RIVERSIDE
CHRISTIAN COLLEGE

# SENIOR SUBJECTS

## GENERAL & APPLIED SUBJECT HANDBOOK 2024

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**Not available as an online subject.*

# GENERAL MATHEMATICS

General Senior Subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Money, measurement and relations**<br>• Consumer arithmetic<br>• Shape and measurement<br>• Linear equations and their graphs | **Applied trigonometry, algebra, matrices and univariate data**<br>• Applications of trigonometry<br>• Algebra and matrices<br>• Univariate data analysis | **Bivariate data, sequences and change, and Earth geometry**<br>• Bivariate data analysis<br>• Time series analysis<br>• Growth and decay in sequences<br>• Earth geometry and time zones | **Investing and networking**<br>• Loans, investments and annuities<br>• Graphs and networks<br>• Networks and decision mathematics |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Year 10 **Intermediate** Mathematics
B (report grade minimum) in Year 10 **Applied** Mathematics

# MATHEMATICAL METHODS

General Senior Subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Algebra, statistics and functions**<br>• Arithmetic and geometric sequences and series 1<br>• Functions and graphs<br>• Counting and probability<br>• Exponential functions 1<br>• Arithmetic and geometric sequences | **Calculus and further functions**<br>• Exponential functions 2<br>• The logarithmic function 1<br>• Trigonometric functions 1<br>• Introduction to differential calculus<br>• Further differentiation and applications 1<br>• Discrete random variables 1 | **Further calculus**<br>• The logarithmic function 2<br>• Further differentiation and applications 2<br>• Integrals | **Further functions and statistics**<br>• Further differentiation and applications 3<br>• Trigonometric functions 2<br>• Discrete random variables 2<br>• Continuous random variables and the normal distribution<br>• Interval estimates for proportions |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

A (report grade minimum) in Year 10 **Intermediate** Mathematics
C (report grade minimum) in Year 10 **Advanced** Mathematics

# SPECIALIST MATHEMATICS

General Senior Subject

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Combinatorics, vectors and proof**<br>• Combinatorics<br>• Vectors in the plane<br>• Introduction to proof | **Complex numbers, trigonometry, functions and matrices**<br>• Complex numbers 1<br>• Trigonometry and functions<br>• Matrices | **Mathematical induction, and further vectors, matrices and complex numbers**<br>• Proof by mathematical induction<br>• Vectors and matrices<br>• Complex numbers 2 | **Further statistical and calculus inference**<br>• Integration and applications of integration<br>• Rates of change and differential equations<br>• Statistical inference |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

An A (report grade minimum) in Year 10 **Advanced** Mathematics and Teacher approval

# ESSENTIAL MATHEMATICS

Applied Senior Subject

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

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

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

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

## Pathways

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

Students learn within a practical context related to general employment and successful participation in soceity, drawing on mathematics used by various professional and industry groups.

## Objectives

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

- 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 conversions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Number, data and graphs**<br>• Fundamental topic: Calculations<br>• Number<br>• Representing data<br>• Graphs | **Money, travel and data**<br>• Fundamental topic: Calculations<br>• Managing money<br>• Time and motion<br>• Data collection | **Measurement, scales and data**<br>• Fundamental topic: Calculations<br>• Measurement<br>• Scales, plans and models<br>• Summarising and comparing date | **Graphs, chance and loans**<br>• Fundamental topic: Calculations<br>• Bivariate graphs<br>• Probability and<br>• relative frequencies<br>• Loans and compound interest |

## Assessment

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

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

## Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| **Summative internal assessment 1 (IA1):**<br>• Problem-solving and modelling task | **Summative internal assessment 3 (IA3):**<br>• Problem-solving and modelling task |
| **Summative internal assessment 2 (IA2):**<br>• Common internal assessment (CIA) | **Summative internal assessment (IA4):**<br>• Examination |

# ENGLISH

General Senior Subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Year 10 English

# ESSENTIAL ENGLISH

Applied Senior Subject

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 every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Language that works**<br>• Responding to a variety of texts used in and developed for a work context<br>• Creating multimodal and written texts | **Texts and human experiences**<br>• Responding to reflective and nonfiction texts that explore human experiences<br>• Creating spoken and written texts | **Languages that influence**<br>• Creating and shaping perspectives on community, local and global issues in texts<br>• Responding to texts that seek to influence audiences | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, places, events and concepts |

## Assessment

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

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

## Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| **Summative internal assessment 1 (IA1):**<br>• Extended response – spoken/signed response | **Summative internal assessment 3 (IA3):**<br>• Problem-solving and modelling task |
| **Summative internal assessment 2 (IA2):**<br>• Common internal assessment (CIA) | **Summative internal assessment (IA4):**<br>• Examination |

# ACCOUNTING

General Senior Subject

Accounting provides opportunities for students to develop an understanding of the essential role accounting plays in the successful performance of any organisation. It involves systematically organising, critically analysing and communicating financial data and information for decision-making.

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Real world accounting**<br>• Accounting for a service business — cash, accounts receivable, accounts payable and no GST<br>• End-of-month reporting for a service business — no GST | **Management effectiveness**<br>• Accounting for a trading GST business<br>• End-of-year reporting for a trading GST business | **Monitoring a business**<br>• Managing resources for a trading GST business<br>• Fully classified financial statement reporting for a trading GST business | **Accounting — the big picture**<br>• Cash management<br>• Complete accounting process for a trading GST business<br>• Performance analysis of a public company |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Intermediate Mathematics
C (report grade minimum) in Year 10 English

# BUSINESS

General Senior Subject

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

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

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

## Pathways

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

## Objectives

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

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Business creation**<br>• Fundamentals of business<br>• Creation of business ideas | **Business growth**<br>• Establishment of a business<br>• Entering markets | **Business diversification**<br>• Competitive markets<br>• Strategic development | **Business evolution**<br>• Repositioning a business<br>• Transformation of a business |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Year 10 Intermediate Mathematics
C (report grade minimum) in Year 10 English

# LEGAL STUDIES

General Senior Subject

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

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

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

## Pathways

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop 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 |
|---|---|---|---|
| **Beyond reasonable doubt**<br>• Legal foundations<br>• Criminal investigation process<br>• Criminal trial process<br>• Punishment and sentencing | **Balance of probabilities**<br>• Civil law foundations<br>• Contractual obligations<br>• Negligence and the duty of care | **Law, governance and change**<br>• Governance in Australia<br>• Law reform within a dynamic society | **Human rights in legal contexts**<br>• Human rights<br>• The effectiveness of international law<br>• Human rights in Australian contexts |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Year 10 History
C (report grade minimum) in Year 10 English

# MODERN HISTORY

General Senior Subject

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 |
|---|---|---|---|
| **Ideas in the modern world**<br>• Australian Frontier Wars, 1788–1930s<br>• Age of Enlightenment, 1750s–1789<br>• Industrial Revolution, 1760s–1890s<br>• American Revolution, 1763–1783<br>• French Revolution, 1789–1799<br>• Age of Imperialism, 1848–1914<br>• Meiji Restoration, 1868–1912 | **Movements in the modern world**<br>• Australian Indigenous rights movement since 1967<br>• Independence movement in India, 1857–1947<br>• Workers' movement since the 1860s<br>• Women's movement since 1893<br>• May Fourth Movement in China, 1919 | **National experiences in the modern world**<br>• Australia, 1914–1949<br>• England, 1756–1837<br>• France, 1799–1815<br>• New Zealand, 1841–1934<br>• Germany,1914–1945<br>• United States of America, 1917–1945<br>• Soviet Union, 1920s–1945<br>• Japan, 1931–1967<br>• China, 1931–1976<br>• Indonesia, 1942–1975 | **International experiences in the modern world**<br>• Australian engagement with Asia since 1945<br>• Search for collective peace and security since 1815<br>• Trade and commerce between nations since 1833<br>• Mass migrations since 1848<br>• Information Age since 1936 |

| | | | |
|---|---|---|---|
| | • Independence movement in Algeria, 1945–1962 | • India, 1947–1974<br>• Israel, 1948–1993 | • Genocides and ethnic cleansings since the 1930s<br>• Nuclear Age since 1945<br>• Cold War, 1945–1991 |
| • Boxer Rebellion, 1900–1901<br>• Russian Revolution, 1905–1920s<br>• Xinhai Revolution, 1911–1912<br>• Iranian Revolution, 1977–1979<br>• Arab Spring since 2010<br>• Alternative topic for Unit 1 | • Independence movement in Vietnam, 1945–1975<br>• Anti-apartheid movement in South Africa, 1948–1991<br>• African-American civil rights movement, 1954–1968<br>• Environmental movement since the 1960s<br>• LGBTIQ civil rights movement since 1969<br>• Pro-democracy movement in Myanmar (Burma) since 1988<br>• Alternative topic for Unit 2 | • South Korea, 1948–1972 | • Struggle for peace in the Middle East since 1948<br>• Cultural globalisation since 1956<br>• Space exploration since 1957<br>• Rights and recognition of First Peoples since 1982<br>• Terrorism, anti-terrorism and counter-terrorism since 1984 |

## Assessment

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

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

## Summative Assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<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>• Independent source investigation | 25% | Summative external assessment (EA):<br>• Examination — short responses to historical sources | 25% |

## Pre-requisites

C+ (report grade minimum) in Year 10 History
C (report grade minimum) in Year 10 English

# RELIGION & ETHICS

Applied Senior Subject

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society.

Students investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.
Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

## Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

## Objectives

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

- recognise and describe concepts, ideas and terminology about religion, beliefs and ethics
- identify and explain the ways religion, beliefs and ethics contribute to the personal, relational and spiritual perspectives of life and society
- explain viewpoints and practices related to religion, beliefs and ethics
- organise information and material related to religion, beliefs and ethics
- analyse perspectives, viewpoints and practices related to religion, beliefs and ethics
- apply concepts and ideas to make decisions about inquiries
- use language conventions and features to communicate ideas and information, according to purposes
- plan and undertake inquiries about religion, beliefs and ethics
- communicate the outcomes of inquiries to suit audiences
- appraise inquiry processes and the outcomes of inquiries.

## Structure

The Religion & Ethics course is designed around core and elective topics. Each perspective of the core must be covered within every elective topic and integrated throughout the course.

| Unit 1 | Unit 2 |
|---|---|
| **Language that works**<br>• Responding to a variety of texts used in and developed for a work context<br>• Creating multimodal and written texts | **Representations and popular culture texts**<br>• Responding to popular culture texts<br>• Creating representations of Australian identifies, places, events and concepts |

## Assessment

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

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

## Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| **Summative internal assessment 1 (IA1):**<br>• Extended response – spoken/signed response | **Summative internal assessment 3 (IA3):**<br>• Problem-solving and modelling task |
| **Summative internal assessment 2 (IA2):**<br>• Common internal assessment (CIA) | **Summative internal assessment (IA4):**<br>• Examination |

# FURNISHING SKILLS

Applied Senior Subject – Available in Day School only

Technologies are an integral part of society as humans seek to create solutions to improve their own and others' quality of life. Technologies affect people and societies by transforming, restoring and sustaining the world in which we live. In an increasingly technological and complex world, it is important to develop the knowledge, understanding and skills associated with traditional and contemporary tools and materials used by Australian manufacturing industries to produce products. The manufacturing industry transforms raw materials into products wanted by society. This adds value for both enterprises and consumers. Australia has strong manufacturing industries that continue to provide employment opportunities.

Furnishing Skills includes the study of the manufacturing and furnishing industry's practices and production processes through students' application in, and through trade learning contexts. Industry practices are used by furnishing enterprises to manage the manufacture of products from raw materials. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning in manufacturing tasks supports students' development of transferable 21st century, literacy and numeracy skills relevant to future employment opportunities in the domestic, commercial and bespoke furnishing industries.

Students learn to recognise and apply industry practices, interpret drawings and technical information and demonstrate and apply safe practical production processes using hand/power tools and machinery. They communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other 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 will:

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures.
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures.

## Structure

Furnishing Skills is a four-unit course of study. This syllabus contains six QCAA-developed units as options for schools to select from to develop their course of study.

| Unit Option | Unit Title |
|---|---|
| Unit option A | Furniture-making |
| Unit option B | Furniture-making |
| Unit option C | Interior furnishing |
| Unit option D | Production in the domestic furniture industry |
| Unit option E | Production in the commercial furniture industry |
| Unit option F | Production in the bespoke furniture industry |
| Unit option A | Furniture-making |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Furnishing Skills are:

| Technique | Description | Response requirements |
|---|---|---|
| Practical demonstration | Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures. | **Practical demonstration**<br>Practical demonstration: the skills and procedures used in 3–5 production processes<br>**Documentation**<br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |
| Project | Students manufacture a product and document the manufacturing process. | **Product**<br>Product: 1 multi-material furniture product manufactured using the skills and procedures in 5–7 production processes<br>**Manufacturing process**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |
| Practical demonstration | Students perform a practical demonstration when manufacturing a unit context artefact and reflect on industry practices, and production skills and procedures. | **Practical demonstration**<br>Practical demonstration: the skills and procedures used in 3–5 production processes<br>**Documentation**<br>Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media |

# ENGINEERING SKILLS

Applied Senior Subject – Available in Day School only

Engineering Skills focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry.

Students understand industry practices, interpret specifications, including technical information and drawings, demonstrate and apply safe and 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 Engineering Skills can establish a basis for further education and employment in engineering trades. With additional training and experience, potential employment opportunities may be found, for example, as a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or Automotive.

## Objectives

- By the conclusion of the course of study, students will:
- 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 Engineering Skills course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Industry practices<br>• Production processes | • Fitting and machining<br>• Sheet metal working<br>• Welding and fabrication |

## Assessment

For Engineering 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).

## Summative assessments

| 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. |
| A project consists of a product component and at least one of the following components:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>• non-presentation: 8 A4 pages max (or equivalent)<br>• presentation: 3–6 minutes<br>• product: continuous class time. | • Students demonstrate production skills and procedures in class under teacher supervision. | • 60–90 minutes<br>• 50–250 words per item |

# INDUSTRIAL GRAPHICS SKILLS

Applied Senior Subject

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling 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 tasks.

## Pathways

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

## Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

## Structure

The Industrial Graphics Skills course is designed around core and elective topics.

| Core topics | Elective topics |
|---|---|
| • Industry practices<br>• Drafting processes | • Building and construction drafting<br>• Engineering drafting<br>• Furnishing drafting |

## Assessments

For Industrial Graphic 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. |
| A project consists of a product component and at least one of the following components:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal<br>• non-presentation: 8 A4 pages max (or equivalent)<br>• presentation: 3–6 minutes<br>• product: continuous class time. | Students demonstrate production skills and procedures in class under teacher supervision. | • 60-90 minutes<br>• 50-250 words per item |

# PHYSICAL EDUCATION

General Senior Subject – Available in Day School only

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

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Motor learning, functional anatomy, biomechanics and physical activity**<br>• Motor learning integrated with a selected physical activity<br>• Functional anatomy and biomechanics integrated with a selected physical activity | **Sport psychology, equity and physical activity**<br>• Sport psychology integrated with a selected physical activity<br>• Equity — barriers and enablers | **Tactical awareness, ethics and integrity and physical activity**<br>• Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity<br>• Ethics and integrity | **Energy, fitness and training and physical activity**<br>• Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

C (report grade minimum) in Year 10 English

# HEALTH

General Senior Subject

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum.

Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Resilience as a personal health resource** | **Peers and family as resources for healthy living**<br>• Alcohol (elective)<br>• Body image (elective) | **Community as a resource for healthy living**<br>• Homelessness (elective)<br>• Road safety (elective)<br>• Anxiety (elective) | **Respectful relationships in the post-schooling transition** |

## 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 — action research | 25% | Summative internal assessment 3 (IA3):<br>• Investigation —analytical exposition | 25% |
| Summative internal assessment 2 (IA2):<br>• Examination — extended response | 25% | Summative external assessment (EA):<br>• Examination | 25% |

## Pre-requisites

C (report grade minimum) in Year 10 Intermediate Mathematics
C (report grade minimum) in Year 10 English

# SPORT AND RECREATION

Applied Senior Subject – Available in Day School only

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 |
|---|---|
| • Sport and recreation in the community<br>• Sport, recreation and healthy living<br>• Health and safety in sport and recreation activities<br>• Personal and interpersonal skills in sport and recreation activities | • Active play and minor games<br>• Challenge and adventure activities<br>• Games and sports<br>• Lifelong physical activities<br>• Rhythmic and expressive movement activities |

## Assessment

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

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

| Project | Investigation | Extended response | Performance | Examination |
|---|---|---|---|---|
| A response to a single task, situation and/or scenario. | A response that includes locating and using information beyond students' own knowledge and the data they have been given. | A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. | A response involves the application of identified skill/s when responding to a task that involves solving a problem, providing a solution, providing instruction or conveying meaning or intent. | A response that answers a number of provided questions, scenarios and/or problems. |
| At least two different components from the following:<br>• written: 500–900 words<br>• spoken: 2½–3½ minutes<br>• multimodal: 3–6 minutes<br>• performance: 2–4 minutes. * | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: 4–7 minutes. | • 2–4 minutes* | • 60–90 minutes<br>• 50–250 words per item |

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

# BIOLOGY

General Senior Subject – Available Online with Periodical On Campus Attendance

Biology provides opportunities for students to engage with living systems.

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Cells and multicellular organisms**<br>• Cells as the basis of life<br>• Multicellular organisms | **Maintaining the internal environment**<br>• Homeostasis<br>• Infectious diseases | **Biodiversity and the interconnectedness of life**<br>• Describing biodiversity<br>• Ecosystem dynamics | **Heredity and continuity of life**<br>• DNA, genes and the continuity of life<br>• Continuity of life on Earth |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

B (report grade minimum) in Advanced Science
B (report grade minimum) in Year 10 English
B (report grade minimum) in Year 10 Intermediate Mathematics

# CHEMISTRY

General Senior Subject – Available Online with Periodical On Campus Attendance

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

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and

research skills), understand how it works and how it may impact society.

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Chemical fundamentals — structure, properties and reactions**<br>• Properties and structure of atoms<br>• Properties and structure of materials<br>• Chemical reactions — reactants, products and energy change | **Molecular interactions and reactions**<br>• Intermolecular forces and gases<br>• Aqueous solutions and acidity<br>• Rates of chemical reactions | **Equilibrium, acids and redox reactions**<br>• Chemical equilibrium systems<br>• Oxidation and reduction | **Structure, synthesis and design**<br>• Properties and structure of organic materials<br>• Chemical synthesis and design |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

B (report grade minimum) in Year 10 Advanced Science,
B (report grade minimum) in Year 10 English
B (report grade minimum) in Year 10 Advanced Mathematics

# MARINE SCIENCE

General Senior Subject – Available in Day School only

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

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

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

## Pathways

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

## 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 |
|---|---|---|---|
| **Oceanography**<br>• An ocean planet<br>• The dynamic shore | **Marine biology**<br>• Marine ecology and biodiversity<br>• Marine environmental management | **Marine systems — connections and change**<br>• The reef and beyond<br>• Changes on the reef | **Ocean issues and resource management**<br>• Oceans of the future<br>• Managing fisheries |

## 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 | | | |

## Pre-requisites

B (report grade minimum) in Year 10 Advanced Science
B (report grade minimum) in Year 10 English
B (report grade minimum) in Year 10 Advanced Mathematics

# PHYSICS

General Senior Subject – Available Online with Periodical On Campus Attendance

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Thermal, nuclear and electrical physics**<br>• Heating processes<br>• Ionising radiation and nuclear reactions<br>• Electrical circuits | **Linear motion and waves**<br>• Linear motion and force<br>• Waves | **Gravity and electromagnetism**<br>• Gravity and motion<br>• Electromagnetism | **Revolutions in modern physics**<br>• Special relativity<br>• Quantum theory<br>• The Standard Model |

## Assessment

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

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

## Summative assessments

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

## Pre-requisites

B (report grade minimum) in Year 10 Advanced Science
B (report grade minimum) in Year 10 English
B (report grade minimum) in Year 10 Advanced Mathematics
Year 11 Mathematical Methods - Recommended

# PSYCHOLOGY

General Senior Subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Individual development**<br>• Psychological science A<br>• The role of the brain<br>• Cognitive development<br>• Human consciousness and sleep | **Individual behaviour**<br>• Psychological science B<br>• Intelligence<br>• Diagnosis<br>• Psychological disorders and treatments<br>• Emotion and motivation | **Individual thinking**<br>• Localisation of function in the brain<br>• Visual perception<br>• Memory<br>• Learning | **The influence of others**<br>• Social psychology<br>• Interpersonal processes<br>• Attitudes<br>• Cross-cultural psychology |

## Assessment

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

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

## Summative assessments

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

B (report grade minimum) in Year 10 Advanced Science
B (report grade minimum) in Year 10 English

# SCIENCE IN PRACTICE

Applied Senior Subject

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 and at least three electives.

| Core topics | Elective topics |
|---|---|
| • Scientific literacy and working scientifically<br>• Workplace health and safety<br>• Communication and self-management | • Science for the workplace<br>• Resources, energy and sustainability<br>• Health and lifestyles<br>• Environments<br>• Discovery and change |

## Assessments

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 include 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:<br>• written: 500-900 words<br>• spoken: 2½-3½ minutes<br>• multimodal: non presentation: 8 A4 pages max (or equivalent) & presentation: 3-6 minutes<br>• performance: continuous class time<br>• product: continuous class time. | Presented in one of the following modes:<br>• written: 600-1000 words<br>• spoken: 3-4 minutes<br>• multimodal: non-presentation: 10 A4 pages max (or equivalent) & presentation: 4-7 minutes. | At least three different components from the following:<br>• written: 200–300 words<br>• spoken: 1½ –2½ minutes<br>• multimodal<br>• non-presentation: 6 A4 pages max (or equivalent)<br>• presentation: 2–3 minutes<br>• performance: continuous class time<br>• test: 20–30 minutes & 50–250 words per item. | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• Multimodal: non-presentation: 10 A4 pages max (or equivalent) & presentation: 4–7 minutes. | • 60–90 minutes<br>• 50–250 words per item |

# JAPANESE

General Senior Subject

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| 私のくらし<br>**My world**<br>• Family/carers and friends<br>• Lifestyle and leisure<br>• Education | 私達のまわり<br>**Exploring our world**<br>• Travel<br>• Technology and media<br>• The contribution of Japanese culture to the world | 私達の社会<br>**Our society**<br>• Roles and relationships<br>• Socialising and connecting with my peers<br>• Groups in society | 私の将来<br>**My future**<br>• Finishing secondary school, plans and reflections<br>• Responsibilities and moving on |

## Assessment

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

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

## Summative assessments

| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>• Extended response | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external assessment (EA):<br>• Examination — combination response | 25% |

## Pre-requisites

C (report grade) Year 10 Japanese B

# DANCE

General Senior Subject – Available in Day School Only

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 an 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 |
|---|---|---|---|
| **Moving bodies**<br>How does dance communicate meaning for different purposes and in different contexts?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– meaning, purpose and context<br>– historical and cultural origins of focus genres | **Moving through environments**<br>How does the integration of the environment shape dance to communicate meaning?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– physical dance environments including site-specific dance<br>– virtual dance environments | **Moving statements**<br>How is dance used to communicate viewpoints?<br>• Genres:<br>– Contemporary<br>– at least one other genre<br>• Subject matter:<br>– social, political and cultural influences on dance | **Moving my way**<br>How does dance communicate meaning for me?<br>• Genres:<br>– fusion of movement styles<br>• Subject matter:<br>– developing a personal movement style<br>– personal viewpoints and influences on genre |

## 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 | | | |

## Pre-requisites

Recommended C (report grade minimum) in Year 10 Dance
Recommended C (report grade minimum) in Year 10 English

# DRAMA

General Senior Subject – Available in Day School Only

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

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

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

## Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in

creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

### Objectives

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

- Demonstrate an understanding of dramatic languages
- Apply literacy skills
- Apply and structure dramatic languages
- Analyse how dramatic languages are used to create dramatic action and meaning
- Interpret purpose, context and text to communicate dramatic meaning
- Manipulate dramatic languages to create dramatic action and meaning
- Evaluate and justify the use of dramatic languages to communicate dramatic meaning
- Synthesise and argue a position about dramatic action and meaning.

## Structure

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

## 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 | | | |

Recommended C (report grade minimum) in Year 10 English

# FILM, TELEVISION & NEW MEDIA

General Senior Subject

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

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

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

## Pathways

A course of study in Film, Television & New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

## Objectives

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with ideas for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesise visual, audio and text elements to solve conceptual and creative problems

## Structure

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

## 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>• Case study investigation | 15% | Summative internal assessment 3 (IA3):<br>• Stylistic project | 35% |
| Summative internal assessment 2 (IA2):<br>• Multi-platform project | 25% | | |
| Summative external assessment (EA): 25%<br>• Examination — extended response | | | |

## Pre-requisites

Recommended C (report grade minimum) Year 10 English

# MUSIC

General Senior Subject – Available in Day School Only

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

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

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

## Pathways

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

## Objectives

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

- Demonstrate technical skills
- Explain 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 |
|---|---|---|---|
| **Designs**<br>Through inquiry learning, the following is explored:<br><br>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition? | **Identities**<br>Through inquiry learning, the following is explored:<br><br>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? | **Innovations**<br>Through inquiry learning, the following is explored:<br><br>How do musicians incorporate innovative music practices to communicate meaning when performing and composing? | **Narratives**<br>Through inquiry learning, the following is explored:<br><br>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music? |

## 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%<br>• Examination | | | |

## Pre-requisites

Recommended C (report grade minimum) in Music (or the successful completion of a short audition/ interview)

# MUSIC EXTENSION

General Extension Senior Subject – Year 12, Available in Day School Only

Music Extension is an extension of the MusSc 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 |
|---|---|
| **Explore**<br>• Key idea 1: Initiate best practice<br>• Key idea 2: Consolidate best practice | **Emerge**<br>• Key idea 3: Independent best practice |

## Assessment

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

**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 specialisiation

| 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 – Available in Day School Only

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

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

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

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

## Pathways

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

## Objectives

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

- Implement ideas and representations
- Apply literacy skills
- Analyse and interpret visual language, expression and meaning in artworks and practices
- Evaluate art practices, traditions, cultures and theories
- Justify viewpoints
- Experiment in response to stimulus
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- Realise responses to communicate meaning.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Art as lens**<br>Through inquiry learning, the following are explored:<br>• Concept: lenses to explore the material world<br>• Contexts: personal and contemporary<br>• Focus: People, place, objects<br>• Media: 2D, 3D, and time-based | **Art as code**<br>Through inquiry learning, the following are explored:<br>• Concept: art as a coded visual language<br>• Contexts: formal and cultural<br>• Focus: Codes, symbols, signs and art conventions<br>• Media: 2D, 3D, and time-based | **Art as knowledge**<br>Through inquiry learning, the following are explored:<br>• Concept: constructing knowledge as artist and audience<br>• Contexts: contemporary, personal, cultural and/or formal<br>• Focus: student-directed<br>• Media: student-directed | **Art as alternate**<br>Through inquiry learning, the following are explored:<br>• Concept: evolving alternate representations and meaning<br>• Contexts: contemporary and personal, cultural and/or formal<br>• Focus: continued exploration of Unit 3 student-directed focus<br>• Media: student-directed |

## 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 | | | |

## Pre-requisites

Recommended C (report grade minimum) in a continuing art practice.

# MEDIA ARTS IN PRACTICE

Applied Senior Subject

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Students learn to be ethical and responsible users of and advocates for digital technologies, and aware of the social, environmental and legal impacts of their actions and practices.

## Pathways

A course of study in Media Arts in Practice can establish a basis for further education and employment in a dynamic, creative and global industry that is constantly adapting to new technologies.

## Objectives

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

- describe and explain scientific facts, concepts and phenomena in a range of situations
- identify and explain media art-making processes
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts
- organise and apply media art-making processes, concepts and ideas
- analyse problems within media arts contexts
- use language conventions and features to communicate ideas and information about media arts, according to context and purpose
- plan and modify media artworks using media art-making processes to achieve purposes
- create media arts communications that convey meaning to audiences
- evaluate media art-making processes and media artwork concepts and ideas.

## Structure

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

| Core topics | Elective topics |
|---|---|
| • Media technologies<br>• Media communications<br>• Media in society | • Audio<br>• Curating<br>• Graphic design<br>• Interactive media<br>• Moving images<br>• Still image |

## Assessments

For Media 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, 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 skills in the production of media artwork/s. | 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. |
| At least two different components from the following:<br>• written: 500-900 words<br>• spoken: 2½-3½ minutes<br>• multimodal: non presentation: 8 A4 pages max (or equivalent) & presentation: 3-6 minutes<br>• product: variable conditions. | • Variable conditions | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3-4 minutes<br>• multimodal: non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes | Presented in one of the following modes:<br>• written: 600–1000 words<br>• spoken: 3–4 minutes<br>• multimodal: non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes. |