must not be enrolled currently in a Queensland secondary school
- do not have to satisfy any other eligibility requirements.

Adult candidates may register for as many SEE subjects as they wish.

## Tuition

Although adult candidates may sit examinations without tuition, QCAA recommends that they obtain tuition to maximise their chances of success.

Adult candidates can study at an examination teaching centre, with a private tutor or independently.

## Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at [www.qcaa.qld.edu.au/senior/sep-calendar](http://www.qcaa.qld.edu.au/senior/sep-calendar).

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

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

**Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.**

For more information about Senior External Examinations, see [www.qcaa.qld.edu.au/senior/see](http://www.qcaa.qld.edu.au/senior/see).

# Short Course syllabuses

## Course overview

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

Short Courses are available in:

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

## Assessment

Short Course syllabuses use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabuses provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

# QCAA senior syllabuses

## English

### Applied

- Essential English

### General

- English
- Literature

## Health and Physical Education

### Applied

- Sport & Recreation

### General

- Physical Education

## Humanities and Social Sciences

### Applied

- Business Studies
- Social & Community Studies

### General

- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History

## Mathematics

### Applied

- Essential Mathematics

### General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## Sciences

### Applied

- Science in Practice

### General

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

## Technologies

### Applied

- Fashion
- Furnishing Skills
- Hospitality Practices
- Industrial Technology Skills

### General

- Design
- Digital Solutions

## The Arts

### Applied

- Visual Arts in Practice

### General

- Dance
- Drama
- Music
- Visual Art

### General (Extension)

- Music Extension (YEAR 12 option)

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

| Unit 1  | Unit 2   | Unit 3  | Unit 4  |
|---|--|---|---|
| <p><b>Perspectives and texts</b></p> <ul style="list-style-type: none"> <li>Examining and creating perspectives in texts</li> <li>Responding to a variety of non-literary and literary texts</li> <li>Creating responses for public audiences and persuasive texts</li> </ul> | <p><b>Texts and culture</b></p> <ul style="list-style-type: none"> <li>Examining and shaping representations of culture in texts</li> <li>Responding to literary and non-literary texts, including a focus on Australian texts</li> <li>Creating imaginative and analytical texts</li> </ul> | <p><b>Textual connections</b></p> <ul style="list-style-type: none"> <li>Exploring connections between texts</li> <li>Examining different perspectives of the same issue in texts and shaping own perspectives</li> <li>Creating responses for public audiences and persuasive texts</li> </ul> | <p><b>Close study of literary texts</b></p> <ul style="list-style-type: none"> <li>Engaging with literary texts from diverse times and places</li> <li>Responding to literary texts creatively and critically</li> <li>Creating imaginative and analytical texts</li> </ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Extended response — written response for a public audience | 25% | Summative internal assessment 3 (IA3):<br>• Examination — imaginative written response | 25% |
| Summative internal assessment 2 (IA2):<br>• Extended response — persuasive spoken response             | 25% | Summative external assessment (EA):<br>• Examination — analytical written response     | 25% |

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Sport & Recreation

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

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

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

# Physical Education

## General senior subject

General

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

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

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

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

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance.

They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

Business Studies provides opportunities for students to develop practical business knowledge, understanding and skills for use, participation and work in a range of business contexts.

Students develop their business knowledge and understanding through applying business practices and business functions in business contexts, analysing business information and proposing and implementing outcomes and solutions in business contexts.

Students develop effective decision-making skills and learn how to plan, implement and evaluate business outcomes and solutions, resulting in improved economic, consumer and financial literacy.

## Pathways

A course of study in Business Studies can establish a basis for further education and employment in office administration, data entry, retail, sales, reception, small business, finance administration, public relations, property management, events administration and marketing.

## Objectives

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

- describe concepts and ideas related to business functions
- explain concepts and ideas related to business functions
- demonstrate processes, procedures and skills related to business functions to complete tasks
- analyse business information related to business functions and contexts
- apply knowledge, understanding and skills related to business functions and contexts
- use language conventions and features to communicate ideas and information
- make and justify decisions for business solutions and outcomes
- plan and organise business solutions and outcomes
- evaluate business decisions, solutions and outcomes.

## Structure

The Business Studies course is designed around core and elective topics. The elective learning occurs through business contexts.

| Core topics  | Elective topics  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Business practices, consisting of Business fundamentals, Financial literacy, Business communication, and Business technology</li> <li>• Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing</li> </ul> | <ul style="list-style-type: none"> <li>• Entertainment</li> <li>• Events management</li> <li>• Financial services</li> <li>• Health and well-being</li> <li>• Insurance</li> <li>• Legal</li> <li>• Media</li> <li>• Mining</li> </ul> | <ul style="list-style-type: none"> <li>• Not-for-profit</li> <li>• Real estate</li> <li>• Retail</li> <li>• Rural</li> <li>• Sports management</li> <li>• Technical, e.g. manufacturing, construction, engineering</li> <li>• Tourism</li> <li>• Travel</li> </ul> |

## Assessment

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

- at least one project
- no more than two assessment instruments from any one technique.

| Project   | Extended response   | Examination  |
|---|---|--|
| A response to a single task, situation and/or scenario.   | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.   | A response that answers a number of provided questions, scenarios and/or problems.                             |
| At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul> | Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul> | <ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item on the test</li> </ul> |

# Social & Community Studies

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

| Core life skills  | Elective topics   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Personal skills — Growing and developing as an individual</li> <li>• Interpersonal skills — Living with and relating to other people</li> <li>• Citizenship skills — Receiving from and contributing to community</li> </ul> | <ul style="list-style-type: none"> <li>• The Arts and the community</li> <li>• Australia's place in the world</li> <li>• Gender and identity</li> <li>• Health: Food and nutrition</li> <li>• Health: Recreation and leisure</li> </ul> | <ul style="list-style-type: none"> <li>• Into relationships</li> <li>• Legally, it could be you</li> <li>• Money management</li> <li>• Science and technology</li> <li>• Today's society</li> <li>• The world of work</li> </ul> |

## Assessment

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

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

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

# Ancient History

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4   |
|--|---|---|--|
| <p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies — Slavery</li> <li>• Ancient societies — Art and architecture</li> <li>• Ancient societies — Weapons and warfare</li> <li>• Ancient societies — Technology and engineering</li> <li>• Ancient societies — The family</li> <li>• Ancient societies — Beliefs, rituals and funerary practices</li> </ul> | <p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Akhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul> | <p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens (BCE)</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul> | <p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Ancient Egypt — New Kingdom Imperialism</li> <li>• Ancient Greece — the Persian Wars</li> <li>• Ancient Greece — the Peloponnesian War</li> <li>• Ancient Rome — the Punic Wars</li> <li>• Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> <p>QCAA will nominate one topic that will be the basis for an external examination from:</p> <ul style="list-style-type: none"> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Caesar</li> <li>• Augustus</li> </ul> |

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Examination — combination response | 25% | Summative internal assessment 3 (IA3):<br>• Examination — extended response to stimulus | 25% |
| Summative internal assessment 2 (IA2):<br>• Investigation — research report    | 25% | Summative external assessment (EA):<br>• Examination — combination response             | 25% |

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Legal Studies

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Modern History

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

| Unit 1  | Unit 2  | Unit 3  | Unit 4  |
|---|---|---|---|
| <b>Ideas in the modern world</b> <ul style="list-style-type: none"><li>• Australian Frontier Wars, 1788–1930s</li><li>• Age of Enlightenment, 1750s–1789</li><li>• Industrial Revolution, 1760s–1890s</li></ul> | <b>Movements in the modern world</b> <ul style="list-style-type: none"><li>• Australian Indigenous rights movement since 1967</li><li>• Independence movement in India, 1857–1947</li><li>• Workers' movement since the 1860s</li></ul> | <b>National experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australia, 1914–1949</li><li>• England, 1756–1837</li><li>• France, 1799–1815</li><li>• New Zealand, 1841–1934</li><li>• Germany, 1914–1945</li><li>• United States of America, 1917–1945</li></ul> | <b>International experiences in the modern world</b> <ul style="list-style-type: none"><li>• Australian engagement with Asia since 1945</li><li>• Search for collective peace and security since 1815</li><li>• Trade and commerce between nations since 1833</li></ul> |

| Unit 1  | Unit 2  | Unit 3  | Unit 4  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>American Revolution, 1763–1783</li> <li>French Revolution, 1789–1799</li> <li>Age of Imperialism, 1848–1914</li> <li>Meiji Restoration, 1868–1912</li> </ul>   | <ul style="list-style-type: none"> <li>Women’s movement since 1893</li> <li>May Fourth Movement in China, 1919</li> <li>Independence movement in Algeria, 1945–1962</li> </ul>  | <ul style="list-style-type: none"> <li>Soviet Union, 1920s–1945</li> <li>Japan, 1931–1967</li> <li>China, 1931–1976</li> <li>Indonesia, 1942–1975</li> <li>India, 1947–1974</li> <li>Israel, 1948–1993</li> </ul> | <ul style="list-style-type: none"> <li>Mass migrations since 1848</li> <li>Information Age since 1936</li> <li>Genocides and ethnic cleansings since the 1930s</li> <li>Nuclear Age since 1945</li> <li>Cold War, 1945–1991</li> </ul>  |
| <ul style="list-style-type: none"> <li>Boxer Rebellion, 1900–1901</li> <li>Russian Revolution, 1905–1920s</li> <li>Xinhai Revolution, 1911–1912</li> <li>Iranian Revolution, 1977–1979</li> <li>Arab Spring since 2010</li> <li>Alternative topic for Unit 1</li> </ul> | <ul style="list-style-type: none"> <li>Independence movement in Vietnam, 1945–1975</li> <li>Anti-apartheid movement in South Africa, 1948–1991</li> <li>African-American civil rights movement, 1954–1968</li> <li>Environmental movement since the 1960s</li> <li>LGBTIQ civil rights movement since 1969</li> <li>Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>Alternative topic for Unit 2</li> </ul> | <ul style="list-style-type: none"> <li>South Korea, 1948–1972</li> </ul>  | <ul style="list-style-type: none"> <li>Struggle for peace in the Middle East since 1948</li> <li>Cultural globalisation since 1956</li> <li>Space exploration since 1957</li> <li>Rights and recognition of First Peoples since 1982</li> <li>Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul> |

## Assessment

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

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

### Summative assessments

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

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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

# Science in Practice

## Applied senior subject

Applied

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

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

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

## Pathways

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

## Objectives

By the conclusion of the course of study students should:

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

## Structure

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

| Core topics  | Electives  |
|--|--|
| <ul style="list-style-type: none"> <li>• Scientific literacy and working scientifically</li> <li>• Workplace health and safety</li> <li>• Communication and self-management</li> </ul> | <ul style="list-style-type: none"> <li>• Science for the workplace</li> <li>• Resources, energy and sustainability</li> <li>• Health and lifestyles</li> <li>• Environments</li> <li>• Discovery and change</li> </ul> |

## Assessment

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

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

| Project   | Investigation  | Collection of work   | Extended response  | Examination  |
|---|--|--|--|--|
| A response to a single task, situation and/or scenario.   | A response that includes locating and using information beyond students' own knowledge and the data they have been given.  | A response to a series of tasks relating to a single topic in a module of work.  | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.  | A response that answers a number of provided questions, scenarios and/or problems.                 |
| At least two different components from the following: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• product: continuous class time.</li> </ul> | Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul> | At least three different components from the following: <ul style="list-style-type: none"> <li>• written: 200–300 words</li> <li>• spoken: 1½ – 2½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 6 A4 pages max (or equivalent)</li> <li>– presentation: 2–3 minutes</li> </ul> </li> <li>• performance: continuous class time</li> <li>• test:               <ul style="list-style-type: none"> <li>– 20–30 minutes</li> <li>– 50–250 words per item.</li> </ul> </li> </ul> | Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul> |

# Biology

## General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Earth & Environmental Science

## General senior subject

General

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

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

## Pathways

A course of study in Earth & Environmental Science can establish a basis for further education and employment in the fields of geoscience, soil science, agriculture, marine science, environmental rehabilitation, urban planning, ecology, natural resource management, wildlife, environmental chemistry, conservation and ecotourism.

## Objectives

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

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

## Structure

| Unit 1   | Unit 2   | Unit 3  | Unit 4   |
|--|--|---|--|
| <b>Introduction to Earth systems</b> <ul style="list-style-type: none"> <li>• Earth systems and models</li> <li>• Development of the geosphere</li> <li>• Development of the atmosphere and hydrosphere</li> <li>• Development of the biosphere</li> </ul> | <b>Earth processes — energy transfers and transformations</b> <ul style="list-style-type: none"> <li>• Energy for Earth processes</li> <li>• Energy for atmospheric and hydrologic processes</li> <li>• Energy for biogeochemical processes</li> </ul> | <b>Living on Earth — extracting using and managing Earth resources</b> <ul style="list-style-type: none"> <li>• Use of non-renewable Earth resources</li> <li>• Use of renewable Earth resources</li> </ul> | <b>The changing Earth — the cause and impact of Earth hazards</b> <ul style="list-style-type: none"> <li>• The cause and impact of Earth hazards</li> <li>• The cause and impact of global climate change</li> </ul> |

## Assessment

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

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

### Summative assessments

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

# Physics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Fashion

## Applied senior subject

Applied

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

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

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

## Pathways

A course of study in Fashion can establish a basis for further education and employment in the fields of design, personal styling, costume design, production manufacture, merchandising, and retail.

## Objectives

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

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

## Structure

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

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

## Assessment

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

- two projects
- one extended response.

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

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

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

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

## Pathways

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

## Objectives

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

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

## Structure

The Furnishing Skills course is designed around core and elective topics.

| Core topics  | Elective topics  |
|--|--|
| <ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul> | <ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul> |

## Assessment

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

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

| Project  | Practical demonstration  | Examination  |
|--|--|--|
| A response to a single task, situation and/or scenario.  | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems.                 |
| <p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul> | Students demonstrate production skills and procedures in class under teacher supervision.                                | <ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul> |

# Hospitality Practices

## Applied senior subject

Applied

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

## Pathways

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

## Objectives

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

- explain concepts and ideas from the food and beverage sector
- describe procedures in hospitality contexts from the food and beverage sector
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts
- critique plans for, and implementation of, events in hospitality contexts
- evaluate industry practices from the food and beverage sector.

## Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

| Core topics   | Elective topics  |
|---|--|
| <ul style="list-style-type: none"> <li>• Navigating the hospitality industry</li> <li>• Working effectively with others</li> <li>• Hospitality in practice</li> </ul> | <ul style="list-style-type: none"> <li>• Kitchen operations</li> <li>• Beverage operations and service</li> <li>• Food and beverage service</li> </ul> |

## Assessment

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

- at least two projects
- at least one investigation or an extended response.

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

# Industrial Technology Skills

## Applied senior subject

Applied

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries.

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

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

## Pathways

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

## Objectives

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

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

## Structure

The Industrial Technology Skills course is designed around:

- core topics, which are integrated throughout the course
- elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

| Core topics  | Industry area             | Elective topics  |
|--|---------------------------|--|
| <ul style="list-style-type: none"> <li>• Industry practices</li> <li>• Production processes</li> </ul> | Aeroskills                | <ul style="list-style-type: none"> <li>• Aeroskills mechanical</li> <li>• Aeroskills structures</li> </ul>   |
|  | Automotive                | <ul style="list-style-type: none"> <li>• Automotive mechanical</li> <li>• Automotive body repair</li> <li>• Automotive electrical</li> </ul>   |
|  | Building and construction | <ul style="list-style-type: none"> <li>• Bricklaying</li> <li>• Plastering and painting</li> <li>• Concreting</li> <li>• Carpentry</li> <li>• Tiling</li> <li>• Landscaping</li> </ul> |
|  | Engineering               | <ul style="list-style-type: none"> <li>• Sheet metal working</li> <li>• Welding and fabrication</li> <li>• Fitting and machining</li> </ul>  |
|  | Furnishing                | <ul style="list-style-type: none"> <li>• Cabinet-making</li> <li>• Furniture finishing</li> <li>• Furniture-making</li> <li>• Glazing and framing</li> <li>• Upholstery</li> </ul>     |
|  | Industrial graphics       | <ul style="list-style-type: none"> <li>• Engineering drafting</li> <li>• Building and construction drafting</li> <li>• Furnishing drafting</li> </ul>                                  |
|  | Plastics                  | <ul style="list-style-type: none"> <li>• Thermoplastics fabrication</li> <li>• Thermosetting fabrication</li> </ul>  |

## Assessment

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

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

| Project  | Practical demonstration  | Examination  |
|--|--|--|
| A response to a single task, situation and/or scenario.  | A task that assesses the practical application of a specific set of teacher-identified production skills and procedures. | A response that answers a number of provided questions, scenarios and/or problems.                 |
| <p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 8 A4 pages max (or equivalent)</li> <li>– presentation: 3–6 minutes</li> </ul> </li> <li>• product: continuous class time.</li> </ul> | Students demonstrate production skills and procedures in class under teacher supervision.                                | <ul style="list-style-type: none"> <li>• 60–90 minutes</li> <li>• 50–250 words per item</li> </ul> |

# Design

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Visual Arts in Practice

## Applied senior subject

Applied

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

Students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

## Pathways

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

## Objectives

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

- recall terminology and explain art-making processes
- interpret information about concepts and ideas for a purpose
- demonstrate art-making processes required for visual artworks
- apply art-making processes, concepts and ideas
- analyse visual art-making processes for particular purposes
- use language conventions and features to achieve particular purposes
- generate plans and ideas and make decisions
- create communications that convey meaning to audiences
- evaluate art-making processes, concepts and ideas.

## Structure

The Visual Arts in Practice course is designed around core and elective topics.

| Core  | Electives   |
|---|---|
| <ul style="list-style-type: none"> <li>• Visual mediums, technologies, techniques</li> <li>• Visual literacies and contexts</li> <li>• Artwork realisation</li> </ul> | <ul style="list-style-type: none"> <li>• 2D</li> <li>• 3D</li> <li>• Digital and 4D</li> <li>• Design</li> <li>• Craft</li> </ul> |

## Assessment

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

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

| Project  | Product   | Extended response   | Investigation   |
|--|---|---|---|
| A response to a single task, situation and/or scenario that contains two or more components.   | A technique that assesses the application of identified skills to the production of artworks. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.   | A response that includes locating and using information beyond students' own knowledge and the data they have been given.   |
| <p>A project consists of:</p> <ul style="list-style-type: none"> <li>• a product component: variable conditions</li> <li>• at least one different component from the following               <ul style="list-style-type: none"> <li>– written: 500–900 words</li> <li>– spoken: 2½–3½ minutes</li> <li>– multimodal                   <ul style="list-style-type: none"> <li>▪ non-presentation: 8 A4 pages max (or equivalent)</li> <li>▪ presentation: 3–6 minutes.</li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• variable conditions</li> </ul>                       | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul> | <p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal               <ul style="list-style-type: none"> <li>– non-presentation: 10 A4 pages max (or equivalent)</li> <li>– presentation: 4–7 minutes.</li> </ul> </li> </ul> |

# Dance

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1   | Unit 2  | Unit 3  | Unit 4  |
|--|---|---|---|
| <p><b>Moving bodies</b><br/>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– meaning, purpose and context</li> <li>– historical and cultural origins of focus genres</li> </ul> </li> </ul> | <p><b>Moving through environments</b><br/>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– physical dance environments including site-specific dance</li> <li>– virtual dance environments</li> </ul> </li> </ul> | <p><b>Moving statements</b><br/>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– Contemporary</li> <li>– at least one other genre</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– social, political and cultural influences on dance</li> </ul> </li> </ul> | <p><b>Moving my way</b><br/>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"> <li>• Genres:           <ul style="list-style-type: none"> <li>– fusion of movement styles</li> </ul> </li> <li>• Subject matter:           <ul style="list-style-type: none"> <li>– developing a personal movement style</li> <li>– personal viewpoints and influences on genre</li> </ul> </li> </ul> |

## Assessment

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

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

### Summative assessments

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Performance                      | 20% | Summative internal assessment 3 (IA3):<br>• Project — dance work | 35% |
| Summative internal assessment 2 (IA2):<br>• Choreography                     | 20% |  |     |
| Summative external assessment (EA): 25%<br>• Examination — extended response |     |  |     |

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Music

## General senior subject

General

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

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

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

## Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Music Extension – Year 12 only

## General senior subject

General

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

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

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

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

## Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

## Objectives

### Common objectives

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

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music.

### Specialist objectives

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **composition** will also:

- apply compositional devices
- manipulate music elements and concepts
- resolve music ideas.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **musicology** will also:

- analyse music
- investigate music
- synthesise information.

By the conclusion of the course of study, in addition to the common objectives, students who specialise in **performance** will also:

- apply technical skills
- interpret music elements and concepts
- realise music ideas.

## Structure

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

## Assessment

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

**Note:** The Summative external assessment (EA): Examination — extended response is the same assessment for all three specialisations.

### Summative assessments — Composition specialisation

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Composition 1                    | 20% | Summative internal assessment 3 (IA3):<br>• Composition project | 35% |
| Summative internal assessment 2 (IA2):<br>• Composition 2                    | 20% |   |     |
| Summative external assessment (EA): 25%<br>• Examination — extended response |     |   |     |

### Summative assessments — Musicology specialisation

| Unit 3   |     | Unit 4   |     |
|--|-----|--|-----|
| Summative internal assessment 1 (IA1):<br>• Investigation 1                  | 20% | Summative internal assessment 3 (IA3):<br>• Musicology project | 35% |
| Summative internal assessment 2 (IA2):<br>• Investigation 2                  | 20% |  |     |
| Summative external assessment (EA): 25%<br>• Examination — extended response |     |  |     |

### Summative assessments — Performance specialisation

| Unit 3   |     | Unit 4  |     |
|--|-----|---|-----|
| Summative internal assessment 1 (IA1):<br>• Investigation 1                  | 20% | Summative internal assessment 3 (IA3):<br>• Performance project | 35% |
| Summative internal assessment 2 (IA2):<br>• Investigation 2                  | 20% |   |     |
| Summative external assessment (EA): 25%<br>• Examination — extended response |     |   |     |

# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

## Version history

| Version | Date of change      | Update   |
|---------|---------------------|--|
| 1.2     | May 2018            | Addition of four General senior external examination subjects in Languages: Chinese, Indonesian, Korean and Vietnamese.  |
| 1.3     | August 2018         | Updated to reflect changes to syllabuses.  |
| 1.4     | February/March 2019 | Updated to include General senior external examination subjects (SEEs) in 12 non-language subjects and six interstate 'borrowed' language subjects.<br>General review of wording, layout and sequencing.<br>Re-ordering of subjects. |
| 1.5     | November 2019       | Statement of results replaced with Senior Statement.   |
| 1.6     | July 2020           | Corrected an error in information for Ancient History General Senior Syllabus.<br>Updated the naming convention for senior external examinations.  |
| 1.7     | August 2020         | Removal of the Visual Art SEE.   |