



Brisbane State High School

# Senior Course Guide

Effective for students entering Year 10 in 2019

Version 3

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# School Philosophy

## Motto

We believe that the pursuit of knowledge equips and enables our students to make a powerful difference in the world.

## Purpose

As a learning community, we are committed to developing young people to achieve their potential intellectually, personally and socially.

Intellectually, as:

- life-long, curious learners
- independent, creative thinkers.

Personally, as:

- resilient, balanced individuals
- confident, principled communicators.

Socially, as:

- active, caring citizens
- enthusiastic, contributing team members.



*Scientia est Potestas*  
*Knowledge is Power*

## Values

**Learning:** we love knowledge, learning and curiosity.

**Excellence:** we strive for world class standards and personal bests.

**Respect:** we earn respect for our integrity, humility and altruism.

**Public education:** we celebrate diversity as well as the things that bind us together.

## Vision

Schooling at State High is a happy and inspiring experience—a time and a place where every young person develops intellectually, personally and socially. Every student experiences rigorous learning, significant personal growth and the spirit that comes from belonging to something bigger than themselves.

Together, teachers, students and parents leverage the strong traditions and history of the school to pursue and create a positive future. Our priorities come from a strong ethical base and deep sense of commitment to others and our society. We understand our place and responsibility as a leading educational community and the flagship of public education in Queensland.

We are committed to working in partnership with our community as the natural place for students to explore their developing leadership and social commitment. At the same time, we look to prepare students to be successful across cultures and countries.

We are committed to personalising learning for each student to ensure that they maximise the opportunities this school provides. We all have a growth mindset. Our approach to teaching and learning is deliberate, backed by research and focussed on unlocking the potential in each of us.

# Key Staff Contacts

For pathway planning, contact:

## Heads of Year

Head of Year 12	Ms Elise Jacoby	ejaco32@eq.edu.au
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Head of Year 10 (Term 3, 2018)	Ms Hana Bermingham	hkuch1@eq.edu.au

For subject-specific information, contact:

## Heads of Department

Business, Innovation & Design	Ms Jacky Hodges	jhodg37@eq.edu.au
English (Senior)	Ms Kathryn Emtage	klemt0@eq.edu.au
Health and Physical Education	Ms Kirran Follers	kfoll1@eq.edu.au
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Mathematics (Senior)	Mr Jeff Woodroffe	jwood752@eq.edu.au
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## Learning and Student Support

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## Guidance Officer

Senior School	Ms Karla Shaw	kshaw59@eq.edu.au
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# Introduction

At Brisbane State High School, our goal is for each student to have a meaningful pathway and to establish the foundations for a successful future. The school is committed to challenging students at all levels and assisting them in setting and attaining realistic personal academic goals. The school will also support and guide students in selecting and attaining credentials from a variety of pathways for successful transition post school.

The Year 10 curriculum provides a link between the Junior and Senior School, helping students to succeed in Years 11 and 12. At Brisbane State High School, Year 10 is designed to provide students with a solid base for the knowledge, understanding and ways of working needed for the Senior subjects. To provide a targeted foundation for Senior, the Year 10 curriculum has been designed as preparatory courses for Senior subjects or foundational courses for VET certificates.

The Senior Curriculum Course Guide provides a summary of all courses offered in the Year 10 program to assist you in planning your pathway. To help, we have designed a rigorous process for parents and students in which to engage that supports informed decision-making and subject choices. The key aspects of this process are captured on the next page.

# Subject selection decision-making process

<p>The text in this section describes school subject selection events</p>	<p><b>KEY</b></p> <p>The text in this section describes what needs to happen before students move on to the next step.</p> <p><i>Read this chart left to right from the top.</i></p>	<p><b>START</b></p>	<p><b>ARC reflection and goal setting</b></p>	<p>Students reflect on their learning goals and evidence of learning to prepare them to make informed subject selections.</p>	<p><b>Engage and read Senior Course Guide</b></p> <p><b>Week 2, Term 3, ARC</b></p>	<p>Students and parents explore information in the Senior Course Guide to understand what subjects are about.</p> <p>Four questions for exploring:</p> <ol style="list-style-type: none"> <li>1. What are you good at?</li> <li>2. What do you like?</li> <li>3. What are the six subjects and pathway you are considering?</li> <li>4. What are the readiness criteria?</li> </ol>
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<p><b>Engage with iTunes U course</b></p> <p><b>Commencing Week 3, Term 3, ARC</b></p>	<p>Students consider the learning in subjects using four guiding questions:</p> <ol style="list-style-type: none"> <li>1. Why should I select this course?</li> <li>2. What does learning in this course look like?</li> <li>3. What aspects of this course support me to stretch and challenge myself, and what aspects of this course align to my strengths, skills and interests?</li> <li>4. What pathways can this course lead me toward?</li> </ol> <p><i>Bring reflections and questions to the Curriculum Showcase.</i></p>	<p><b>Year 9 into 10 Curriculum Showcase</b></p> <p><b>Thursday 9 August, 6:00pm</b></p>	<p>Students and parents discuss information presented to refine subject selections and check readiness criteria.</p>	<p><b>Subject selections due</b></p> <p><b>Week 6, Term 3</b></p>
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<p>Students nominate the four Senior subjects they would like to experience to confirm their subject choices.</p>	<p><b>ARC reflection and confirmation of subject choice</b></p>	<p>Students reflect on readiness criteria for their subject choices and how this supports them to refine their goals and seek feedback.</p>	<p><b>Parent/teacher/student interviews</b></p> <p><b>Tuesday 16 October, commencing at 1:30pm</b></p>	<p>Reflect and summarise feedback to plan actions for continued learning and improvement.</p>	<p><b>Year 10 preparatory course in promoted timetable</b></p> <p><b>Tuesday 4 to Monday 10 December</b></p>
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<p>Students reflect on their experience and how this informs their Junior to Senior transition 'Planning for Success' conversation.</p> <p>Guiding question:</p> <ol style="list-style-type: none"> <li>1. How does this experience support me to know...?</li> </ol>	<p><b>Junior to Senior 'Planning for Success' conversations</b></p> <p><b>Term 4, 2018</b></p>	<p>Reflect on evidence of learning to confirm subject choices and support desired pathways.</p>	<p><b>SET Plan conversation 'Review' pathway and subject choices</b></p> <p><b>Term 2, 2019</b></p>	<p><b>Confirmation of prerequisite attainment</b></p> <p><b>End of Semester 1, 2019</b></p>	<p>Students to use feedback to plan actions for continued learning and improvement.</p>
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## How to use this guide

The Senior Curriculum Course Guide is a resource to plan your senior education pathway. It will provide you with information regarding this phase of your secondary schooling, including subject selection, qualifications and tertiary entrance.

Contained in this guide are outlines of the courses offered at Brisbane State High School for students transitioning to Year 10 in 2019. Please note that courses will only run where sufficient student numbers exist for the classes. This decision is at the discretion of the school.

## How do I choose my subjects?

In order to maximise your performance and reach your goals, you should study the subjects that you enjoy and in which you excel. It is a good idea to keep your options open by taking prerequisite subjects, however, if you choose subjects that you find too difficult, or that are not suited to you, you may actually reduce your results. This can impact on the ATAR you achieve. If a university or TAFE course you are interested in has a prerequisite subject you find too difficult at school, you should think about how you will be able to achieve what is required by that course at university level.

Important questions to consider when choosing a pathway and selecting subjects:

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- What subjects do I need as tertiary prerequisites?

This information is available for Year 10 students at the conclusion of Term 2 via each individual's 'My Path' account. (<https://www.qtac.edu.au/atar-my-path/my-path>)

### **DO NOT choose your subjects for the following reasons:**

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.

4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see a Guidance Officer.

If you haven't already, discuss the answers to these questions with your parents, a Guidance Officer, your Head of Year or your ARC teacher. You may wish to write down your answers for reference when making your subject selections.

### **Choose very carefully**

At Brisbane State High School, 'blocks' of subjects (i.e. groups of subjects that are programmed at the same time on the timetable) are determined AFTER the students have chosen their subjects. Subject changes are therefore not always possible and are only permitted at certain times. Multiple subject changes in the senior phase of learning can also impact on both a student's ATAR eligibility and QCE eligibility (see QCE requirements table).

## Categories of subjects

### **Senior subjects are grouped into four categories:**

1. Applied Subjects  
Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Applied subjects contribute to the QCE, and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).
2. General Subjects  
General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.
3. Extension Subjects (available option for Year 12 students)  
Extension subjects are extensions of the related General subjects. Extension subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. Extension subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations.

#### 4. Additional Learning Options

The flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. Additional Learning Options are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Additional Learning Options contribute to the QCE, and may contribute to ATAR calculations (a maximum of 1 applied subject or Vocational Qualification can contribute to ATAR calculations).

#### Additional Learning Options explained:

##### **School-based Certificate and Diploma courses**

Several Certificate courses are offered directly through our faculties here at school as a part of the regular learning program. The benefits of selecting a certificate course offered through the school include:

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education.
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

##### **Vocational Education and Training (VET) through TAFE**

If the certificate courses we offer through the school do not fit with your future plans, you can also undertake a Certificate qualification through a TAFE course or other provider. Vocational Education offers students

the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work or TAFE entrance beyond Year 12. For some tertiary providers, Vocational Education may be an option for students seeking entrance to university studies beyond Year 12. This should be verified directly with the tertiary institution of choice prior to commencement of the VET course. Benefits of undertaking a Certificate or Diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirements of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.

Students electing to complete a vocational qualification will still complete an additional five subjects to study at State High as a part of their senior secondary curriculum.

**For further information on available Vocational Education qualifications, please see the Vocational Education Office located in lower D Block.**

Section continues on next page.

## Year 10 Preparatory course offerings listed by faculty

	General	Applied	VET
Business, Innovation & Design	<ul style="list-style-type: none"> <li>• Prep Accounting</li> <li>• Prep Business</li> <li>• Prep Design</li> <li>• Prep Digital Solutions</li> <li>• Prep Engineering</li> <li>• Prep Legal Studies</li> </ul>		<ul style="list-style-type: none"> <li>• Foundation Certificate: Certificate II in Furniture Making Pathways</li> <li>• Foundation Certificate: Certificate II in Engineering Pathways – Manufacturing</li> <li>• Foundation Certificate: Certificate III in Business</li> <li>• Foundation Certificate: Certificate IV in Crime and Justice</li> <li>• Foundation Certificate: Diploma of Business</li> </ul>
English	<ul style="list-style-type: none"> <li>• Prep English</li> <li>• Prep English Extension</li> <li>• Prep Literature</li> </ul>	<ul style="list-style-type: none"> <li>• Prep Essential English</li> </ul>	
Health and Physical Education	<ul style="list-style-type: none"> <li>• Prep Health Education</li> <li>• Prep Physical Education</li> </ul>		<ul style="list-style-type: none"> <li>• Foundation Certificate: Certificate IV Fitness</li> </ul>
Humanities	<ul style="list-style-type: none"> <li>• Prep Ancient History</li> <li>• Prep Economics</li> <li>• Prep Geography</li> <li>• Prep Modern History</li> <li>• Prep Philosophy and Reason</li> </ul>	<ul style="list-style-type: none"> <li>• Prep Social and Community Studies</li> </ul>	
Languages	<ul style="list-style-type: none"> <li>• Prep Chinese</li> <li>• Prep French</li> <li>• Prep German</li> <li>• Prep Italian</li> <li>• Prep Japanese</li> <li>• Prep Spanish</li> </ul>		
Mathematics	<ul style="list-style-type: none"> <li>• Prep General Mathematics</li> <li>• Prep Mathematical Methods</li> <li>• Prep Specialist Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Prep Essential Mathematics</li> </ul>	
Science	<ul style="list-style-type: none"> <li>• Prep Biology</li> <li>• Prep Chemistry</li> <li>• Prep Physics</li> <li>• Prep Psychology</li> </ul>		
The Arts	<ul style="list-style-type: none"> <li>• Prep Dance</li> <li>• Prep Drama</li> <li>• Prep Music</li> <li>• Prep Film, Television and New Media</li> <li>• Prep Visual Art</li> </ul>		

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## Senior course readiness criteria and prerequisites

When making choices for Year 10, we apply readiness criteria. These readiness criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their learning when making decisions about Year 10 courses. Students will have an opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites.

When planning your senior pathway, be aware that Brisbane State High School applies prerequisites to Year 11 and 12 subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11, to ensure success.

Learning Area	Senior Course	General/ Applied/ Additional Learning Option	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Business, Innovation & Design	Accounting	General	C in Year 9 English	C in Year 10 Prep Accounting
	Business	General	C in Year 9 English	C in Year 10 Prep Business
	Design	General	C in Year 9 English	C in Year 10 Prep Design
	Digital Solutions	General	C in Year 9 English	C in Year 10 Prep Digital Solutions
	Engineering	General	C in Year 9 English C in Year 9 Mathematics	C in Year 10 Prep Engineering C in Year 10 Prep Mathematical Methods
	Legal Studies	General	C in Year 9 English	C in Year 10 Prep Legal Studies
	Foundation Certificate Certificate II in Furniture Making Pathways	Additional Learning Option	Completion of Year 9 English	Completion of Foundation Certificate Course
	Foundation Certificate Certificate II Engineering Pathways – Manufacturing	Additional Learning Option	Completion of Year 9 English	Completion of Foundation Certificate Course
	Foundation Certificate Certificate III Business	Additional Learning Option	Completion of Year 9 English	Completion of Foundation Certificate Course
	Foundation Certificate Certificate IV Crime and Justice	Additional Learning Option	C in Year 9 English	Completion of Foundation Certificate Course
	Foundation Certificate Diploma of Business	Additional Learning Option	C in Year 9 English	Completion of Foundation Certificate Course

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Learning Area	Senior Course	General/ Applied/ Additional Learning Option	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
English	English	General	C in Year 9 English	C in Year 10 Prep English
	Literature	General	C in Year 9 English	C in Year 10 Prep Literature
	Essential English	Applied	Completion of Year 9 English	Completion of a Year 10 English course
	English Extension (Year 12 only)	General	Not applicable	B in Year 11 English or Literature
Health and Physical Education	Health Education	General	C in Year 9 English	C in Year 10 Prep Health Education
	Physical Education	General	C in Year 9 English	C in Year 10 Prep Physical Education
	Certificate IV Fitness	Additional Learning Option	Completion of Year 9 English	Completion of Prep Fitness Year 10 Course
Humanities	Ancient History	General	C in Year 9 Humanities	C in Year 10 Prep Ancient History
	Economics	General	C in Year 9 Humanities C in Year 9 Math	C in Year 10 Prep Economics
	Geography	General	C in Year 9 Humanities	C in Year 10 Prep Geography
	Modern History	General	C in Year 9 Humanities	C in Year 10 Prep Modern History
	Philosophy and Reason	General	C in Year 9 Humanities	C in Year 10 Prep Philosophy and Reason
	Social and Community Studies	Applied	Completion of Year 9 English	Completion of a Year 10 English course
Languages	Chinese	General	C in Year 9 Chinese across both semesters of study	C in Year 10 Prep Chinese
	French	General	C in Year 9 French across both semesters of study	C in Year 10 Prep French
	Italian	General	C in Year 9 Italian across both semesters of study	C in Year 10 Prep Italian
	Japanese	General	C in Year 9 Japanese across both semesters of study	C in Year 10 Prep Japanese
	German	General	C in Year 9 German across both semesters of study	C in Year 10 Prep German
	Spanish	General	C in Year 9 Spanish across both semesters of study	C in Year 10 Prep Spanish

Learning Area	Senior Course	General/ Applied/ Additional Learning Option	Prep Readiness Criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Mathematics	General Mathematics	General	C in Year 9 Mathematics	C in Year 10 Prep General Mathematics
	Mathematical Methods	General	B in Year 9 Mathematics or C in Year 9 Mathematics Extension	C in Year 10 Prep Mathematical Methods
	Specialist Mathematics	General	B in Year 9 Mathematics and selection of Mathematical Methods	C in Year 10 Prep Specialist Mathematics
	Essential Mathematics	Applied	Completion of Year 9 Mathematics	Completion of a Year 10 Mathematics course
Science	Biology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Prep Biology C in Year 10 Prep English
	Chemistry	General	C in Year 9 Mathematics C in Year 9 English B in Year 9 Science	C in Year 10 Prep Mathematical Methods C in Year 10 Prep English C in Year 10 Prep Chemistry
	Physics	General	B in Year 9 Mathematics C in Year 9 English B in Year 9 Science	B in Year 10 Prep Mathematical Methods C in Year 10 Prep English C in Year 10 Prep Physics
	Psychology	General	B in Year 9 Science C in Year 9 English	C in Year 10 Prep Psychology C in Year 10 Prep English
The Arts	Dance	General	C in Year 9 English	C in Year 10 Prep Dance
	Drama	General	C in Year 9 English	C in Year 10 Prep Drama
	Music	General	C in Year 9 English	C in Year 10 Prep Music
	Music Extension (Year 12 only)	General	C in Year 9 Music Extension	B in Year 11 Music
	Film, Television and New Media	General	C in Year 9 English	C in Year 10 Prep Film, Television and New Media
Visual Art	General	C in Year 9 English	C in Year 10 Prep Visual Art	

#### Year 11 and 12 students:

- MUST study either English, Literature OR Essential English; students can do both English and Literature if desired
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12
- CHOOSE any combination of six subjects (including English and Maths choices). Three additional electives should also be listed in order of preference
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- RECOMMENDED: Students wanting to study Physics are strongly encouraged to study Mathematical Methods

**Every effort will be made to ensure that student preferences are accommodated, subject to student numbers and timetable constraints.**

## Example Senior Programs

Example Student A			
	Year 10	Year 11	Year 12
After finishing school, this student wishes to complete an Arts Degree at university. She knows she will need to get an ATAR to gain entry into her preferred university course. She chooses the subjects in which she excels to help her to achieve these results.	Prep English	English	English
	Prep General Mathematics	General Mathematics	General Mathematics
	Prep Biology	Biology	English Extension
	Elective 1: Prep Modern History	Modern History	Modern History
	Elective 2: Prep French	French	French
	Elective 3: Prep Philosophy and Reason	Philosophy and Reason	Philosophy and Reason

Example Student B			
	Year 10	Year 11	Year 12
This student is not 100% sure what he wants to do when he finishes school, but he would like to work in the field of design, perhaps building design or architecture. He would be open to either university or TAFE as a pathway.	Prep English	English	English
	Prep Mathematical Methods	Mathematical Methods	Mathematical Methods
	Prep Physics	Physics	Physics
	Elective 1: Prep Design	Design	Design
	Elective 2: Prep Engineering	Engineering	Engineering
	Elective 3: Prep Film, Television and New Media	Film, Television and New Media	Film, Television and New Media

Example Student C			
	Year 10	Year 11	Year 12
This student wishes to move into the health industry when she finishes school. She is considering nutrition, dietetics and nursing. She might like to own her own business one day. She knows that she will need an ATAR to gain direct entry to university in the health sciences. At the end of Year 10, Semester 1, she articulated a career pathway and moved from Prep Legal Studies to Certificate IV Crime and Justice.	Prep English	English	English
	Prep Mathematical Methods	Mathematical Methods	Mathematical Methods
	Prep Chemistry	Chemistry	Chemistry
	Elective 1: Prep Foundation Business	Diploma of Business	Diploma of Business
	Elective 2: Prep Legal Studies	Certificate IV Crime and Justice	Certificate IV Crime and Justice
	Elective 3: Prep Health	Health	Health

## Queensland Certificate of Education

The Queensland Certificate of Education (QCE) is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The flexibility of the QCE means that students can choose from a wide range of learning options to suit their interests and career goals. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. The QCE is issued to eligible students when they meet all the requirements at the completion of Year 12.

The below requirements must be met for a student to be eligible for a QCE.

<b>Set amount</b> 20 credits from contributing courses of study, including: <ul style="list-style-type: none"> <li>• QCAA-developed subjects or courses</li> <li>• vocational education and training (VET) qualifications</li> <li>• non-Queensland studies</li> <li>• recognised studies.</li> </ul>	<b>Set pattern</b> 12 credits from completed Core courses of study and 8 credits from any combination of: <ul style="list-style-type: none"> <li>• Core</li> <li>• Preparatory (maximum of 4)</li> <li>• Complementary (maximum of 8).</li> </ul>
<b>Set standard</b> Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.	<b>Literacy &amp; numeracy</b> Students must meet literacy and numeracy requirements through one of the available learning options.

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

<b>Literacy</b> <ul style="list-style-type: none"> <li>• QCAA General or Applied English subjects</li> <li>• Recognised studies listed as meeting literacy requirements</li> </ul>	<b>Numeracy</b> <ul style="list-style-type: none"> <li>• QCAA General or Applied Mathematics subjects</li> <li>• Recognised studies listed as meeting numeracy requirements</li> </ul>
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Within the set pattern requirement, there are three categories of learning – Core, Preparatory and Complementary. To meet the set pattern requirement for a QCE, at least 12 credits must be accrued from completed Core courses of study. The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study.

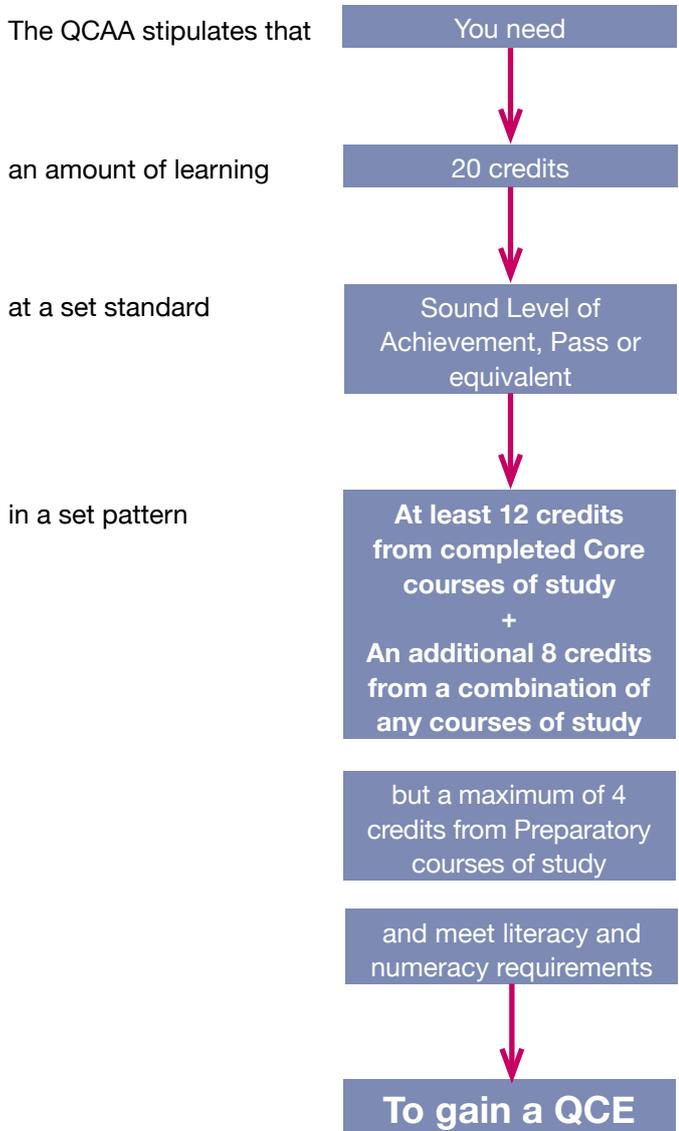
Core: At least 12 credits must come from completed Core courses of study	
COURSE	QCE CREDITS PER COURSE
QCAA General subjects and Applied subjects	up to 4
QCAA General Extension subjects	up to 2
QCAA General Senior External Examination Subjects	up to 4
Certificate II qualifications	up to 4
Certificate III and IV qualifications (includes traineeships)	up to 8
School-based apprenticeships	up to 6
Recognised studies categorised as Core	as recognised by QCAA
Preparatory: A maximum of 4 credits can come from Preparatory courses of study	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Literacy</li> <li>• QCAA Short Course in Numeracy</li> </ul>	up to 1
Certificate I qualifications	up to 3
Recognised studies categorised as Preparatory	as recognised by QCAA
Complementary: A maximum of 8 credits can come from Complementary courses of study	
QCAA Short Courses <ul style="list-style-type: none"> <li>• QCAA Short Course in Aboriginal &amp; Torres Strait Islander Languages</li> <li>• QCAA Short Course in Career Education</li> </ul>	up to 1
University subjects	up to 4
Diplomas and Advanced Diplomas	up to 8
Recognised studies categorised as Complementary	as recognised by QCAA

## Queensland Certificate of Education (QCE)

**Brisbane State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard.**

The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

The QCE offers flexibility in what, where and when students learn. This means that not all learning needs to take place at school. The QCE recognises broad learning options – academic, vocational education, workplace learning and university subjects. Different types of learning attract different numbers of credits.



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed information regarding QCAA requirements including the Senior Statement, you can visit <https://www.qcaa.qld.edu.au/senior/new-snr-assessment-te/qce-requirements>

## Australian Tertiary Admission Rank (ATAR)

### What is an ATAR?

- The ATAR is a fine grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

### Calculating ATARs

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs.

QTAC will calculate ATARs based on either:

- a student's best five General subject results, or
- a student's best results in a combination of four General subject results, plus one applied learning subject result

or	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III or Certificate IV or Diploma or Advanced diploma

### English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject. Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of four school offered English subjects – English, Essential English, Literature or English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR. University prerequisite studies should be considered when choosing an English subject.

Only one type of language subject can be included in the ATAR.

For more information about the ATAR, visit the QTAC website.

# Business, Innovation & Design

Accounting

Business

Design

Digital Solutions

Engineering

Legal Studies

Certificate II in Furniture Making  
Pathways

Certificate II Engineering Pathways  
— Manufacturing

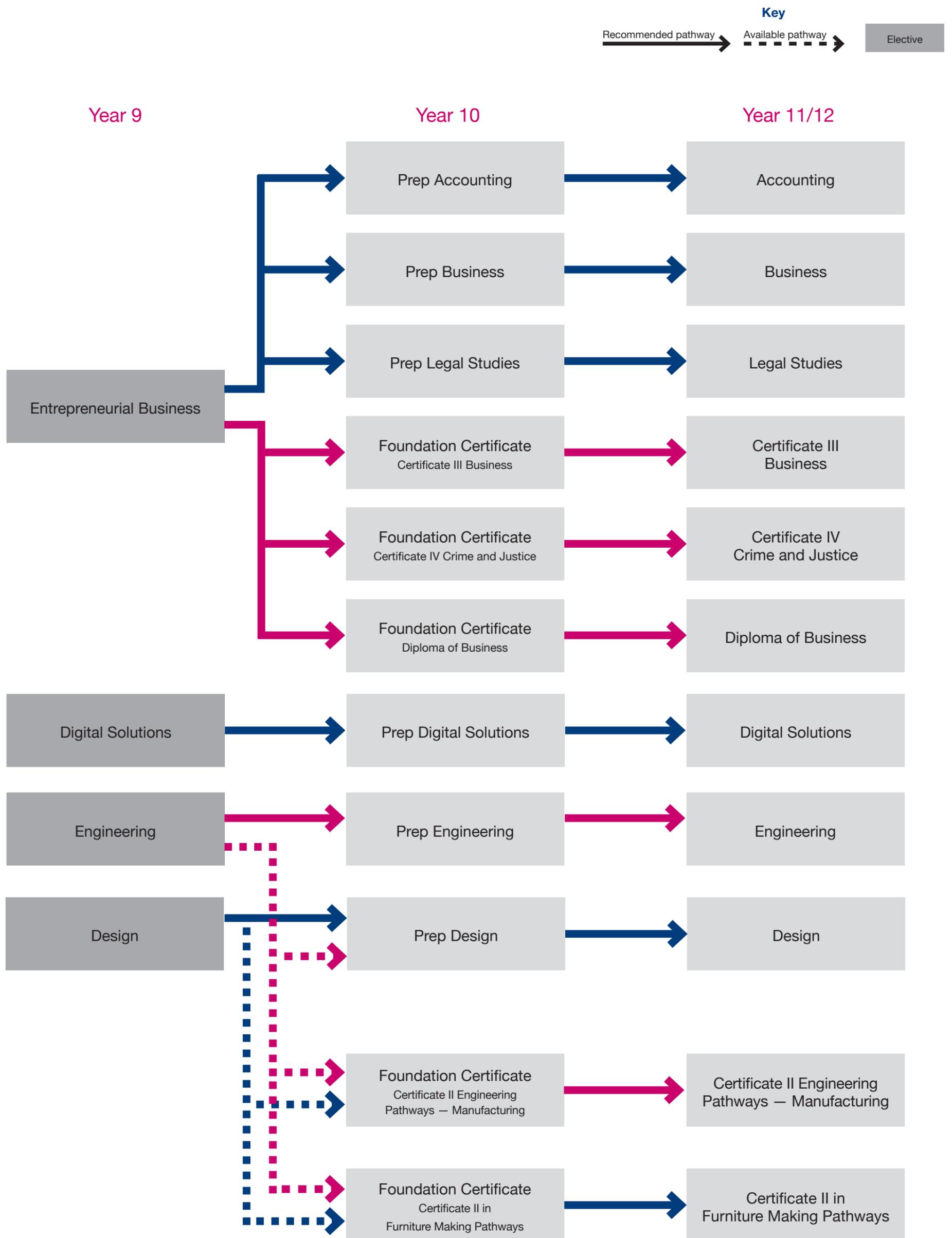
Certificate III Business

Certificate IV Crime and Justice

Diploma of Business



# Learning area: Business, Innovation & Design



## Accounting (General)

### What is this course about?

This course encompasses management of financial resources of the public sector, businesses and individuals, the real-world expectation that accounting provides real-time processing of transactions with a minimum of monthly and yearly reporting. Digital technologies are integral to accounting, enabling real-time access to vital financial information.

When students study this course, they develop an understanding of the essential role accounting plays in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting, managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. Students are then ready for more complex utilisation of knowledge, allowing them to synthesise financial and other information, evaluate accounting practices, solve authentic accounting problems and make and communicate recommendations.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Describing
- Explaining
- Executing
- Analysing
- Evaluating
- Communicating
- Problem solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students will need to achieve a C result in Year 9 English. Students should also have an understanding of Mathematical concepts.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

#### Subject Matter

- Accounting for a service business — cash, accounts receivable, accounts payable and no GST
- Financial reporting
- Accounting for a trading business
- Managing resources
- Accounting processes
- Performance analysis of business

#### Skills and Habits of Mind

- Describing, explaining and applying accounting concepts, processes and principles
- Analysing and interpreting financial data and information to question, pose problems and draw conclusions
- Evaluating accounting practices to make decisions and propose recommendations
- Synthesising and solving accounting problems
- Creating responses that communicate with clarity and precision

Units	Assessment
Service Business Accounting	Examination
Trading Business Accounting	Examination
Financial Reports	Project
Accounting Fundamentals	Examination

Section continues on next page.

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### What are the units of work I will study in Year 11 and 12?

<b>Unit 1 Real world accounting</b>	<b>Unit 2 Management effectiveness</b>	<b>Unit 3 Monitoring a business</b>	<b>Unit 4 Accounting – the big picture</b>
<ul style="list-style-type: none"><li>• Topic 1: Accounting for a service business — cash, accounts receivable, accounts payable and no GST</li><li>• Topic 2: End-of-month reporting for a service business</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Accounting for a trading GST business</li><li>• Topic 2: End-of-year reporting for a trading GST business</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Managing resources for a trading GST business — non-current assets</li><li>• Topic 2: Fully classified financial statement reporting for a trading GST business</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Cash management</li><li>• Topic 2: Complete accounting process for a trading GST business</li><li>• Topic 3: Performance analysis of a listed public company</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Examination — short response (25%)	<b>Assessment</b> Summative internal assessment 3: Project — cash management (25%) Summative external assessment: Examination — short response (25%)

## Business (General)

### What is this course about?

The study of Business is relevant to all individuals in a rapidly changing, technology focussed and innovation driven world. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life-cycle from the seed to post-maturity stage and develop skills in examining business data and information. Students learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. A range of business environments and situations are explored. Through this exploration, students investigate the influence on, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Explaining
- Describing
- Evaluating
- Analysing
- Synthesising
- Communicating

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students will need to achieve a C result in Year 9 English. Students should also have an understanding of Mathematical concepts.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

#### Subject Matter

- Fundamentals of business
- Creation of business ideas
- Establishment of a business
- Entering markets
- Competitive markets
- Strategic development
- Repositioning a business
- Transformation of business

#### Skills and Habits of Mind

- Evaluating business practices and strategies to make decisions and propose recommendations
- Creating responses that communicate with clarity and precision
- Using questioning and problem solving to break down complex aspects into component parts to construct understanding, then using this to make and verify findings, and critically reflect, evaluate and justify decisions
- Creating and imagining and innovating about business context and situations, to imagine possibilities, consider alternatives and generate solutions
- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed

Units	Assessment
Nature of Business	Examination
Business Sustainability	Investigation – Business report
Changing Nature of Business	Extended response – Feasibility report
Start-up	Examination

Section continues on next page.

**What are the units of work I will study in Year 11 and 12?**

<p><b>Unit 1</b> <b>Business creation</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Fundamentals of business           <ul style="list-style-type: none"> <li>- business fundamentals</li> <li>- fundamentals of business case study</li> </ul> </li> <li>• Topic 2: Creation of business ideas           <ul style="list-style-type: none"> <li>- business ideation</li> <li>- creation of business ideas case study</li> </ul> </li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Business growth</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Establishment of a business           <ul style="list-style-type: none"> <li>- business start-up</li> <li>- establishment of a business — franchise case study</li> </ul> </li> <li>• Topic 2: Entering markets           <ul style="list-style-type: none"> <li>- market entry</li> <li>- entering markets case study</li> </ul> </li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Business diversification</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Competitive markets           <ul style="list-style-type: none"> <li>- expanding markets</li> <li>- competitive markets — Asian expansion case study</li> </ul> </li> <li>• Topic 2: Strategic development</li> </ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — business report (25%)</p>	<p><b>Unit 4</b> <b>Business evolution</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Repositioning a business</li> <li>• Topic 2: Transformation of a business</li> </ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response — feasibility report (25%) Summative external assessment: Examination — combination response (25%)</p>
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## Design (General)

### What is this course about?

The Design subject focuses on the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities.

This approach enables students to learn about design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences. In responding to design problems, they will learn how to challenge their own thinking and research new knowledge.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Exploring
- Developing
- Synthesising and evaluating
- Representing and communicating

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a C result in Year 9 English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

#### Subject Matter

- The design thinking and framework process
- Design styles
- Economic, social and cultural influences on the design process
- Collaborative design processes
- Designing with empathy
- Sustainable design opportunities
- Redesign processes

#### Skills and Habits of Mind

- Representing design information using drawing and prototyping
- Investigating needs, wants or opportunities to define problems
- Thinking and communicating with clarity and precision to respond to design problems
- Questioning and problem-posing to propose design concepts
- Evaluating ideas and design concepts to make refinements

Units	Assessment
Experiencing Design – Recycling Bin Design in Practice – Food Storage	Project – Folio (Virtual prototype)
Commercial Design – Souvenir Collaborative Design – Bus Shelter	Examination Project – Folio
Human-centred design – High density living Sustainability – social sustainability	Project – Folio
Introduction to Design	Examination

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Design in practice</b>	<b>Unit 2</b> <b>Commercial design</b>	<b>Unit 3</b> <b>Human-centred design</b>	<b>Unit 4</b> <b>Sustainable design</b>
<ul style="list-style-type: none"><li>• Topic 1: Experiencing design</li><li>• Topic 2: Design process</li><li>• Topic 3: Design styles</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Explore — client needs and wants</li><li>• Topic 2: Develop — collaborative design</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Designing with empathy</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Explore — sustainable design opportunities</li><li>• Topic 2: Develop — redesign</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Examination — design challenge (15%) Summative internal assessment 2: Project (35%)	<b>Assessment</b> Summative internal assessment 3: Project (25%) Summative external assessment: Examination — design challenge (25%)

## Digital Solutions (General)

### What is this course about?

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

Students engage in practical problem-based learning that enables them to explore and develop ideas, generate digital solutions and evaluate impacts, inputs, processes and solutions. They understand that solutions enhance their world and benefit society. Students analyse problems and apply computational, design and systems-thinking processes to structure and model digital solutions.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Retrieving and comprehending
- Analysing
- Synthesising and evaluating
- Communicating

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students will need to achieve a C result in Year 9 English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

#### Subject Matter

- Creating with code
- Application and data solutions
- Digital innovations
- Digital impacts
- Communicate information, processes and solutions

#### Skills and Habits of Mind

- Describing and explaining data, interactions between users, data and code and data driven solutions
- Synthesising information and ideas to generate components and digital solutions
- Evaluating and refining ideas, components and digital solutions against criteria to make recommendations
- Thinking and communicating with clarity and precision to determine solution requirements
- Questioning and problem-posing to analyse both simple and complex digital data exchange problems

Units	Assessment
Introduction to Arduino	Project
Digital project management – Arduino	Project – Folio
App design	Investigation – Technical proposal
“Hello World” – Introduction to Swift	Examination

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Creating with code</b>	<b>Unit 2</b> <b>Application and data solutions</b>	<b>Unit 3</b> <b>Digital innovation</b>	<b>Unit 4</b> <b>Digital impacts</b>
<ul style="list-style-type: none"><li>• Topic 1: Understanding digital problems</li><li>• Topic 2: User experiences and interfaces</li><li>• Topic 3: Algorithms and programming techniques</li><li>• Topic 4: Programmed solutions</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Data-driven problems and solution requirements</li><li>• Topic 2: Data and programming techniques</li><li>• Topic 3: Prototype data solutions</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Interactions between users, data and digital systems</li><li>• Topic 2: Real-world problems and solution requirements</li><li>• Topic 3: Innovative digital solutions</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Digital methods for exchanging data</li><li>• Topic 2: Complex digital data exchange problems and solution requirements</li><li>• Topic 3: Prototype digital data exchanges</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Investigation — technical proposal (20%) Summative internal assessment 2: Project — digital solution (30%)	<b>Assessment</b> Summative internal assessment 3: Project — folio (25%) Summative external assessment: Examination (25%)

## Engineering (General)

### What is this course about?

The Engineering problem-solving process involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions.

In this course, students will learn to recognise and describe engineering problems, determine solution success-criteria, develop and communicate ideas and predict, generate and evaluate prototype-solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The Engineering problem-based learning framework encourages students to become self-directed learners and develop beneficial collaboration, management and information and communication technology skills.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Retrieving and comprehending
- Analysing
- Synthesising and evaluating
- Communicating
- Engineering knowledge and problem solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a C result in Year 9 Mathematics and a C result in Year 9 English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

#### Subject Matter

- Engineering history
- The Engineering problem-solving process
- Engineering communication
- Engineering mechanics and materials
- Emerging needs, processes, materials and machinery
- Automation
- Civil structures, materials, forces and the environment
- Machines in society and machine control

#### Skills and Habits of Mind

- Determining solution success-criteria
- Generating prototype-solutions that assess the accuracy of predictions
- Evaluating and refining ideas and solutions to make justified recommendations
- Thinking and communicating with clarity and precision to predict possible solutions
- Questioning and problem-posing to analyse and examine design problems and information

Units	Assessment
Engineering Principles	Examination
Emerging Materials	Project – Folio (practical work)
Power & Control	Examination
Structures	Examination

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1 Engineering fundamentals and society</b>	<b>Unit 2 Emerging technologies</b>	<b>Unit 3 Statics of structures and environmental considerations</b>	<b>Unit 4 Machines and mechanisms</b>
<ul style="list-style-type: none"><li>• Topic 1: Engineering history</li><li>• Topic 2: The problem-solving process in Engineering</li><li>• Topic 3: Engineering communication</li><li>• Topic 4: Introduction to engineering mechanics</li><li>• Topic 5: Introduction to engineering materials</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Emerging needs</li><li>• Topic 2: Emerging processes and machinery</li><li>• Topic 3: Emerging materials</li><li>• Topic 4: Exploring autonomy</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Application of the problem-solving process in Engineering</li><li>• Topic 2: Civil structures and the environment</li><li>• Topic 3: Civil structures, materials and forces</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Machines in society</li><li>• Topic 2: Materials</li><li>• Topic 3: Machine control</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Project – folio (25%) Summative internal assessment 2: Examination (25%)	<b>Assessment</b> Summative internal assessment 3: Project – folio (25%) Summative external assessment: Examination (25%)

## Legal Studies (General)

### What is this course about?

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

The course develops an understanding of legal processes and concepts enabling students to be better informed and able to constructively question and contribute to the improvement of laws and legal processes. Legal Studies explores the role and development of law in response to current issues.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Comprehending
- Analysing
- Evaluating
- Selecting
- Creating a response

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students will need to achieve a C result in Year 9 English.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind that I will be developing?

### Subject Matter

Beyond reasonable doubt:

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

Balance of Probabilities:

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

Law, governance and change:

- Governance in Australia
- Law reform within a dynamic society

Human rights in legal contexts:

- Human rights
- The effectiveness of international law
- Human rights in Australian contexts

### Skills and Habits of Mind

- Breaking down complex aspects into component parts to construct understanding, then using this understanding to make and verify findings and to critically reflect, evaluate and justify decisions
- Encouraging curiosity and posing questions about legal issues, the consequent impacts on individuals, groups and society and considering solutions
- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Questioning and problem-posing to analyse and evaluate legal issues and situations
- Applying past knowledge to new situations and making meaningful connections

Units	Assessment
Essential Skills in Legal Studies	Investigation — Inquiry Report
Commit the Crime... Do the Time	Examination - combination response
Civil Law — Alternative Dispute Resolution	Investigation — Essay
The Legal System	Examination - combination response

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Beyond reasonable doubt</b>	<b>Unit 2</b> <b>Balance of probabilities</b>	<b>Unit 3</b> <b>Law, governance and change</b>	<b>Unit 4</b> <b>Human rights in legal contexts</b>
<ul style="list-style-type: none"><li>• Topic 1: Legal foundations</li><li>• Topic 2: Criminal investigation process</li><li>• Topic 3: Criminal trial process</li><li>• Topic 4: Punishment and sentencing</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Civil law foundations</li><li>• Topic 2: Contractual obligations</li><li>• Topic 3: Negligence and the duty of care</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Governance in Australia</li><li>• Topic 2: Law reform within a dynamic society</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Human rights</li><li>• Topic 2: The effectiveness of international law</li><li>• Topic 3: Human rights in Australian contexts</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — inquiry report (25%)	<b>Assessment</b> Summative internal assessment 3: Investigation — argumentative essay (25%) Summative external assessment: Examination — combination response (25%)

## Year 10 Foundation Certificate

### Additional Learning Option leading to Certificate II in Furniture Making Pathways

#### What is this course about?

This qualification provides an introduction to the furnishing trades, including the culture, occupations, job roles and employer expectations in the workplace. Students learn essential workplace health and safety requirements, information about working in the industry, communication skills, planning and preparing for projects, working individually and in teams and basic use of tools and materials. The qualification is built around basic furniture making projects that integrate skills and embed the facets of employability skills in context.

#### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

- Practical observation
- Learning Management System (LMS) responses
- Photographic evidence

Assessment activities will take place in simulated activities at school.

#### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed a Year 9 English course.

#### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

##### Preparatory – Year 10 Foundation Certificate Course

- Industry practices and construction processes
- Building and construction enterprises
- Workplace health and safety
- Personal and interpersonal skills
- Product quality
- Specifications and technical drawings
- Tools and materials
- Understand industry practices
- Safe practical construction processes with hand/power tools and machinery
- Communicate using oral, written and graphical modes
- Organise, calculate and plan construction processes and evaluate the structures you create

##### Year 11 and 12 Certificate II in Furniture Making Pathways

MSAPCI103A	Demonstrate care and apply safe practices at work
MSFFP2006	Make simple timber joints
MSMSUP106	Work in a team
MSFFM2001	Use furniture making sector hand and power tools
MSFFP2005	Join materials used in furnishing
MSFGN2001	Make measurements and calculations
MSFFP2003	Prepare surfaces
MSFFM2002	Assemble furnishing components
MSMENV272	Participate in environmentally sustainable work practices
MSFFP2002	Develop a career plan for the furnishing industry
MSFFP2001	Undertake a furniture making project
MSFFP2004	Apply domestic surface coatings

##### Employability skills

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Manufacturing Technology

## Year 10 Foundation Certificate Additional Learning Option leading to Certificate II Engineering Pathways – Manufacturing

### What is this course about?

This qualification will equip students with knowledge and skills which will enhance their prospects of employment in an engineering or related working environment. The learning program develops trade-like skills. The focus is on using engineering tools and equipment to produce or modify manufactured metal objects.

This qualification delivers broad-based underpinning skills and knowledge in a range of engineering and manufacturing tasks which will enhance the graduates' entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

- Practical project
- Online modules

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed a Year 9 English course.

### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

#### Preparatory – Year 10 Foundation Certificate Course

- Plan and manufacture engineering projects
- Use hand and power tools, engineering workshop machinery and welding equipment
- Cutting, joining and fabricating using metal materials
- Use industry work practices and work in teams

#### Year 11 and 12 Certificate II Engineering Pathways – Manufacturing

##### Core Units

MEM13014A	Apply principles of occupational health and safety in the work environment
MSMENV272	Participate in environmentally sustainable work practices
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project

##### Elective Units

MEM16008A	Interact with computing technology
MEM16006A	Organise and communicate information
MEMPE003A	Use oxy-acetylene and soldering equipment
MEMPE007A	Pull apart and re-assemble engineering mechanisms (to replace MEMPE003A)
MEMPE002A	Use electric welding machines
MEMPE001A	Use engineering workshop machines
MSAPMSUP-106A	Work in a team
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations

##### Employability skills

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Manufacturing Technology

## Year 10 Foundation Certificate Additional Learning Option leading to Certificate II and III Business Studies

### What is this course about?

The Year 10 Foundation Certificate course is designed to prepare students for entry into the various Certificate courses through skills development for all the Certificates so that students can make informed decisions as to the most appropriate certificate pathway.

The mandatory Language, Literacy and Numeracy (LLN) screening will be completed as part of this course.

In Year 11 and 12, Binnacle's Certificate III Business 'Business in Schools' program is offered and students learn what it takes to become a business professional. Students achieve skills in leadership, innovation, customer service, personal management, critical and design thinking and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

QCE Credits: Successful completion of the Certificate III Business Studies contributes eight credits towards a student's QCE.

Students will be able to use their Certificate III Business Studies:

- as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); and
- to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business).

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business). They must have completed a Year 9 English course and have written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects.

\*Course fees: \$310 for the two-year Certificate course.

### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

#### Preparatory – Year 10 Foundation Certificate Course

Language, Literacy and Numeracy (LLN) screening preparatory foundation skills for Certificates.

#### Year 11 and 12 Certificate III Business Studies

##### Competencies

BSBWHS201	Contribute to health and safety of self and others
BSBSUS201	Participate in environmentally sustainable work practices
BSBIND201	Work effectively in a business environment
BSBWOR203	Work effectively with others
BSBITU202	Create and use spreadsheets
BSBLED301	Undertake e-learning
BSBINM201	Process and maintain workplace information
BSBWOR202	Organise and complete daily work activities
BSBCMM201	Communicate in the workplace
BSBITU203	Communicate electronically
FNSFLT205	Develop knowledge of the Australian financial system and markets
FNSACC303	Perform financial calculations
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBADM405	Organise meetings
BSBWOR301	Organise personal work priorities and development
BSBFLM312	Contribute to team effectiveness
FNSFLT301	Be MoneySmart
BSBITU306	Design and produce business documents
BSBWRT301	Write simple documents
BSBCUS301	Deliver and monitor a service to customers
BSBINN301	Promote innovation in a team environment
BSBPRO301	Recommend products and services
FNSFLT401	Be MoneySmart through a career in small business

##### Employability skills

- Solving interesting problems
- Leadership
- Innovation and teamwork
- Undertaking e-Learning
- Organising work priorities and personal development
- Assessing risks
- Delivering a service to customers
- Recommending products and services
- Designing and producing business documents
- Examining business opportunities
- Financial literacy – Be MoneySmart, First Business

**Important: Program Disclosure Statement (PDS)** This document is to be read in conjunction with Binnacle Training's [Program Disclosure Statement \(PDS\)](#). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit <http://www.binnacletraining.com.au/ro.php> and select 'RTO Files'.

## Year 10 Foundation Certificate

### Additional Learning Option leading to Certificate IV Crime and Justice

#### What is this course about?

The Year 10 Foundation Certificate course is designed to prepare students for entry into the various Certificate courses through skills development for all the Certificates so that students can make informed decisions as to the most appropriate certificate pathway.

The mandatory Language, Literacy and Numeracy (LLN) screening will be completed as part of this course.

In Year 11 and 12, Certificate IV Crime and Justice is an accredited course. The Certificate IV Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV Crime and Justice course is designed to provide students with a broad understanding of the justice system and develop the personal skills and knowledge which underpin employment in the justice system.

The Certificate IV Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations.

Content is delivered in a face-to-face classroom environment through the Certificate IV Crime and Justice classes or via course content provided by the trainer and assessor. This can be in the format of online reading and activities, and whole-day workshops including three compulsory after-school workshops with industry professionals.

Technology required: access to the internet.

#### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, and oral and written questions.

#### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed a Year 9 English course.

Attitude – students need to demonstrate independent learning skills as they work toward competency.

\*Course fees: \$800 for the two-year certificate course.

#### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

##### Preparatory – Year 10 Foundation Certificate Course

Language, Literacy and Numeracy (LLN) screening preparatory foundation skills for Certificates.

##### Year 11 and 12 Certificate IV in Crime Justice

###### Competencies

CJSCOM401	Provide information and referral advice on justice-related issues
CJSDCP402	Prepare documentation for court proceedings
CJSSJI403	Analyse social justice issues
BSBRES401	Analyse and present research information
PSPREG003	Apply Regulatory Powers
BSBLEG413	Identify and apply the legal framework
BSBLDR403	Lead team effectiveness
PSPREG010	Prepare a brief of evidence
BSBLEG416	Apply the principles of the law of torts
BSBWOR404	Develop work priorities

###### Employability skills

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

## Year 10 Foundation Certificate

### Additional Learning Option leading to Diploma of Business

#### What is this course about?

The Year 10 Foundation Certificate course is designed to prepare students for entry into the various Certificate courses through skills development for all the Certificates so that students can make informed decisions as to the most appropriate certificate pathway.

The mandatory Language, Literacy and Numeracy (LLN) screening will be completed as part of this course.

In Year 11 and 12, this qualification reflects the role of individuals with experience in a range of settings who are seeking to further develop their skills across a wide range of business functions. This qualification is also suited to the needs of individuals with little or no vocational experience, but who possess sound theoretical business skills and knowledge that they would like to develop in order to create further educational and employment opportunities.

#### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: written projects, online quizzes, observation of skills, and oral and written questions.

#### What will help me be successful in this course? (Readiness for Year 10)

There are no prerequisites for the Year 10 Foundation Certificate course.

#### Year 11 and 12 prerequisite:

Students must have completed a Year 9 English course.

\*Course fees: \$2,090 for the two-year Diploma course.

#### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

##### Preparatory – Year 10 Foundation Certificate Course

Language, Literacy and Numeracy (LLN) screening preparatory foundation skills for Certificates.

##### Year 11 and 12 Diploma of Business

#### Competencies

BSBPMG522	Undertake Project Work
BSBADM502	Manage Meetings
BSBWOR501	Managing Work Priorities and Professional Development
BSBHRM506	Manage Recruitment, Selection and Induction Processes
BSBMKG501	Identify and Evaluate Marketing Opportunities
BSBADM506	Manage Business Document Design & Development
BSBFIM501	Manage Budgets & Financial Plans
BSBMGT516	Facilitate Continuous Improvement

#### Employability skills

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

# English

English

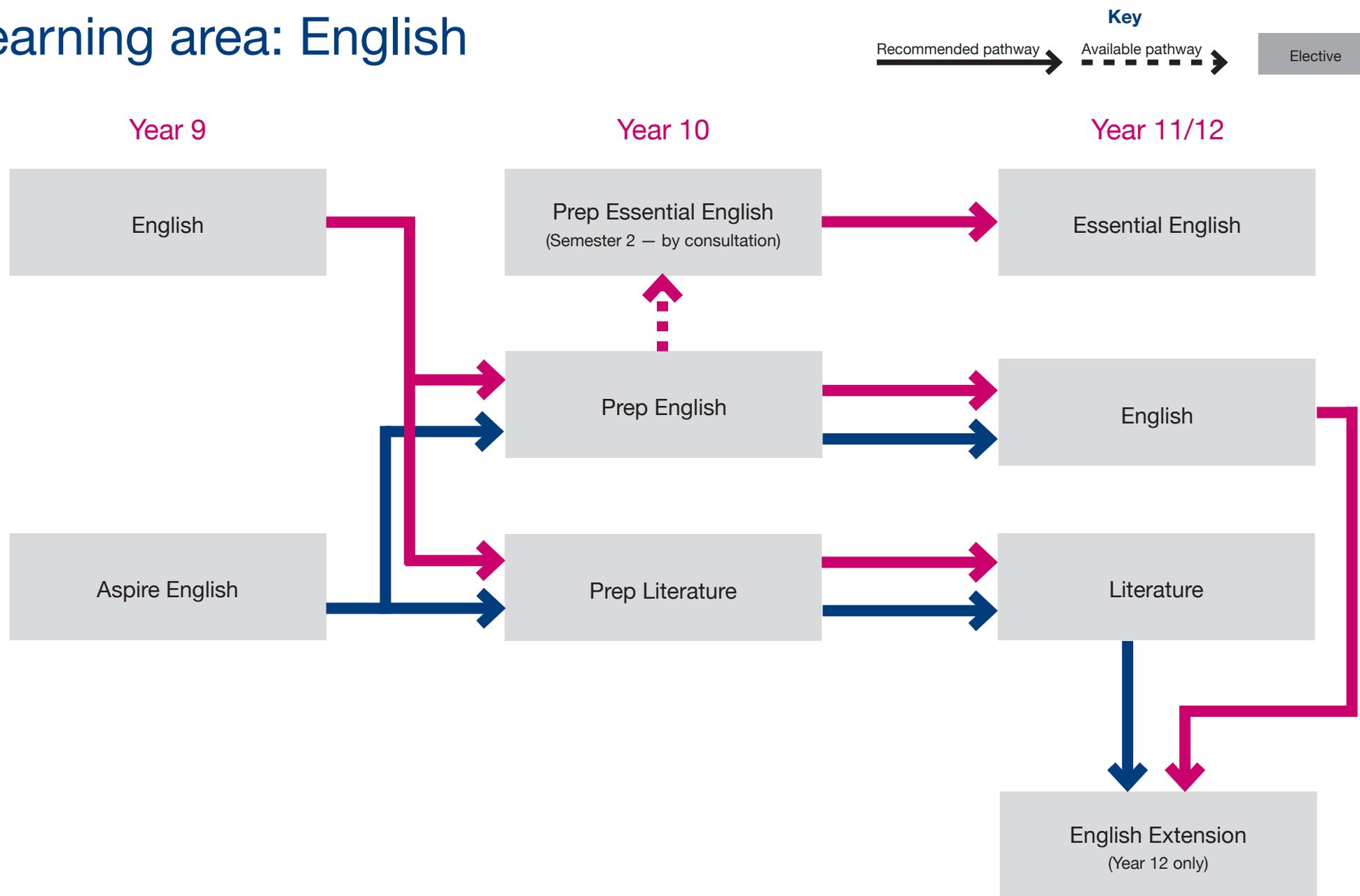
Literature

Essential English

English Extension (Year 12 only)



# Learning area: English



## English (General)

### What is this course about?

The English course offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. 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.

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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge application
- Organisation and development
- Textual features

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English course to be prepared for this senior course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- A range of literary and non-literary texts including multi-modal
- Communication processes — language modes
- The English Language — using language and understanding the language system including grammar, language structure and how meaning is created at the word, sentence and text levels
- Literacy — the technical skills of language
- Language features, visual features and text structures — how authors use these features to create meaning
- Appreciation of literature — empathy and different perspectives

### Skills and Habits of Mind

- Listening, speaking, reading, viewing and writing across a range of texts and modes
- Inquiring into the aesthetic aspects of texts, and developing an informed appreciation of literature
- Thinking and communicating with clarity and precision — striving for accuracy in communication
- Questioning and problem-posing to explore own and others' thinking
- Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies

Units	Assessment
Shakespeare's World — Romeo and Juliet	Extended response (written)
Satirically speaking	Extended response (spoken)
Canons of war (poetry)	Extended response (written)
Close novel study — Jasper Jones	Examination

Section continues on next page.

## What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Perspectives and texts</b></p> <ul style="list-style-type: none"><li>• Examining and creating perspectives in texts</li><li>• Responding to a variety of non-literary and literary texts</li><li>• Creating responses for public audiences and persuasive texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Texts and culture</b></p> <ul style="list-style-type: none"><li>• Examining and shaping representations of culture in texts</li><li>• Responding to literary and non-literary texts, including a focus on Australian texts</li><li>• Creating imaginative and analytical texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Textual connections</b></p> <ul style="list-style-type: none"><li>• Exploring connections between texts</li><li>• Examining different perspectives of the same issue in texts and shaping own perspectives</li><li>• Creating responses for public audiences and persuasive texts</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Extended response – written response for a public audience (25%) Summative internal assessment 2: Extended response – persuasive spoken response (25%)</p>	<p><b>Unit 4</b> <b>Close study of literary texts</b></p> <ul style="list-style-type: none"><li>• Engaging with literary texts from diverse times and places</li><li>• Responding to literary texts creatively and critically</li><li>• Creating imaginative and analytical texts</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response – imaginative written response (25%) Summative external assessment: Examination – analytical written response (25%)</p>
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## Literature (General)

### What is this course about?

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

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge application
- Organisation and development
- Textual features

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in a Year 9 English course to be prepared for this senior course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Literary texts — how they are received and responded to
- Literary texts — ways they connect with each other — genre, concepts, contexts, style and structure
- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter of literary texts

### Skills and Habits of Mind

- Listening, speaking, reading, viewing and writing across a range of literary texts and modes
- Inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature
- Thinking and communicating with clarity and precision — striving for accuracy in communication
- Questioning and problem-posing to explore own and others' thinking
- Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies

Units	Assessment
Representations of love — Romeo and Juliet	Extended response — analytical (written)
Challenging the texts — Jasper Jones and To Kill a Mockingbird	Extended response — analytical (written)
Creative transformation	Extended response — analytical (written)
Power of literature — The Book Thief	Extended response (spoken)

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## What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Introduction to literary studies</b></p> <ul style="list-style-type: none"><li>• Ways literary texts are received and responded to</li><li>• How textual choices affect readers</li><li>• Creating analytical and imaginative texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Intertextuality</b></p> <ul style="list-style-type: none"><li>• Ways literary texts connect with each other – genre, concepts and contexts</li><li>• Ways literary texts connect with each other – style and structure</li><li>• Creating analytical and imaginative texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Literature and identity</b></p> <ul style="list-style-type: none"><li>• Relationship between language, culture and identity in literary texts</li><li>• Power of language to represent ideas, events and people</li><li>• Creating analytical and imaginative texts</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination – analytical written response (25%) Summative internal assessment 2: Extended response – imaginative spoken/multimodal response (25%)</p>	<p><b>Unit 4</b> <b>Independent explorations</b></p> <ul style="list-style-type: none"><li>• Dynamic nature of literary interpretation</li><li>• Close examination of style, structure and subject matter</li><li>• Creating analytical and imaginative texts</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response – imaginative written response (25%) Summative external assessment: Examination – analytical written response (25%)</p>
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## Essential English (Applied)

### What is this course about?

For students looking to undertake a vocational or trade pathway for their post-secondary career, Essential English best addresses the literacy and language needs of these pathways. This subject is best suited to students not intending to gain a university degree for their intended career path, and may be an appropriate choice for students who have been challenged with the demands of Year 7 – 9 English thus far.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowledge Utilisation — awareness and understanding of how the textual elements of texts are used to construct meaning and affect the reader; student demonstration of understanding of the concepts, identities, times and places represented in the chosen popular text, and its purpose/context (cultural, social, relation to the audience, etc.)
- Development — student development of multimodal assignment and relationship with the audience
- Organisation — organisation and coherence of analysis
- Textual Features — cohesion, mode-appropriate grammar, vocabulary, paragraphing, punctuation and spelling, written and digital layout, visual/digital/auditory elements, signed/spoken elements

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed the Year 9 English course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Workplace communication — text types and purposes
- Language of travel — destinations and documents
- News media — facts versus fiction

#### Skills and Habits of Mind

- Listening, speaking, reading, viewing and writing across a range of literary and everyday texts and modes
- Expressing and developing ideas
- Interpreting, analysing and evaluating texts
- Questioning and problem-posing before, during and after reading
- Thinking and communicating with clarity and precision

Units	Assessment
Advertising	Multimodal advertising design video
Sport	Feature article on an issue in sport
Video games	Persuasive speech
Crime	Creative response — narrative

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Language that works</b></p> <ul style="list-style-type: none"><li>• Responding to a variety of texts used in and developed for a work context</li><li>• Creating multimodal and written texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Texts and human experiences</b></p> <ul style="list-style-type: none"><li>• Responding to reflective and nonfiction texts that explore human experiences</li><li>• Creating spoken and written texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Language that influences</b></p> <ul style="list-style-type: none"><li>• Creating and shaping perspectives on community, local and global issues in texts</li><li>• Responding to texts that seek to influence audiences</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Extended response – spoken/signed response Summative internal assessment 2: Common internal assessment</p>	<p><b>Unit 4</b> <b>Representations and popular culture texts</b></p> <ul style="list-style-type: none"><li>• Responding to popular culture texts</li><li>• Creating representations of Australian identities, places, events and concepts</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response – multimodal response Summative internal assessment 4: Extended response – written response</p>
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# English Extension (General)

Year 12 only

## What is this course about?

English Extension is a companion course; students must also be enrolled in English or Literature. This course offers students the opportunity to specialise in the theorised study of literature and provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences.

English Extension uses the lenses of a variety of theoretical approaches to analyse and evaluate literary texts to help students explore ways of valuing literature. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

## How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Understanding and interpreting
- Applying and analysing
- Evaluating and synthesising

The assessment instruments completed across this course will consist of the following modes:

- Extended response — written, analytical (Reading and defence)
- Extended response — written/multimodal/spoken/signed, imaginative (Complex transformation and its defence)
- Extended response — written (Exploration and evaluation)

## What will help me be successful in this course? (Prerequisite for Year 12)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve at least a B result in Year 11 English or Literature courses to be prepared for this Year 12 course.

## Year 12 overview

### Subject Matter

- Readings and defences
- Complex transformation and defence
- Exploration and evaluation

### Skills

- Listening, speaking, reading, viewing and writing across a range of literary texts and modes
- Inquiring into the aesthetic aspects of texts, and developing an informed appreciation of literature
- Expressing and developing ideas
- Interpreting, analysing and evaluating texts
- Creating and editing texts using a range of texts structures and for a purpose
- Reading process and comprehension strategies

### 21st Century Skills

- Thinking and communicating with clarity and precision — striving for accuracy in communication
- Questioning and problem-posing to explore own and others' thinking
- Thinking about your own thinking and being aware of one's own feelings, thoughts and strategies

# Health and Physical Education

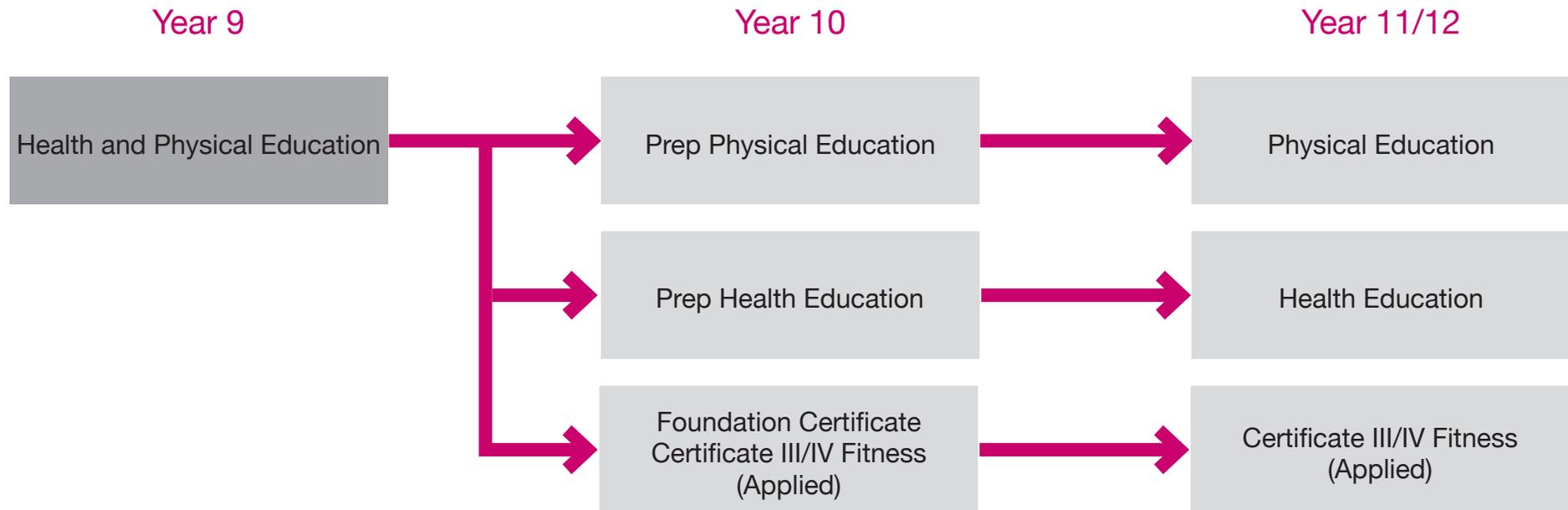
Health Education

Physical Education

Certificate III/IV Fitness (Applied)



# Learning area: Health and Physical Education



## Health Education (General)

### What is this course about?

A course of study in Health Education teaches students how to enhance their own and others' health. Students will investigate various factors that create and promote life-long health and active citizenship. Students will engage with content from the health, behavioural, social and physical sciences to investigate and understand complex health issues and problems in the context of contemporary society.

Students are required to investigate sustainable health change at personal, peer, family and community levels using an inquiry approach. This approach is informed by the critical analysis of health information to plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. These skills will prepare students for further study and a diverse range of career pathways.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Define and understand
- Plan and act
- Evaluate and reflect

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a C result in Year 9 English. Note that there is no practical component in this course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Personal and community health issues
- The *salutogenic* model of health
- The Australian Institute of Health and Welfare's (AIHW) conceptual framework for the determinants of health
- The World Health Organization's (WHO) *Ottawa Charter for Health Promotion*
- The framework for *health promotion action*
- Health literacy
- Social justice principles

#### Skills and Habits of Mind

- Investigating and synthesising information to develop action strategies
- Evaluating and reflecting on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Thinking about your thinking to determine psychological factors, barriers and enablers effecting health issues
- Thinking and communicating with clarity and precision and being aware of one's own feelings, thoughts and strategies
- Questioning and problem-posing about health issues in relation to recognised health frameworks

Units	Assessment
Body image	Examination — Extended response
Risk taking	Investigation — Analytical exposition
Stress	Investigation — Action research
Healthy relationships	Investigation — Analytical exposition

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Resilience as a personal health resource</b></p> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Peers and family as resources for healthy living</b></p> <ul style="list-style-type: none"><li>• Elective topic 1: Alcohol</li><li>• Elective topic 2: Body image</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Community as a resource for healthy living</b></p> <ul style="list-style-type: none"><li>• Elective topic 1: Homelessness</li><li>• Elective topic 2: Road safety</li><li>• Elective topic 3: Anxiety</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Investigation — action research (25%) Summative internal assessment 2: Examination — extended response (25%)</p>	<p><b>Unit 4</b> <b>Respectful relationships in the post-schooling transition</b></p> <p><b>Assessment</b> Summative internal assessment 3: Investigation — analytical exposition (25%) Summative external assessment: Examination (25%)</p>
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Note: Topics highlighted will be studied during the course.

## Physical Education (General)

### What is this course about?

The senior Physical Education course examines topics that can be used to enhance performance, including energy systems, ethical decision-making, tactical awareness and training. This learning involves students' implementing, analysing and evaluating specialised movement sequences and strategies to make decisions to enhance individual and team performance about, through and in physical activity.

The knowledge, understanding and skills taught enable students to explore and enhance their own and others' physical performance in a variety of authentic settings.

Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity then is a medium and context for deep learning, however the physical performance is not separately assessed.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Engage and understand
- Apply and analyse
- Evaluate and justify

Students are assessed through both practical and theoretical elements.

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be prepared for this senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Dynamic systems
- Ethical decision-making framework
- Energy systems
- Components of fitness
- Training principles and methods
- Body and movement concepts
- Constraints-based learning

#### Skills and Habits of Mind

- Analysing and synthesising data to devise strategies about movement
- Questioning and problem-posing using an inquiry approach
- Analysing and synthesising data to devise strategies to optimise performance
- Thinking about your thinking to determine psychological factors, barriers and enablers that influence performance
- Thinking interdependently to evaluate and justify strategies in, about and through movement

Units	Assessment
Energy and performance	Examination
Training programs	Project — Folio
Ethics and integrity	Investigation — Report
Tactical awareness	Project — Folio

Section continues on next page.

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## What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Motor learning, functional anatomy, biomechanics and physical activity</b></p> <ul style="list-style-type: none"><li>• Topic 1: Motor learning integrated with a selected physical activity</li><li>• Topic 2: Functional anatomy and biomechanics integrated with a selected physical activity</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Sport psychology, equity and physical activity</b></p> <ul style="list-style-type: none"><li>• Topic 1: Sport psychology integrated with a selected physical activity</li><li>• Topic 2: Equity – barriers and enablers</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Tactical awareness, ethics and integrity and physical activity</b></p> <ul style="list-style-type: none"><li>• Topic 1: Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity</li><li>• Topic 2: Ethics and integrity</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Project – folio (25%) Summative internal assessment 2: Investigation – report (20%)</p>	<p><b>Unit 4</b> <b>Energy, fitness and training and physical activity</b></p> <ul style="list-style-type: none"><li>• Topic 1: Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Project – folio (30%) Summative external assessment: Examination – combination response (25%)</p>
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## Year 10 Foundation Certificate Additional Learning Option leading to Certificate III/IV Fitness

### What is this course about?

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions within the Fitness industry, including working independently in a broad range of settings, such as within fitness centres, gyms, pools, community facilities and in open spaces.

Those with this level of competency have the opportunity to train individual clients, on a one-on-one basis, and may include older clients and children.

Students with this level of competency will have the ability to plan, conduct and evaluate exercise training, provide leadership and guidance to clients and other staff and possibly deal with unpredictable situations.

The Certificate III course is a prerequisite for Certificate IV. Students will commence the Certificate III course in Year 10, complete the Certificate III course and commence the Certificate IV course in Year 11.

### How will I be assessed?

The assessment instruments completed across this course will consist of the following modes:

- Completion of modules

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed Year 9 English. This is a self-paced course where students will be required to work individually and in small groups. Students will need to be self-motivated and complete modules both at home and at school.

\*Course fees: \$330 for Certificate III course and \$530 for Certificate IV course.

### What is the subject matter and what skills will I learn at a preparatory level in Year 10?

#### Preparatory – Year 10 Foundation Certificate III in Fitness

SISFFIT001	Provide health screening and fitness orientation
SISFFIT002	Recognise and apply exercise considerations for specific purposes
SISFFIT003	Instruct fitness programs
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct exercise to older clients
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments

#### Year 11 and 12 Certificate IV in Fitness of Competency

##### Core Units

SISFFIT013	Instruct exercise to young people aged 13 to 17 years
SISFFIT015	Collaborate with medical and allied health professionals in a fitness context
SISFFIT016	Provide motivation to positively influence exercise behaviour
SISFFIT017	Instruct long-term exercise programs
SISFFIT018	Promote functional movement capacity
SISFFIT019	Incorporate exercise science principles into fitness programming
SISFFIT020	Instruct exercise programs for body composition goals
SISFFIT021	Instruct personal training programs
SISFFIT023	Instruct group personal training programs
SISFFIT025	Recognise the dangers of providing nutrition advice to clients
SISFFIT026	Support healthy eating through the Eat for Health Program
SISXRES001	Conduct sustainable work practices in open spaces

##### Employability skills

- Communication with people from a diverse background
- Initiative in implementing activities to meet the needs of others
- Understanding and complying with the legal and ethical responsibilities that apply to personal trainers; understanding and respecting scope of practice
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

# Humanities

Ancient History

Economics

Geography

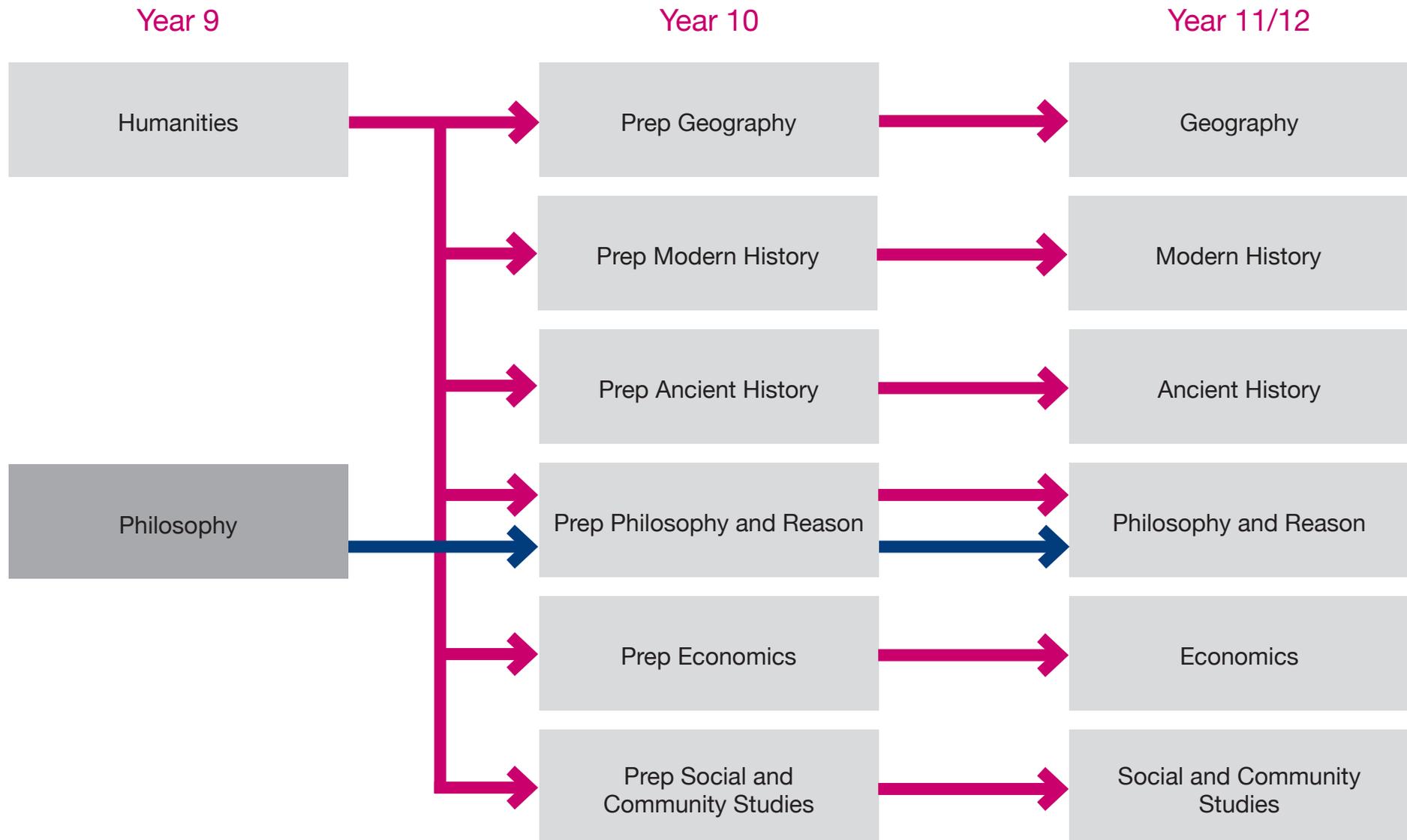
Modern History

Philosophy and Reason

Social and Community Studies



# Learning area: Humanities



## Ancient History (General)

### What is this course about?

Ancient History is concerned with studying people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students will explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, enriching their appreciation of humanity and the relevance of the ancient past. Ancient History illustrates the development of some of the distinctive features of modern society which shape our identity, such as social organisation, systems of law, governance and religion. Ancient History highlights how the world has changed, as well as the significant legacies that exist in the present.

Ancient History enables inquiry-based learning, where students will investigate the past by analysing and interpreting archaeological and written evidence.

Students will investigate the problematic nature of evidence and pose increasingly complex questions about the past. Students will use skills of historical inquiry, analysis and interpretation of sources to formulate reasoned responses. The development of these skills is cumulative, with students showing understanding of different and sometimes conflicting perspectives of the past.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Ancient Egypt
- Key Personalities (figures in history)
- CSI: Ancient Burials

#### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Thinking interdependently to consider perspectives and collaborate
- Questioning and problem-posing using an inquiry approach to explore evidence
- Applying past knowledge to new situations and making meaningful connections

Units	Assessment
Ancient Egypt	Examination — essay in response to historical sources
Key personalities	Investigation — independent source investigation
Ancient China	Examination
Funerary practices	Examination — essay in response to historical sources
The Crusades	Investigation — historical essay based on research

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Investigating the Ancient World</b>	<b>Unit 2</b> <b>Personalities in their times</b>	<b>Unit 3</b> <b>Reconstructing the Ancient World</b>	<b>Unit 4</b> <b>People, power and authority</b>
<ul style="list-style-type: none"> <li>• Digging up the past</li> <li>• Ancient societies: slavery</li> <li>• Ancient societies: art and architecture</li> <li>• Ancient societies: weapons and warfare</li> <li>• Ancient societies: technology and engineering</li> <li>• Ancient societies: beliefs, rituals and funerary practices</li> </ul>	<ul style="list-style-type: none"> <li>• Hatshepsut</li> <li>• Arkhenaten</li> <li>• Xerxes</li> <li>• Perikles</li> <li>• Alexander the Great</li> <li>• Hannibal Barca</li> <li>• Cleopatra</li> <li>• Agrippina the Younger</li> <li>• Nero</li> <li>• Boudica</li> <li>• Cao Cao</li> <li>• Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Richard the Lionheart</li> <li>• Alternative choice of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Thebes — East and West, 18th Dynasty Egypt</li> <li>• The Bronze Age Aegean</li> <li>• Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Fifth Century Athens</li> <li>• Philip II and Alexander III of Macedon</li> <li>• Early Imperial Rome</li> <li>• Pompeii and Herculaneum</li> <li>• Later Han Dynasty and the Three Kingdoms</li> <li>• The 'Fall' of the Western Roman Empire</li> <li>• The Medieval Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Egypt: New Kingdom Imperialism</li> <li>• Greece: the Persian Wars</li> <li>• Greece: the Peloponnesian War</li> <li>• Rome: the Punic Wars</li> <li>• Rome: Civil War and the breakdown of the Republic</li> <li>• Thutmose III</li> <li>• Rameses II</li> <li>• Themistokles</li> <li>• Alkibiades</li> <li>• Scipio Africanus</li> <li>• Julius Caesar</li> <li>• Augustus</li> </ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1: Examination — essay in response to historical sources (25%) Summative internal assessment 2: Investigation — independent source investigation (25%)</p>	<p><b>Assessment</b> Summative internal assessment 3: Investigation — historical essay based on research (25%) Summative external assessment: Examination — short responses to historical sources (25%)</p>

Note: Topics highlighted will be studied during the course.

## Economics (General)

### What is this course about?

Economics challenges us to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core: how to allocate and distribute scarce resources to maximise well-being.

You will develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. You'll examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, you will appreciate ideas, viewpoints and values underlying economic issues.

The field of Economics is typically divided into two: microeconomics being the study of individuals, households and businesses; and macroeconomics, the study of economy-wide phenomena. Within this context, you will study opportunity costs, economic models and the market forces of demand and supply. These concepts are applied to real-world issues of how and why markets may be modified, and the effects of government strategies and interventions.

Curiosity is essential when studying Economics — how can we best use and allocate resources and production and what are the consequences of trade-offs? Accordingly, learning is centred on an inquiry approach that facilitates reflection and metacognitive awareness. Intellectual rigour is sharpened by the appraisal of a variety of often-contradictory data and information, which tests the role of assumptions in economic models, ideas and perspectives.

### How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

- Comprehend economic concepts, principles and models
- Select data and economic information from sources
- Analyse economic issues
- Evaluate economic outcomes
- Create responses that communicate economic meaning

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in the Year 9 Humanities course—and in Mathematics—to be prepared for this Senior course.

#### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

##### Subject Matter

- Economic systems
- International trade
- Market failure
- Managing the economy

##### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Thinking interdependently to consider perspectives and collaborate
- Questioning and problem-posing using an inquiry approach to explore evidence
- Applying past knowledge to new situations and making meaningful connections

Units	Assessment
The basic Economic problem	Examination — combination response
Market failure	Investigation — research report
Managing the economy	Examination — combination response
International trade	Examination — extended response to stimulus

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Markets and models</b></p> <ul style="list-style-type: none"><li>• Topic 1: The basic economic problem</li><li>• Topic 2: Economic flows</li><li>• Topic 3: Market forces</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Modified markets</b></p> <ul style="list-style-type: none"><li>• Topic 1: Markets and efficiency</li><li>• Topic 2: Case options of market measures and strategies</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>International economies</b></p> <ul style="list-style-type: none"><li>• Topic 1: The global economy</li><li>• Topic 2: International economic issues</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — research report (25%)</p>	<p><b>Unit 4</b> <b>Contemporary macroeconomics</b></p> <ul style="list-style-type: none"><li>• Topic 1: Macroeconomic objectives and theory</li><li>• Topic 2: Economic management</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Examination — extended response to stimulus (25%) Summative external assessment: Examination — combination response (25%)</p>
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## Geography (General)

### What is this course about?

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline and are built on by the concepts of environment, interconnection, sustainability, scale and change. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Learning in geography is underpinned by inquiry through which you will investigate places in Australia and global communities. When you think geographically, you observe, gather, organise, analyse and present data and information across a range of scales. Excursions and use of spatial technologies are central to the study of geography. They provide authentic opportunities for you to engage in real-world applications of geographical skills and thinking, including the collection and spatial visualisation and representation of data. Fieldwork also encourages participation in collaborative learning. These critical skills are valued in an increasingly digital and global world.

In geography, you will engage in a range of learning experiences that will develop your geographical skills and thinking through the exploration of geographical challenges and the subsequent impacts on people, places and the environment. You will be exposed to a variety of contemporary challenges affecting people and places across the globe, at a range of scales. These include natural and ecological hazards, resource management, climate change, sustainability challenges affecting places and communities, food insecurity and the mass movement of people.

### How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

- Explain geographical processes
- Recognise geographic patterns
- Analyse geographical data and information
- Apply geographical understanding to identify impacts and make generalisations
- Propose action and justify recommendations
- Communicate geographical understanding

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Coastal landscapes
- Geographies of human wellbeing
- Science of natural hazards

#### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Thinking interdependently to consider perspectives and collaborate
- Questioning and problem-posing using an inquiry approach to explore evidence
- Analysing past knowledge to new situations and making meaningful connections
- Thinking about your thinking, and developing intellectual flexibility

Units	Assessment
Coastal landscapes	Investigation — field report
Geography of human wellbeing	Examination — combination response
The science of natural hazards	Investigation — data report

Section continues on next page.

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Responding to risk and vulnerability in hazard zones</b></p> <ul style="list-style-type: none"><li>• Natural hazard zones</li><li>• Ecological zones</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Planning sustainable places</b></p> <ul style="list-style-type: none"><li>• Responding to challenges facing a place in Australia</li><li>• Managing the challenges facing a megacity</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Responding to land cover transformations</b></p> <ul style="list-style-type: none"><li>• Land cover transformations and climate change</li><li>• Responding to local land cover transformations</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — combination response (25%) Summative internal assessment 2: Investigation — field report (25%)</p>	<p><b>Unit 4</b> <b>Managing population change</b></p> <ul style="list-style-type: none"><li>• Population challenges in Australia</li><li>• Global population change</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Investigation — data report (25%) Summative external assessment: Examination — combination response (25%)</p>
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## Modern History (General)

### What is this course about?

Modern History is a discipline-based subject where you have the opportunity to examine traces of humanity's recent past so you may form your own views about the modern world. Through Modern History, your curiosity and imagination is invigorated while your appreciation of civilisation is broadened and deepened. You'll learn that the past is contestable and tentative. You will discover how the past consists of various perspectives and interpretations. Modern History distinguishes itself from other subjects by enabling its students to empathise with others and make meaningful connections between the past, present and possible futures.

Modern History has two main aims. Firstly, Modern History seeks to have you gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World. Secondly, Modern History aims to have you think historically and form a historical consciousness in relation to these same forces.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Comprehend terms, issues and concepts
- Devise historical questions and conduct research
- Analyse historical sources and evidence
- Synthesise information from historical sources and evidence
- Evaluate historical interpretations
- Create responses that communicate meaning

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in the Year 9 Humanities course to be prepared for this Senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- World War II
- Civil Rights Movements

#### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to demonstrate how meaning has been formed
- Thinking interdependently to consider perspectives and collaborate
- Questioning and problem-posing using an inquiry approach to explore evidence
- Applying past knowledge to new situations and making meaningful connections

#### Units

#### Assessment

World War II

Examination — essay in response to historical sources

American Civil Rights Movement

Investigation — independent source investigation

Indigenous Australian Civil Rights

Examination

Section continues on next page.

## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Ideas in the Modern World</b>	<b>Unit 2</b> <b>Movements in the Modern World</b>	<b>Unit 3</b> <b>National experiences in the Modern World</b>	<b>Unit 4</b> <b>International experiences in the Modern World</b>
<ul style="list-style-type: none"> <li>• Australian Frontier Wars</li> <li>• Age of Enlightenment</li> <li>• Industrial Revolution</li> <li>• American Revolution</li> <li>• French Revolution</li> <li>• Age of Imperialism</li> <li>• Meiji Restoration</li> <li>• Boxer Rebellion</li> <li>• Russian Revolution</li> <li>• Xinhai Revolution</li> <li>• Iranian Revolution</li> <li>• Arab Spring</li> <li>• Alternative topic for Unit 1 — the United States in the 19<sup>th</sup> Century</li> </ul>	<ul style="list-style-type: none"> <li>• Australian Indigenous rights movement</li> <li>• Independence movement in India</li> <li>• Workers' movement</li> <li>• Women's movement</li> <li>• May Fourth Movement in China</li> <li>• Independence movement in Algeria</li> <li>• Independence movement in Vietnam</li> <li>• Anti-apartheid movement in South Africa</li> <li>• African-American civil rights movement</li> <li>• Environmental movement</li> <li>• LGBTIQ civil rights movement</li> <li>• Pro-democracy movement in Myanmar (Burma)</li> <li>• Alternative topic for Unit 2 — non-violent movements</li> </ul>	<ul style="list-style-type: none"> <li>• Australia</li> <li>• England</li> <li>• France</li> <li>• New Zealand</li> <li>• Germany</li> <li>• United States of America</li> <li>• Soviet Union</li> <li>• Japan</li> <li>• China</li> <li>• Indonesia</li> <li>• India</li> <li>• Israel</li> <li>• South Korea</li> </ul>	<ul style="list-style-type: none"> <li>• Australian engagement with Asia</li> <li>• Search for collective peace and security</li> <li>• Trade and commerce between nations</li> <li>• Mass migrations</li> <li>• Information Age</li> <li>• Genocides and ethnic cleansings</li> <li>• Nuclear Age</li> <li>• Cold War</li> <li>• Struggle for peace in the Middle East</li> <li>• Cultural globalisation</li> <li>• Space exploration</li> <li>• Rights and recognitions of First Peoples</li> <li>• Terrorism, anti-terrorism and counter-terrorism</li> </ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1: Examination — essay in response to historical sources (25%) Summative internal assessment 2: Investigation — independent source investigation (25%)</p>	<p><b>Assessment</b> Summative internal assessment 3: Investigation — historical essay based on research (25%) Summative external assessment: Examination — short responses to historical sources (25%)</p>

Note: Topics highlighted will be studied during the course.

## Philosophy and Reason (General)

### What is this subject about?

Philosophy and Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows you to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows you to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables you to make rational arguments, espouse viewpoints and engage in informed discourse.

Through the study of Philosophy and Reason, you will collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

You will analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. You will formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for you to understand and develop norms of effective thinking and to value and seek a range of ideas beyond your own.

### How will I be assessed?

The following syllabus objectives summarise how you will be assessed in this course:

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

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum C result in their Year 9 Humanities course.

It is important to note that collaboration with peers is a critical component of this course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Introduction to arguments
- Applied arguments
- Introduction to ethics

#### Skills and Habits of Mind

- Questioning and problem-posing
- Thinking about your thinking to consider construction of a student's own knowledge, i.e. knowledge that is new to the student to develop an active approach to learning, where students have the central role
- Developing self-directed learning over time, as students assume increasing responsibility for their learning
- Developing intellectual flexibility and persistence
- Thinking and communicating with precision and accuracy to analyse and present a cohesive argument

Units	Assessment
What is philosophy?	Examination
Inductive/Deductive reasoning	Extended response — analytical essay
Political philosophy	Extended response — analytical essay
Philosophy of identity	Examination

Section continues on next page.

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### What are the units of work I will study in Year 11 and 12?

<b>Unit 1 Fundamentals of Reason</b>	<b>Unit 2 Reason in philosophy</b>	<b>Unit 3 Moral philosophy and schools of thought</b>	<b>Unit 4 Social and political philosophy</b>
<p>The learning consists of the fundamental concepts, skills, knowledge and understanding of the discipline of philosophy. There are no discrete topics in this unit.</p>	<ul style="list-style-type: none"><li>• Topic 1: Philosophy of religion</li><li>• Topic 2: Philosophy of science</li><li>• Topic 3: Philosophy of mind</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Moral philosophy</li><li>• Topic 2: Philosophical schools of thought</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Rights</li><li>• Topic 2: Political philosophy</li></ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1: Examination (25%) Summative internal assessment 2: Extended response (25%)</p>	<p><b>Assessment</b> Summative internal assessment 3: Extended response (25%) Summative external assessment: Examination (25%)</p>

## Social and Community Studies (Applied)

### What is this subject about?

People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for you to understand how your identity is shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status.

Three interrelated and interdependent areas of life skills are identified — personal, interpersonal and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision-making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Social and Community Studies encourages you to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond the school, including virtual communities, schools may offer a range of contexts and experiences that provide you with opportunities to practise, develop and value social, community and workplace participation skills.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Knowing and understanding
- Applying and examining
- Producing and evaluating

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Completion of Year 9 English.

Students who are considering a non-university pathway should consider Social and Community Studies.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Today's society
- Legal issues
- Health: Food and nutrition
- Money management
- Health: recreation and leisure
- Relationships and gender issues
- The Arts and the community
- The world of work

#### Skills and Habits of Mind

- Persisting and thinking about your thinking to develop personal skills
- Thinking and communicating with clarity and precision to develop interpersonal skills
- Listening with understanding and empathy to develop citizenship skills

Units	Assessment
Consumerism	Project
Into relationships	Investigation
World of work	Examination
Legal issues	Investigation

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## What are the units of work I will study in Year 11 and 12?



# Languages

Chinese

French

German

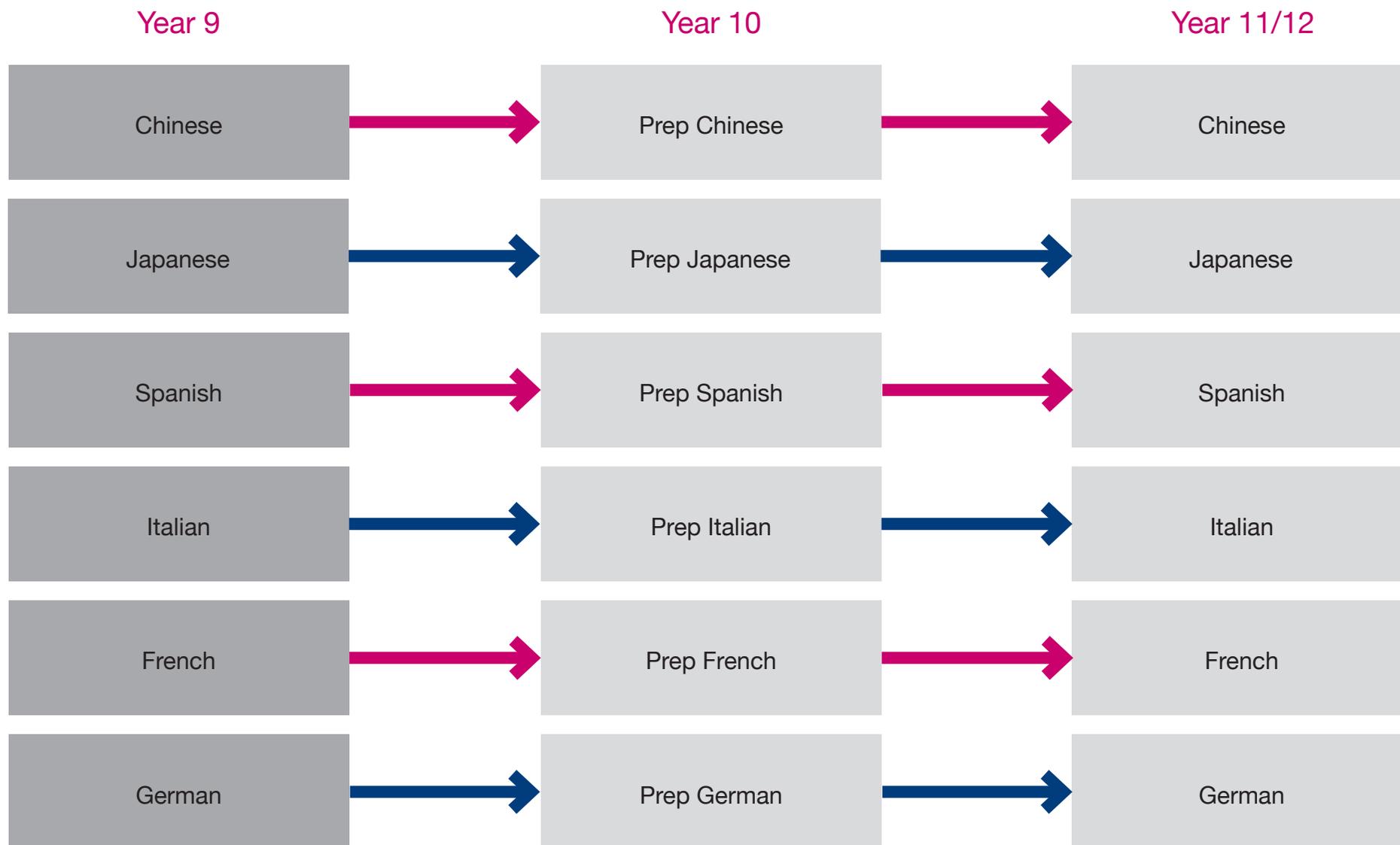
Italian

Japanese

Spanish



# Learning area: Languages



## Chinese (General)

### What is this course about?

Chinese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia. Migration from China has influenced contemporary Australian society in areas such as The Arts, technology and cuisine and provides many opportunities for students to engage with speakers of Chinese in daily life. Current links between Australia and China include bilateral relationships in trade and investment, educational exchanges and research and development in science and technology.

Learning Chinese provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding Chinese texts
- Creating Chinese texts
- Exchanging information and ideas in Chinese

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 Chinese and have participated in the Year 9 course for two semesters to be eligible for this course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Seasons and clothing	Examination: short response (listening/reading) Examination: extended response (speaking)
Holiday activities	Examination: short response and extended response (reading/writing)
Eating Chinese style	Examination: short response (listening and viewing)
Family, friends and community	Presentation: response to stimulus Examination: extended response (reading/writing)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> 我的世界 <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> 探索世界 <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Chinese culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> 社会现象 <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Individuals in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — short response (15%) Summative internal assessment 2: Examination — combination response (30%)</p>	<p><b>Unit 4</b> 我的未来 <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination — combination response (25%)</p>
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## French (General)

### What is this course about?

Current links between Australia and the French-speaking world are strong; they include bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives and communications, strategic and defence priorities. France is a leading destination for Australian travellers and a partner in work-exchange opportunities in hospitality, tourism and international relations.

Learning French provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding French texts
- Creating French texts
- Exchanging information and ideas in French

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 French and have participated in the Year 9 course for two semesters to be eligible for this course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Travel schedule	Examination: short response (listening/reading) Examination: extended response (speaking)
Daily routines and health	Examination: short response and extended response (reading/writing)
Looking after our environment	Examination: short response (listening and viewing)
French contributions to the world — history and culture	Presentation: response to stimulus Examination: extended response (reading/writing)

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## What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Ma vie</b> <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>L'exploration du monde</b> <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of French culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Notre société</b> <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — short response (15%) Summative internal assessment 2: Examination — combination response (30%)</p>	<p><b>Unit 4</b> <b>Mon avenir</b> <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination — combination response (25%)</p>
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## German (General)

### What is this course about?

German is one of three procedural languages for the European Union and the first language of 120 million Europeans. In particular, the interplay between culture and language can be seen in the global influence of the past and contemporary achievements of German-speaking communities in architecture, The Arts, engineering, philosophy, recreational pursuits and scientific innovations, particularly those related to environmental sustainability.

Learning German provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding German texts
- Creating German texts
- Exchanging information and ideas in German

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 German and have participated in the Year 9 course for two semesters to be eligible for this course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Travel schedule — Berlin	Examination: short response (listening/reading) Examination: extended response (speaking)
Student exchanges and student life	Examination: short response and extended response (reading/writing)
Sports and identity	Examination: short response (listening and viewing)
Technology and celebrations	Presentation: response to stimulus Examination: extended response (reading/writing)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Meine Welt</b> <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Unsere Welt erkunden</b> <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of German culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Unsere Gesellschaft</b> <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination – short response (15%) Summative internal assessment 2: Examination – combination response (30%)</p>	<p><b>Unit 4</b> <b>Meine Zukunft</b> <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination – combination response (25%)</p>
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## Italian (General)

### What is this course about?

Learning Italian offers Australian students access to the rich literary, musical and artistic heritage of Italy. As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

Learning Italian provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding Italian texts
- Creating Italian texts
- Exchanging information and ideas in Italian

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 Italian and have participated in the Year 9 course for two semesters to be eligible for this course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Daily routines	Examination: short response (listening/reading) Examination: extended response (speaking)
Travel schedules	Examination: short response and extended response (reading/writing)
Healthy living	Examination: short response (listening and viewing)
Fairy tales	Presentation: response to stimulus Examination: extended response (reading/writing)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>La mia vita</b> <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Esplorando il mondo</b> <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Italian culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>La nostra società</b> <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — short response (15%) Summative internal assessment 2: Examination — combination response (30%)</p>	<p><b>Unit 4</b> <b>Il mio futuro</b> <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination — combination response (25%)</p>
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## Japanese (General)

### What is this course about?

Japanese is recognised as an important language for young Australians to learn as Australia progresses towards a future of increased trade and engagement with Asia. Japanese culture influences many areas of contemporary Australian society, including The Arts, design, technology, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for more than 50 years and there is ongoing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

Learning Japanese provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding Japanese texts
- Creating Japanese texts
- Exchanging information and ideas in Japanese

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 Japanese and have participated in the Year 9 course for two semesters to be eligible for this course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

#### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Travel schedule	Examination: short response (listening/reading) Examination: extended response (speaking)
Daily routines/health	Examination: short response and extended response (reading/writing)
Seasons and clothing	Examination: short response (listening and viewing)
Discovering Japan	Presentation: response to stimulus Examination: extended response (reading/writing)

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## What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> 私の暮らし <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> 私達のまわり <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Japanese culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> 私達の社会 <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — short response (15%) Summative internal assessment 2: Examination — combination response (30%)</p>	<p><b>Unit 4</b> 私の将来 <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination — combination response (25%)</p>
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## Spanish (General)

### What is this course about?

Spanish is the second-most spoken language in the world. The migration of Spanish speakers to Australia has been ongoing over the centuries and continues into the present. It is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration, Spanish remains an important community language throughout Australia and there are many opportunities for students to engage with the Spanish language and culture in daily life.

Learning Spanish provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

### How will I be assessed?

The following criteria summarise how you will be assessed in this course:

- Understanding Spanish texts
- Creating Spanish texts
- Exchanging information and ideas in Spanish

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 Spanish and have participated in the Year 9 course for two semesters to be eligible for this course.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Family and friends, school, leisure and travel, social issues and cultural events
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

### Skills and Habits of Mind

- Thinking and communicating with clarity and precision to exchange ideas, opinions, experiences, thoughts and feelings
- Interpreting and conveying information through a range of oral, written and multimodal texts
- Engaging with imaginative experience by participating in, responding to and creating a range of texts
- Translating — moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others
- Reflecting — participating in intercultural exchange, questioning reactions and assumptions, and considering how interaction shapes communication and identity

Units	Assessment
Travel schedule	Examination: short response (listening/reading) Examination: extended response (speaking)
Healthy living	Examination: short response and extended response (reading/writing)
Spanish contributions to the world — history and culture	Examination: short response (listening and viewing)
Looking after our environment	Presentation: response to stimulus Examination: extended response (reading/writing)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Mi mundo</b> <b>My world</b></p> <ul style="list-style-type: none"><li>• Family/carers and friends</li><li>• Lifestyle and leisure</li><li>• Education</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>La exploración de nuestro mundo</b> <b>Exploring our world</b></p> <ul style="list-style-type: none"><li>• Travel</li><li>• Technology and media</li><li>• The contribution of Spanish culture to the world</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Nuestra sociedad</b> <b>Our society</b></p> <ul style="list-style-type: none"><li>• Roles and relationships</li><li>• Socialising and connecting with my peers</li><li>• Groups in society</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Examination — short response (15%) Summative internal assessment 2: Examination — combination response (30%)</p>	<p><b>Unit 4</b> <b>Mi futuro</b> <b>My future</b></p> <ul style="list-style-type: none"><li>• Finishing secondary school, plans and reflections</li><li>• Responsibilities and moving on</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Extended response (30%) Summative external assessment: Examination — combination response (25%)</p>
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# Mathematics

General Mathematics

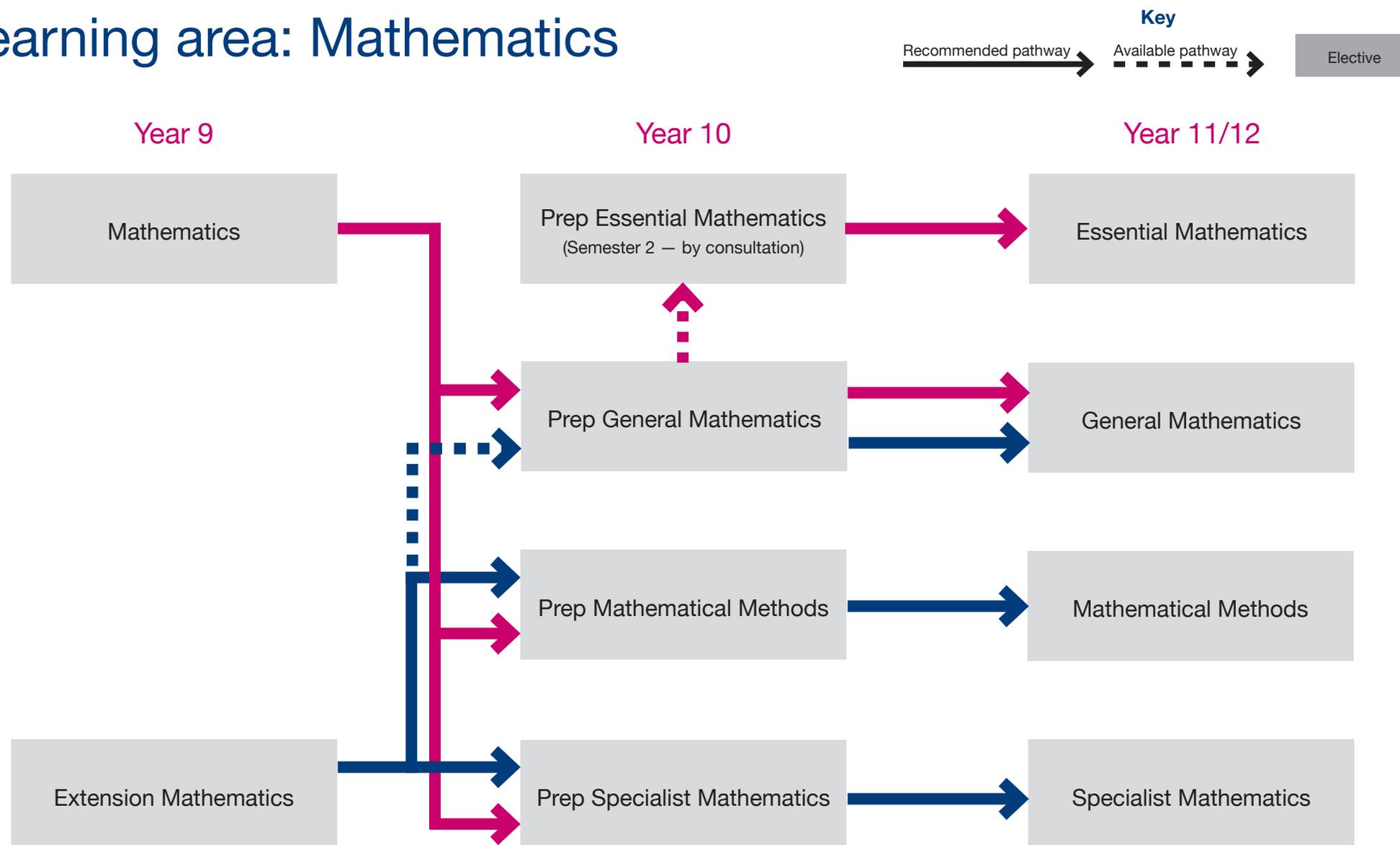
Mathematical Methods

Specialist Mathematics

Essential Mathematics



# Learning area: Mathematics



## General Mathematics (General)

### What is this course about?

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. It incorporates a practical approach that equips learners for their needs as future citizens.

Students will learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They will experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They will develop the ability to understand, analyse and take action regarding social issues in their world. When students gain skill and self-assurance, when they understand the content and when they evaluate their success by using and transferring their knowledge, they develop a mathematical mindset.

General Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Formulate
- Solve
- Evaluate and Verify
- Communicate
- Foundational knowledge and problem-solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum C result in their Year 9 Mathematics course. In particular, attention should be paid to the Statistics and Trigonometry units and the Fluency and Understanding (FAU) criteria as these skills and knowledge are built on in this senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Finance
- Measurement
- Trigonometry
- Algebra
- Statistics
- Probability

#### Skills and Habits of Mind

- Thinking flexibly to solve problems using mathematical concepts and techniques
- Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions
- Evaluating the reasonableness of solutions
- Justifying procedures and decisions by explaining mathematical reasoning
- Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations

Units	Assessment
Number – Fractions, Decimals and Percentages; Algebra	Examination (Term content)
Number – Fractions, Decimals and Percentages; Algebra Linear and Non-Linear Relationships	Examination (Semester content)
Data and Representation	Examination (Term content)
Statistics	Problem-solving and modelling task
Data and Representation; Pythagoras; Trig and Geometric Reasoning	Examination (Semester content)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Money, measurement and relations</b></p> <ul style="list-style-type: none"><li>• Topic 1: Consumer arithmetic</li><li>• Topic 2: Shape and measurement</li><li>• Topic 3: Linear equations and their graphs</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Applied trigonometry, algebra, matrices and univariate data</b></p> <ul style="list-style-type: none"><li>• Topic 1: Applications of trigonometry</li><li>• Topic 2: Algebra and matrices</li><li>• Topic 3: Univariate data analysis</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Bivariate data, sequences and change, and Earth geometry</b></p> <ul style="list-style-type: none"><li>• Topic 1: Bivariate data analysis</li><li>• Topic 2: Time series analysis</li><li>• Topic 3: Growth and decay in sequences</li><li>• Topic 4: Earth geometry and time zones</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)</p>	<p><b>Unit 4</b> <b>Investing and networking</b></p> <ul style="list-style-type: none"><li>• Topic 1: Loans, investments and annuities</li><li>• Topic 2: Graphs and networks</li><li>• Topic 3: Networks and decision mathematics</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Examination (15%)</p>
			<p>Summative external assessment: Examination (50%)</p>

## Mathematical Methods (General)

### What is this course about?

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

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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Formulate
- Solve
- Evaluate and Verify
- Communicate
- Foundational knowledge and problem-solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum B result in their Year 9 Mathematics course. In particular, attention should be paid to the Algebra Unit and the Reasoning and Problem

Solving (RPA) criteria as these skills and knowledge are built on in this senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Algebra
- Statistics
- Functions
- Probability
- Trigonometry

#### Skills and Habits of Mind

- Thinking flexibly to solve problems using mathematical concepts and techniques
- Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions
- Evaluating the reasonableness of solutions
- Justifying procedures and decisions by explaining mathematical reasoning
- Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations

Units	Assessment
Number and Algebra	Examination (Term content)
Number and Algebra; Trigonometry, Sine and Cosine Law; Rational numbers, Trig Ratios of any angle	Examination (Semester content)
Quadratics, Hyperbolas; Exponential Functions	Examination (Term content)
Functions	Problem-solving and modelling task
Quadratics, Hyperbolas; Exponential Functions; Functions; Surface Area and Volume, Probability and Statistics	Examination (Semester content)

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## What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Algebra, statistics and functions</b>	<b>Unit 2</b> <b>Calculus and further functions</b>	<b>Unit 3</b> <b>Further calculus</b>	<b>Unit 4</b> <b>Further functions and statistics</b>
<ul style="list-style-type: none"><li>• Topic 1: Arithmetic and geometric sequences and series 1</li><li>• Topic 2: Functions and graphs</li><li>• Topic 3: Counting and probability</li><li>• Topic 4: Exponential functions 1</li><li>• Topic 5: Arithmetic and geometric sequences and series 2</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Exponential functions 2</li><li>• Topic 2: The logarithmic function 1</li><li>• Topic 3: Trigonometric functions 1</li><li>• Topic 4: Introduction to differential calculus</li><li>• Topic 5: Further differentiation and applications 1</li><li>• Topic 6: Discrete random variables 1</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: The logarithmic function 2</li><li>• Topic 2: Further differentiation and applications 2</li><li>• Topic 3: Integrals</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)</p>	<ul style="list-style-type: none"><li>• Topic 1: Further differentiation and applications 3</li><li>• Topic 2: Trigonometric functions 2</li><li>• Topic 3: Discrete and random variables 2</li><li>• Topic 4: Continuous random variables and the normal distribution</li><li>• Topic 5: Interval estimates for proportions</li></ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>		<p><b>Assessment</b> Summative internal assessment 3: Examination (15%)</p>
<p>Summative external assessment: Examination (50%)</p>			

## Specialist Mathematics (General)

### What is this course about?

Specialist Mathematics is designed to be taken in conjunction with, or on completion of, Mathematical Methods. It is assumed that work covered in Mathematical Methods will be known before it is required in Specialist Mathematics.

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

Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in 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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Formulate
- Solve
- Evaluate and Verify
- Communicate
- Foundational knowledge and problem-solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum B result in their Year 9 Mathematics course. In particular,

attention should be paid to the Algebra Unit and the Reasoning and Problem Solving criteria as these skills and knowledge are built on in this senior course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Vectors
- Proofs
- Trigonometry
- Functions
- Statistics
- Complex numbers

#### Skills and Habits of Mind

- Thinking flexibly to solve problems using mathematical concepts and techniques
- Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions
- Evaluating the reasonableness of solutions
- Justifying procedures and decisions by explaining mathematical reasoning
- Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations

Units	Assessment
Classifying Number and Number Theory	Examination (Term content)
Number Theory and Proof	Examination (Term content)
Classifying Number and Number Theory; Proof, Unit Circle, Vectors	Examination (Semester content)
Polar Coordinates	Problem-solving and modelling task
Polar Coordinates, Complex Numbers	Examination (Term content)
Problems Solving Skills	Problem-solving and modelling task
Complex Numbers; Inequalities, Absolute Value, Quadratics in the complex plane; Algebraic Manipulation	Examination (Semester content)

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### What are the units of work I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Combinatorics, vectors and proof</b></p> <ul style="list-style-type: none"><li>• Topic 1: Combinatorics</li><li>• Topic 2: Vectors in the plane</li><li>• Topic 3: Introduction to proof</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Complex numbers, trigonometry, functions and matrices</b></p> <ul style="list-style-type: none"><li>• Topic 1: Complex numbers 1</li><li>• Topic 2: Trigonometry and functions</li><li>• Topic 3: Matrices</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Mathematical induction, and further vectors, matrices and complex numbers</b></p> <ul style="list-style-type: none"><li>• Topic 1: Proof by mathematical induction</li><li>• Topic 2: Vectors and matrices</li><li>• Topic 3: Complex numbers 2</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Problem-solving and modelling task (20%) Summative internal assessment 2: Examination (15%)</p>	<p><b>Unit 4</b> <b>Further calculus and statistical inference</b></p> <ul style="list-style-type: none"><li>• Topic 1: Integration and applications of integration</li><li>• Topic 2: Rates of change and differential equations</li><li>• Topic 3: Statistical inference</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Examination (15%)</p>
<p>Summative external assessment: Examination (50%)</p>			

## Essential Mathematics (Applied)

### What is this course about?

Students will benefit from studies in Essential Mathematics because they will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, problem-solving and reasoning, in order to develop thinking citizens who interpret and use mathematics to make informed predictions and decisions about personal and financial priorities.

Students will see mathematics as applicable to their employability and lifestyles, developing leadership skills through self-direction and productivity. They will show curiosity and imagination and appreciate the benefits of technology. Through this learning, students will gain an appreciation that there is rarely one way of doing things and that real-world mathematics requires adaptability and flexibility.

Essential Mathematics is an applied subject suited to students who are interested in pathways beyond Year 12 that lead to vocational education or work. A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students will learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Formulate
- Solve
- Evaluate and Verify
- Communicate
- Foundational knowledge and problem-solving

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must have completed a Year 9 Mathematics course.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Number
- Statistics
- Finance
- Measurement
- Probability

#### Skills and Habits of Mind

- Thinking flexibly to solve problems using mathematical concepts and techniques
- Thinking and communicating with clarity and precision using mathematical, statistical and everyday language and conventions
- Evaluating the reasonableness of solutions
- Justifying procedures and decisions by explaining mathematical reasoning
- Demonstrating persistence in applying mathematical concepts and techniques to complex unfamiliar situations

Units	Assessment
Number – Fractions, Decimals and Percentages; Algebra	Examination (Term content)
Number – Fractions, Decimals and Percentages; Algebra Linear and Non-Linear Relationships	Examination (Semester content)
Measurement	Examination (Term content)
Statistics	Problem-solving and modelling task
Measurement; Geometry and Rates and Ratio	Examination (Semester content)

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### What are the units of work I will study in Year 11 and 12?

<b>Unit 1</b> <b>Number, data and graphs</b>	<b>Unit 2</b> <b>Money, travel and data</b>	<b>Unit 3</b> <b>Measurement, scales and data</b>	<b>Unit 4</b> <b>Graphs, chance and loans</b>
<ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Topic 1: Number</li><li>• Topic 2: Representing data</li><li>• Topic 3: Graphs</li></ul>	<ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Topic 1: Managing money</li><li>• Topic 2: Time and motion</li><li>• Topic 3: Data collection</li></ul>	<ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Topic 1: Measurement</li><li>• Topic 2: Scales, plans and models</li><li>• Topic 3: Summarising and comparing data</li></ul>	<ul style="list-style-type: none"><li>• Fundamental topic: Calculations</li><li>• Topic 1: Bivariate graphs</li><li>• Topic 2: Probability and relative frequencies</li><li>• Topic 3: Loans and compound interest</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Problem-solving and modelling task Summative internal assessment 2: Common internal assessment	<b>Assessment</b> Summative internal assessment 3: Problem-solving and modelling task Summative internal assessment 4: Examination

# Science

Biology

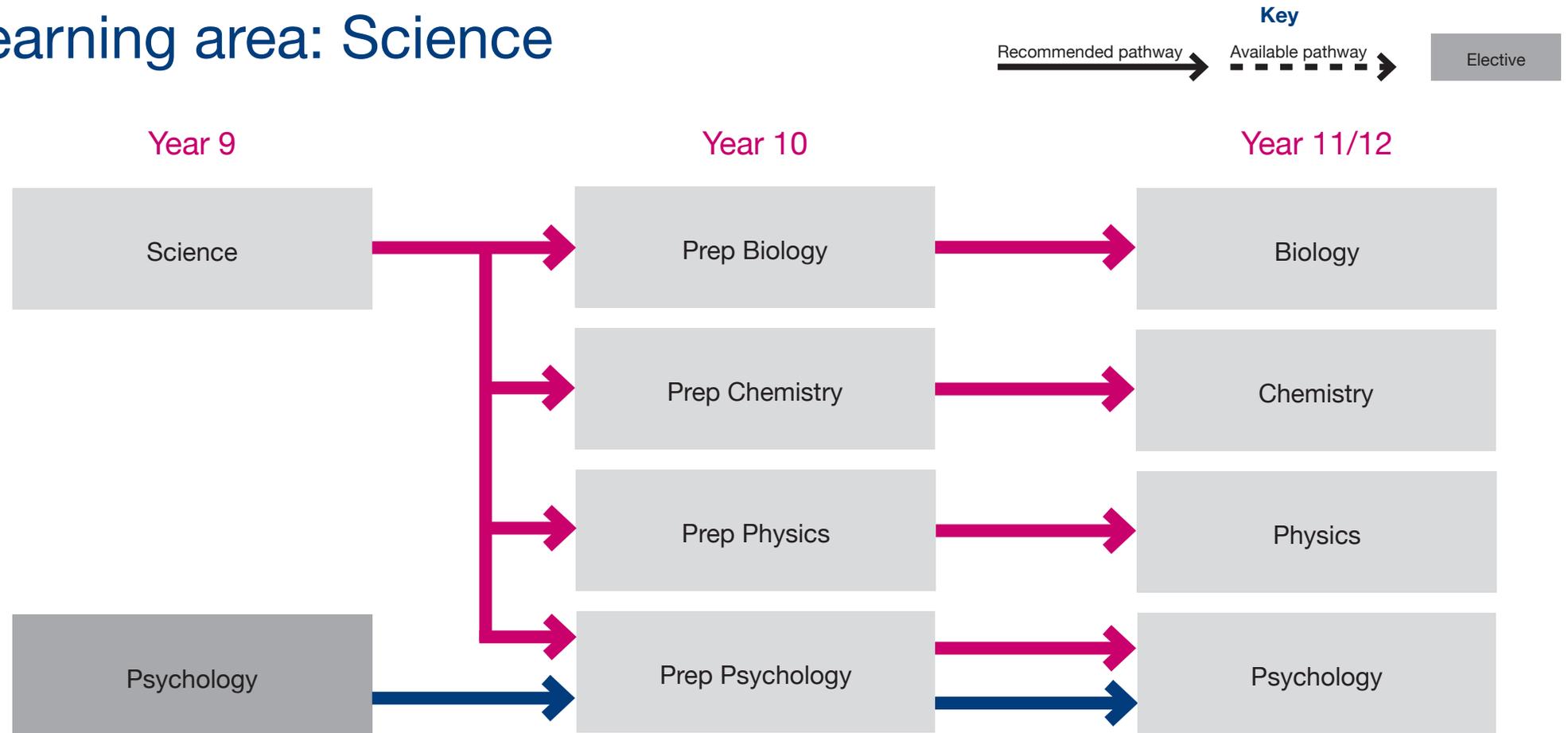
Chemistry

Physics

Psychology



# Learning area: Science



## Biology (General)

### What is this course about?

Biology provides opportunities for students to engage with living systems.

Biology is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine science, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

The course aims to develop students':

- sense of wonder and curiosity about life
- respect for all living things and the environment
- understanding of how biological systems interact and are interrelated
- understanding of major biological concepts, theories and models related to biological systems at all scales, for subcellular processes to ecosystem dynamics
- appreciation of how biological knowledge has developed over time and continues to develop and influence society in local, regional and global contexts.
- ability to plan and carry out fieldwork, laboratory and other research investigations, including the collection and analysis of qualitative and quantitative data and the interpretation of evidence
- ability to communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Applying understanding
- Investigating phenomena
- Research and planning
- Analysis of evidence
- Interpretation and evaluation
- Calculations
- Communication

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum academic result of a C in Year 9 Science and English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Genetics and evolution
- Prokaryotic and eukaryotic cells
- Enzymes
- Cell differentiation and specialisation
- Cell membranes

#### Skills and Habits of Mind

- Describing and explaining scientific concepts, theories, models and systems and their limitations
- Applying understanding of scientific concepts, theories, models and systems within their limitations
- Evaluating processes, claims and conclusions
- Communicating understandings, findings, arguments and conclusions with clarity and precision
- Questioning and posing problems to analyse and interpret evidence, and investigate phenomena

Units	Assessment
Genetics and evolution	Examination
Prokaryotic and eukaryotic cells	Data test
Enzymes	Student experiment
Cell differentiation and specialisation	Examination Research investigation

Section continues on next page.

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### What are the units I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Cells and multicellular organisms</b></p> <ul style="list-style-type: none"><li>• Topic 1: Cells as the basis of life</li><li>• Topic 2: Multicellular organisms</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Maintaining the internal environment</b></p> <ul style="list-style-type: none"><li>• Topic 1: Homeostasis</li><li>• Topic 2: Infectious diseases</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Biodiversity and the inter-connectedness of life</b></p> <ul style="list-style-type: none"><li>• Topic 1: Describing biodiversity</li><li>• Topic 2: Ecosystem dynamics</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)</p>	<p><b>Unit 4</b> <b>Heredity and continuity of life</b></p> <ul style="list-style-type: none"><li>• Topic 1: DNA, genes and the continuity of life</li><li>• Topic 2: Continuity of life on Earth</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Research investigation (20%)</p>
<p>Summative external assessment: Examination (50%)</p>			

## Chemistry (General)

### What is this course about?

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

Chemistry is a General subject suited to students who are interested in pathways beyond school that lead to tertiary study, vocational education and work. 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.

The course aims to develop students':

- interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in their ever-changing world
- understanding of the theories and models used to describe, explain and make predictions about chemical systems, structures and properties
- understanding of the factors that affect chemical systems and how chemical systems can be controlled to produce desired products
- appreciation of chemistry as an experimental science that has developed through independent and collaborative research
- expertise in conducting a range of scientific investigations
- ability to critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions
- ability to communicate chemical understanding and findings to a range of audiences

### How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Applying understanding
- Investigating phenomena
- Research and planning
- Analysis of evidence
- Interpretation and evaluation
- Calculations
- Communication

The assessment instruments completed across this course will consist of the following modes:

- Data Test
- Student Experiment
- Research Investigation
- Examination

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum academic result of B in Year 9 Science and C in Year 9 English and Mathematics.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Periodic table and trends
- Atomic structure
- Analytical technologies
- Introduction to bonding
- Isotopes
- Chemical reactions
- Compounds and mixtures

#### Skills and Habits of Mind

- Describing and explaining scientific concepts, theories, models and systems and their limitations
- Applying understanding of scientific concepts, theories, models and systems within their limitations
- Evaluating processes, claims and conclusions
- Communicating understandings, findings, arguments and conclusions with clarity and precision
- Questioning and posing problems to analyse and interpret evidence, and investigate phenomena

Units	Assessment
Periodic table and trends	Examination
Atomic structure	Data test
Analytical technologies	Student experiment
Introduction to bonding	Examination Research investigation
Isotopes Compounds and mixtures Chemical reactions	Examination

Section continues on next page.

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### What are the units I will study in Year 11 and 12?

<b>Unit 1</b> <b>Chemical fundamentals – structure, properties and reactions</b>	<b>Unit 2</b> <b>Molecular interactions and reactions</b>	<b>Unit 3</b> <b>Equilibrium, acids and redox reactions</b>	<b>Unit 4</b> <b>Structure, synthesis and design</b>
<ul style="list-style-type: none"><li>• Topic 1: Properties and structure of atoms</li><li>• Topic 2: Properties and structure of materials</li><li>• Topic 3: Chemical reactions – reactants, products and energy change</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<ul style="list-style-type: none"><li>• Topic 1: Intermolecular forces and gases</li><li>• Topic 2: Aqueous solutions and acidity</li><li>• Topic 3: Rates of chemical reactions</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<ul style="list-style-type: none"><li>• Topic 1: Chemical equilibrium systems</li><li>• Topic 2: Oxidation and reduction</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)</p>	<ul style="list-style-type: none"><li>• Topic 1: Properties and structure of organic materials</li><li>• Topic 2: Chemical synthesis and design</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Research investigation (20%)</p>
<b>Summative external assessment: Examination (50%)</b>			

## Physics (General)

### What is this course about?

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

Physics is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

The course aims to develop students':

- understanding that diverse natural phenomena may be explained, analysed and predicted
- understanding of the ways in which matter and energy interact in physical systems across a range of scales
- understanding of the ways in which models and theories are refined and how physics knowledge is used in a wide range of contexts
- investigative skills, including designing and conducting of investigations to explore phenomena and solve problems, collection and analysis of qualitative and quantitative data and interpretation of evidence
- ability to use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims
- ability to communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

### How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Applying understanding
- Investigating phenomena
- Research and planning
- Analysis of evidence
- Interpretation and evaluation
- Calculations
- Communication

The assessment instruments completed across this course will consist of the following modes:

- Data Test
- Student Experiment
- Research Investigation
- Examination

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum academic result of B in both Year 9 Science and Mathematics and C in Year 9 English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Energy conservation
- Force, mass and acceleration
- Motion of objects
- Electricity
- Kinetic particle model and heat flow
- Temperature and specific heat capacity
- Phase change and specific latent heat capacity

#### Skills and Habits of Mind

- Describing and explaining scientific concepts, theories, models and systems and their limitations
- Applying understanding of scientific concepts, theories, models and systems within their limitations
- Evaluating processes, claims and conclusions
- Communicating understandings, findings, arguments and conclusions with clarity and precision
- Questioning and posing problems to analyse and interpret evidence, and investigate phenomena

Units	Assessment
Energy conservation Force, mass and acceleration	Examination
Motion of objects	Data test Student experiment
Electricity	Examination Research investigation
Kinetic particle model and heat flow Temperature and specific heat capacity Phase change and specific latent heat capacity	Examination

Section continues on next page.

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### What are the units I will study in Year 11 and 12?

<p><b>Unit 1</b> <b>Thermal, nuclear and electrical physics</b></p> <ul style="list-style-type: none"><li>• Topic 1: Heating processes</li><li>• Topic 2: Ionising radiation and nuclear reactions</li><li>• Topic 3: Electrical circuits</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 2</b> <b>Linear motion and waves</b></p> <ul style="list-style-type: none"><li>• Topic 1: Linear motion and force</li><li>• Topic 2: Waves</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Unit 3</b> <b>Gravity and electromagnetism</b></p> <ul style="list-style-type: none"><li>• Topic 1: Gravity and motion</li><li>• Topic 2: Electromagnetism</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)</p>	<p><b>Unit 4</b> <b>Revolutions in modern physics</b></p> <ul style="list-style-type: none"><li>• Topic 1: Special relativity</li><li>• Topic 2: Quantum theory</li><li>• Topic 3: The Standard Model</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Research investigation (20%)</p>
<p>Summative external assessment: Examination (50%)</p>			

## Psychology (General)

### What is this course about?

Psychology is the scientific study of the human mind and its functions, especially those affecting how people behave, think and feel.

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

The course aims to develop students':

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

### How will I be assessed?

The following criteria summarises how you will be assessed throughout the course:

- Applying understanding
- Investigating phenomena
- Research and planning
- Analysis of evidence
- Interpretation and evaluation
- Calculations
- Communication

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students should achieve a minimum academic result of B in Year 9 Science and C in Year 9 English.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Memory and learning
- Analysis and interpretation of evidence
- Psychological science A
- The role of the brain
- Cognitive development

#### Skills and Habits of Mind

- Describing and explaining scientific concepts, theories, models and systems and their limitations
- Applying understanding of scientific concepts, theories, models and systems within their limitations
- Evaluating processes, claims and conclusions
- Communicating understandings, findings, arguments and conclusions with clarity and precision
- Questioning and posing problems to analyse and interpret evidence, and investigate phenomena

Units	Assessment
Memory and learning	Examination
Analysis and interpretation of evidence	Data test Student experiment
Psychological science A	Examination Research investigation
The role of the brain Cognitive development	Examination

Section continues on next page.

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## What are the units I will study in Year 11 and 12?

<b>Unit 1 Individual development</b>	<b>Unit 2 Individual behaviour</b>	<b>Unit 3 Individual thinking</b>	<b>Unit 4 The influence of others</b>
<ul style="list-style-type: none"><li>• Topic 1: Psychological science A</li><li>• Topic 2: The role of the brain</li><li>• Topic 3: Cognitive development</li><li>• Topic 4: Human consciousness and sleep</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Psychological science B</li><li>• Topic 2: Intelligence</li><li>• Topic 3: Diagnosis</li><li>• Topic 4: Psychological disorders and treatments</li><li>• Topic 5: Emotion and motivation</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Localisation of function in the brain</li><li>• Topic 2: Visual perception</li><li>• Topic 3: Memory</li><li>• Topic 4: Learning</li></ul>	<ul style="list-style-type: none"><li>• Topic 1: Social psychology</li><li>• Topic 2: Interpersonal processes</li><li>• Topic 3: Attitudes</li><li>• Topic 4: Cross-cultural psychology</li></ul>
<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Formative internal assessment/s	<b>Assessment</b> Summative internal assessment 1: Data test (10%) Summative internal assessment 2: Student experiment (20%)	<b>Assessment</b> Summative internal assessment 3: Research investigation (20%)
<b>Summative external assessment: Examination (50%)</b>			

# The Arts

Dance

Drama

Music

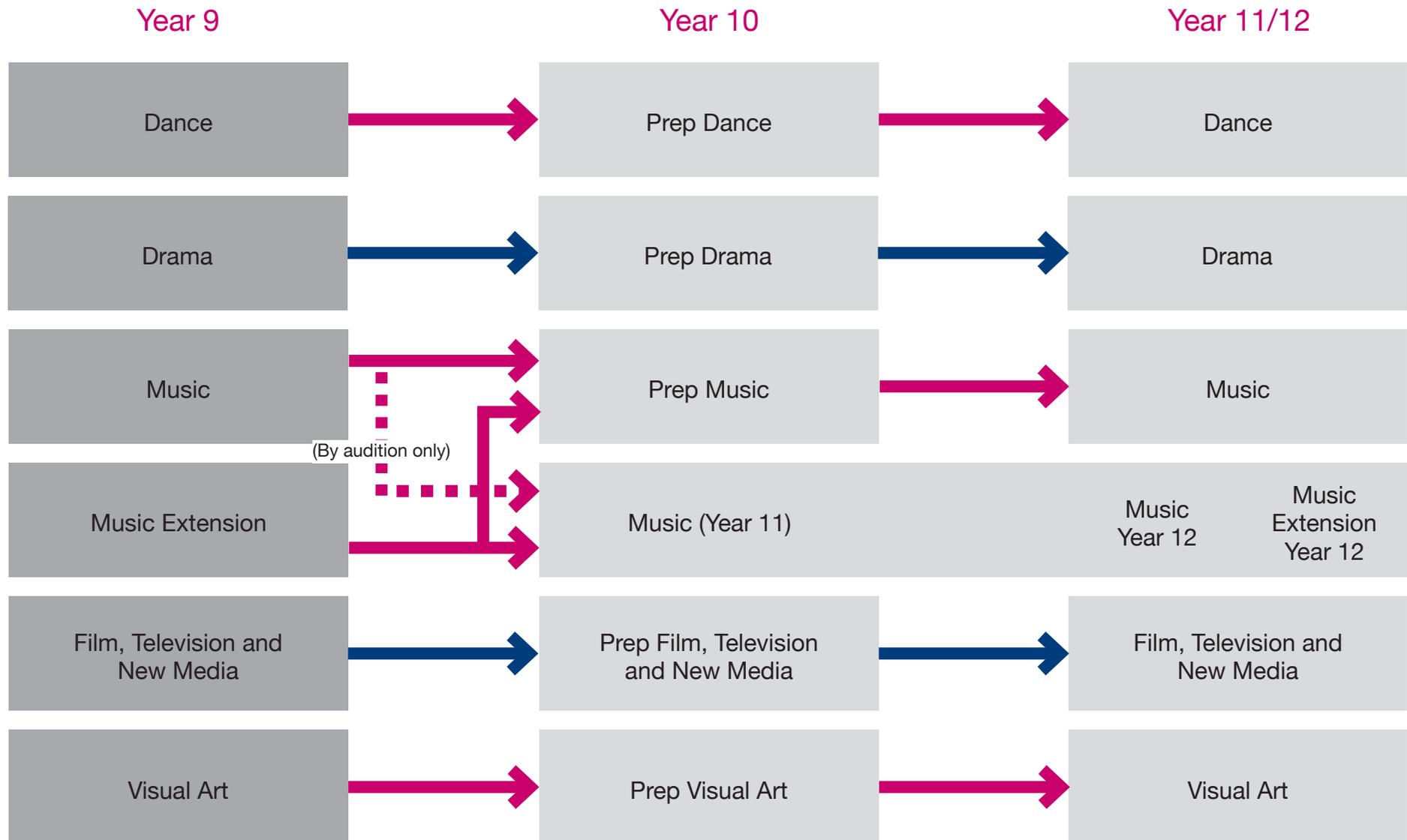
Music Extension (Year 12 only)

Film, Television and New Media

Visual Art



# Learning area: The Arts



## Dance (General)

### What is this course about?

Dance uses the body as an instrument for expression and communication of ideas. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. It is a means by which cultural heritage is preserved and translated through time.

Engaging in dance allows students to develop important, lifelong skills. Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Students will study dance as both artist and audience, in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject.

Exploring dance through the lens of making (choreography and performance) and responding engages students in creative and critical thinking. As students create and communicate meaning through dance, they develop aesthetic and kinaesthetic intelligence in addition to personal and social skills. Self-confidence is developed alongside an awareness of, and respect for, the body. The study of this subject increases the quality of personal and physical wellbeing and fosters social inclusion through focused experiences of valued collaborative practice.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrate an understanding of dance concepts and skills
- Apply literacy skills
- Organise and apply the dance concepts
- Apply technical skills
- Realise meaning through expressive skills
- Create dance to communicate meaning
- Analyse and interpret dance concepts and skills
- Evaluate dance, justifying the use of dance concepts and skills

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form

as both an artist and audience. Prior experience in an Arts course would be beneficial, but is not essential.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Purpose, context and viewpoints of dance in various genres and styles, current and historical
- Dance concepts (elements of dance, structure and production elements) and dance skills (technical and expressive)
- Kinaesthetic (body), visual, aural and digital literacies
- Choreographic devices and form
- The interplay between technical and expressive skills
- Physical capabilities (including control, coordination, balance, strength, flexibility, alignment, timing, extension and spatial awareness)
- Perform genre- and style-specific techniques or movements to communicate meaning

#### Skills and Habits of Mind

- Creating, imagining and innovating movement into sequences and sections to structure dance work
- Using elements of dance, structure and production elements to manipulate movement
- Analysing, interpreting and evaluating movement choices, dance concepts and skills in various artistic, aesthetic and cultural viewpoints
- Realising meaning through expressive skills and genre and style-specific techniques
- Problem-solving, improvising, critically reflecting, planning and making decisions in the choreographing of dance to create dance to communicate meaning

Units	Assessment
Semester 1: Moving home	Extended response — Responding Performance Choreography (including choreographic journal)
Semester 2: Moving overseas	Extended response (Responding) Performance Choreography (including choreographic journal)

Section continues on next page.

## What are the units of work that I will study in Year 11 and 12?

<b>Unit 1</b> <b>Moving bodies</b>	<b>Unit 2</b> <b>Moving through environments</b>	<b>Unit 3</b> <b>Moving statements</b>	<b>Unit 4</b> <b>Moving my way</b>
<p>How does dance communicate meaning for different purposes and in different contexts?</p> <ul style="list-style-type: none"><li>• Genres<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- meaning, purpose and context</li><li>- historical and cultural origins of focus genres</li></ul></li></ul>	<p>How does the integration of the environment shape dance to communicate meaning?</p> <ul style="list-style-type: none"><li>• Genres<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- physical dance environments including site-specific dance</li><li>- virtual dance environments</li></ul></li></ul>	<p>How is dance used to communicate viewpoints?</p> <ul style="list-style-type: none"><li>• Genres<ul style="list-style-type: none"><li>- Contemporary</li><li>- at least one other genre</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- social, political and cultural influences on dance</li></ul></li></ul>	<p>How does dance communicate meaning for me?</p> <ul style="list-style-type: none"><li>• Genres<ul style="list-style-type: none"><li>- fusion of movement styles</li></ul></li><li>• Subject matter:<ul style="list-style-type: none"><li>- developing a personal movement style</li><li>- personal viewpoints and influences on genre and style</li></ul></li></ul>
<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Formative internal assessment/s</p>	<p><b>Assessment</b> Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Choreography (20%)</p>	<p><b>Assessment</b> Summative internal assessment 3: Dance work (35%)</p>
<p>Summative external assessment: Examination (25%)</p>			

## Drama (General)

### What is this course about?

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. The range of purposes, contexts and audiences provides students with opportunities to experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live.

Across the course of study, students will 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. A study of 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, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrating an understanding of the elements of drama
- Manipulating dramatic languages to create dramatic action and meaning
- Interpreting purpose and context
- Applying and evaluating the use of dramatic languages
- Applying digital literacy skills to communicate ideas
- Applying and structuring the dramatic languages to transform text
- Evaluating and justifying the use of elements of drama and conventions

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form

as both an artist and audience. Prior experience in an Arts course would be beneficial, but is not essential.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Elements of drama
- Principles of narrative (story) and how these principles are shaped to communicate meaning
- Forms and styles of drama that reflect the 'lived experience' e.g. realism, stories, part of cultures, comment on the human experience
- Meanings can be generated from different viewpoints and shift according to different world encounters
- Understand role of actor, director, writer and audience
- Engage with heritage and contemporary texts
- Creation of drama through forms such as scriptwriting, improvisation, rehearsed performance, etc.

#### Skills and Habits of Mind

- Performing, applying and analysing the elements, skills, processes, forms, styles and techniques of drama
- Evaluating and justifying the use of dramatic languages to communicate dramatic meaning
- Synthesising and arguing a position about dramatic action and meaning
- Using voice and body (movement, facial expression, gesture, posture, vocal projection, articulation, authentic delivery of text) and the production components of props, costumes, lighting, sound and staging equipment and performance spaces
- Connecting to the themes evidenced in texts, intellectually, emotionally and physically

Units	Assessment
Humanity: using realism to explore human experience	Performance — published text Extended response — Responding (written)
Humanity: using documentary drama to question human experience	Practice-led project — Forming
Shakespeare and physical theatre: why is Shakespeare still relevant today?	Extended response — Responding (written) Project: directing Performance (group)

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## What are the units of work that I will study in Year 11 and 12?

<b>Unit 1 Share</b>	<b>Unit 2 Reflect</b>	<b>Unit 3 Challenge</b>	<b>Unit 4 Transform</b>
<p>How does drama promote shared understandings of the human experience?</p> <ul style="list-style-type: none"><li>• Cultural inheritances of storytelling</li><li>• Oral history and emerging practices</li><li>• A range of linear and non-linear forms</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>How is drama shaped to reflect lived experience?</p> <ul style="list-style-type: none"><li>• Realism, including Magical Realism, Australian Gothic</li><li>• Associated conventions of styles and texts</li></ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>How can we use drama to challenge our understanding of humanity?</p> <ul style="list-style-type: none"><li>• Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre</li><li>• Associated conventions of styles and texts</li></ul> <p><b>Assessment</b> Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Project – dramatic concept (20%)</p>	<p>How can you transform dramatic practice?</p> <ul style="list-style-type: none"><li>• Contemporary performance</li><li>• Associated conventions of styles and texts</li><li>• Inherited texts as stimulus</li></ul> <p><b>Assessment</b> Summative internal assessment 3: Project – practice-led project (35%)</p>
		<p>Summative external assessment: Examination (25%)</p>	

## Music (General)

### What is this course about?

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

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. In musicology, students explain music elements and concepts, analysing music in a variety of contexts, styles and genres and evaluate through the synthesis of analytical information to justify a viewpoint.

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Demonstrate technical skills
- Explain music elements and concepts
- Use music elements and concepts
- Analyse music
- Apply compositional devices
- Apply literacy skills
- Interpret music elements and concepts
- Evaluate music to justify the use of music elements and concepts
- Realise music ideas
- Resolve music ideas.

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be ready for this course. Students

should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Technical skills specific to instrument or sound source
- Musical elements (duration, expressive devices, pitch, structure, texture, timbre) and concepts (e.g. dynamics, contrast, rhythm)
- Repertoire and music sources
- Music texts from various historical, cultural contexts, styles and genres
- Stylistic characteristics
- Compositional processes and devices (accompaniment, contrast, development, subject/theme, transition, unity, variation) to create compositions
- Performance of music

#### Skills and Habits of Mind

- Exhibiting technical skills in performance that are specific to the instrument or sound source
- Explaining and analysing the constituent parts and the relationship between music elements, concepts and stylistic characteristics
- Interpreting and shaping music elements and concepts in performance
- Evaluating music to justify the use of music elements and concepts in relation to purpose and context, examining and determining the value or significance of music from various perspectives
- Creating, imagining and innovating to communicate meaning in performance and competition

Units	Assessment
Semester 1: Rocky road of rock	Performance (including Performance statement) Competition (including Competition statement)
Semester 2: Reel to reel	Project Extended response (written)

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## What are the units of work that I will study in Year 11 and 12?

<b>Unit 1 Designs</b>	<b>Unit 2 Identities</b>	<b>Unit 3 Innovations</b>	<b>Unit 4 Transform</b>
<p>Through inquiry learning, the following is explored:</p> <p>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</p> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>Through inquiry learning, the following is explored:</p> <p>How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?</p> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>Through inquiry learning, the following is explored:</p> <p>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</p> <p><b>Assessment</b> Summative internal assessment 1: Performance (20%) Summative internal assessment 2: Composition (20%)</p>	<p>Through inquiry learning, the following is explored:</p> <p>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</p> <p><b>Assessment</b> Summative internal assessment 3: Integrated project (35%)</p>
		<p>Summative external assessment: Examination (25%)</p>	

## Music Extension (Year 12 only – General)

### What is this course about?

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students selecting Senior Music Extension from Year 9 Music Extension will engage in an accelerated music course. The Course will allow students to study Music Units 1 and 2 in Year 10, Music Units 3 and 4 in Year 11, and Music Extension Units 3 and 4 in Year 12.

Music Extension provides an opportunity for students with specific abilities in music to extend their expertise. It is designed for students interested in specialising in one of three areas of music study: composition, musicology or performance. Students will undertake detailed studies in one of these specialisations.

In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. The course encourages students to investigate music concepts and ideas relevant to their specialisation.

As a unique means of expression, music makes a profound contribution to personal, social and cultural identities. As they develop highly transferable and flexible skills, students become adaptable and innovative problem-solvers and collaborative team members who make informed decisions. As enquirers, students develop their ability to analyse and critically evaluate. Literacy in Music Extension is an essential skill for composers, musicologists and performers and learning in Music Extension prepares students to engage in a multimodal world.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- Apply literacy skills
- Evaluate music and ideas about music
- Examine music and ideas about music
- Express meaning, emotion or ideas about music

For Compositional specialisation:

- Apply compositional devices
- Manipulate music elements and concepts
- Resolve music ideas

For Musicology specialisation:

- Analyse music
- Investigate music
- Synthesise information

For Performance specialisation:

- Apply technical skills
- Interpret music elements and concepts
- Realise music ideas

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students must be studying, or have completed, Units 3 and 4 of Music to be eligible to enrol. The subject assumes that Units 1 and 2 of the Music course (or equivalent) have been studied before commencing. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

## Year 12 overview

### Subject Matter

- Specialisation in Composition, Musicology or Performance.
- Composition: (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.
- Musicology: (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.
- Performance: (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.
- Best practice – developing techniques and strategies to achieve the most efficient and effective result (e.g. seeking information specific to their specialisation, using efficient rehearsal strategies, experimenting with music technologies, researching music concepts, using research methods).
- Reflective practice, evaluate, examine and express information in the development of a response to an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories.

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### Year 12 overview

**Skills and Habits of Mind**

Common to all specialisations:

- Making judgments about the ideas and concepts evident in music in relation to purpose and context, examining and determining the value or significance of music from various perspectives
- Investigate music, or ideas about music, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
- Communicate meaning, emotion or ideas through and/or about music in ways appropriate to their specialisation

Students who specialise in Composition will be able to:

- Use their knowledge and understanding of compositional devices to create a composition
- Adapt and combine music elements and concepts in the compositional process
- Express music ideas to consolidate and communicate meaning in composition

**Skills (continued)**

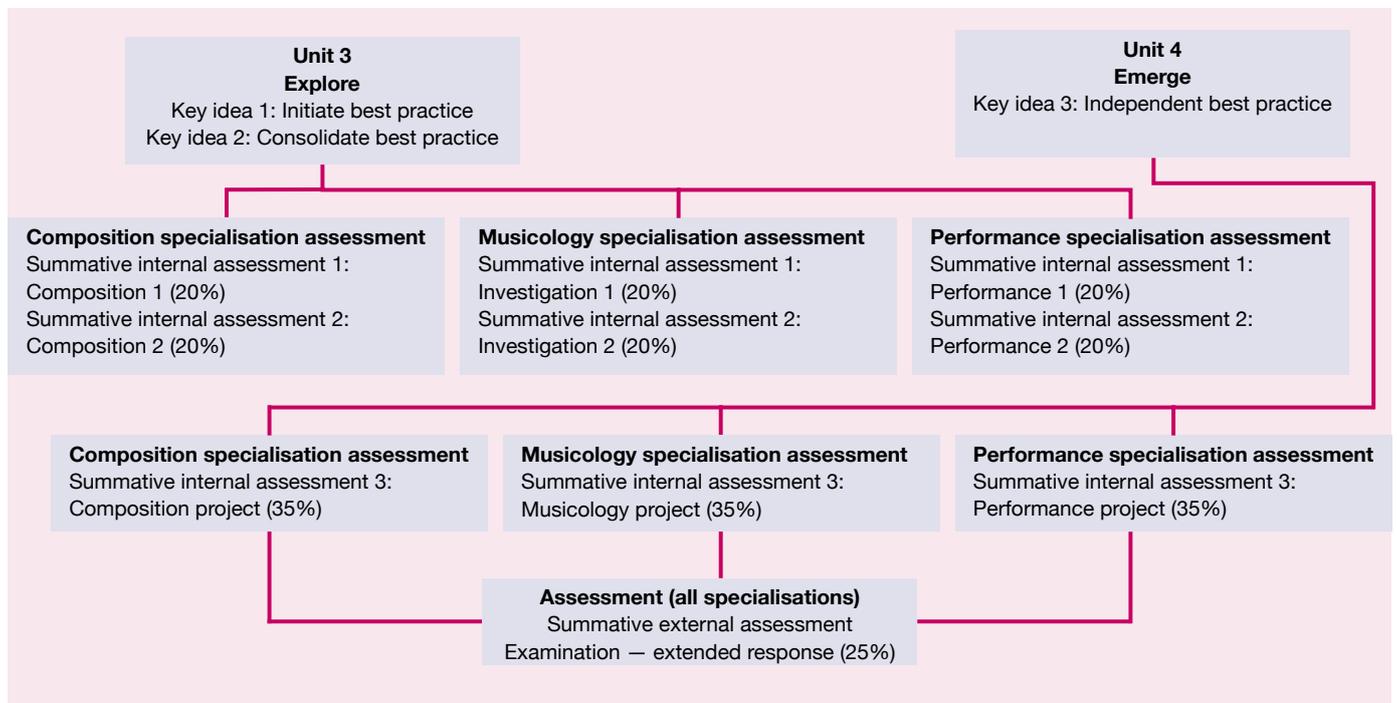
Students who specialise in Musicology will be able to:

- Examine and consider the constituent parts and the relationship between music elements, concepts and stylistic characteristics
- Carry out a detailed and systematic examination or formal inquiry in order to establish or obtain facts and reach new conclusions
- Draw together their investigation and analysis of music and combine their findings into a coherent and complex whole to justify a viewpoint

Students who specialise in Performance will be able to:

- Exhibit technical skills in performance of music specific to the instrument or sound source
- Shape music elements and concepts in performance of music
- Express music ideas to communicate meaning in performance

### What are the units of work that I will study in Year 12?



## Film, Television and New Media (General)

### What is this course about?

Film, Television and New Media (FTVNM) uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices.

Through making and responding to moving-image media products, students will 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.

By studying Film, Television and New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- 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

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential.

### Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

#### Subject Matter

- Technologies — moving-image media tools and associated processes to create meaning
- Manipulate languages (signs and symbols, codes and conventions) to create meaning in moving-image media texts
- Understand how institutional practices are influenced by social, political and economic factors
- Story forms, styles, genres, structures
- Multiplatform storytelling
- Media participation
- Audience contexts and participation and how these impact storytelling
- Representation of people, places, events, ideas and emotions

#### Skills and Habits of Mind

- Creating, imagining and innovating using images, sounds and texts as signs, codes and conventions to signify meaning
- Constructing and arranging visual, audio and text elements according to a plan and sequencing them systematically, explaining reasoning for choices
- Experimenting in order to solve problems and create ideas for moving-image media products that address a brief
- Making judgments and drawing conclusions about the worth, significance or status of moving-image products
- Solving conceptual, technical or creative problems by using film, television and new media practices to combine moving-image elements into a moving-image media product

#### Units

#### Assessment

Semester 1: But... what does it mean?	Examination — Extended response (written) Making — design Making — group production
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Semester 2: Making a mockery	Examination — Extended response (written) Project — screenplay and mockumentary Reflection — Director's commentary
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## What are the units of work that I will study in Year 11 and 12?

### Unit 1 Foundation

- Concept: technologies

How are tools and associated processes used to create meaning?

- Concept: institutions

How are institutional practices influenced by social, political and economic factors?

- Concept: languages

How do signs and symbols, codes and conventions create meaning?

#### Assessment

Formative internal assessment/s

### Unit 2 Story forms

- Concept: representations

How do representations function in story forms?

- Concept: audiences

How does the relationship between story forms and meaning change in different contexts?

- Concept: languages

How are media languages used to construct stories?

#### Assessment

Formative internal assessment/s

### Unit 3 Participation

- Concept: technologies

How do technologies enable or constrain participation?

- Concept: audiences

How do different contexts and purposes impact the participation of individuals and cultural groups?

- Concept: institutions

How is participation in institutional practices influenced by social, political and economic factors?

#### Assessment

Summative internal assessment 1: Case study investigation (15%)

Summative internal assessment 2: Multi-platform project (25%)

### Unit 4 Identity

- Concept: technologies

How do media artists experiment with technological practices?

- Concept: representations

How do media artists portray people, places, events, ideas and emotions?

- Concept: languages

How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

#### Assessment

Summative internal assessment 3: Stylistic project (35%)

Summative external assessment:  
Examination (25%)

## Visual Art (General)

### What is this course about?

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students 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.

### How will I be assessed?

The following criteria summarises how you will be assessed in this course:

- 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

### What will help me be successful in this course? (Readiness for Year 10)

To get the most out of this course, it is recommended that students have achieved the following:

Students must achieve a C result in Year 9 English to be ready for this course. Students should be committed to working in the art form as both an artist and audience. Prior experience in an Arts course would be beneficial but is not essential.

## Year 10: What is the subject matter I will learn? What are the skills and Habits of Mind I will be developing?

### Subject Matter

- Materials, techniques, technologies and art processes
- Artworks and practices of self and others including essential features and relationships
- Contemporary, personal, cultural and formal contexts, ideas and information through multiple viewpoints
- Literal and non-literal symbols, images, objects, ideas, experiences, intentions, practices, display and contexts
- Historical and contemporary art practices, art-making traditions, cultural meaning and theoretical approaches.
- Visual language
- Media and technique

### Skills and Habits of Mind

- Questioning and problem-posing by identifying and developing the scope of inquiry, obstacles or anticipated challenges
- Interpreting meaning in artworks and practices to draw conclusions and construct personalised responses in both making and responding
- Evaluating art practices, traditions, cultures and theories and justify viewpoints
- Reflecting on and appraising the ideas, value and significance of visual language and expression in artworks
- Experimenting in response to stimulus, research new ideas and identify and test alternative solutions inspired by research

Units	Assessment
Semester 1: Transformation	Portfolio (making/responding) Presentation Extended writing — response to stimulus Portfolio (making/responding) Presentation
Semester 2: Journey	Portfolio (making/responding) Presentation Extended writing — response to stimulus Portfolio (making/responding) Presentation

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## What are the units of work that I will study in Year 11 and 12?

<b>Unit 1</b> <b>Art as lens</b>	<b>Unit 2</b> <b>Art as code</b>	<b>Unit 3</b> <b>Art as knowledge</b>	<b>Unit 4</b> <b>Art as alternate</b>
<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> <li>• Media: 2D, 3D, and time-based</li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: art as a coded visual language</li> <li>• Contexts: formal and cultural</li> <li>• Focus: codes, symbols, signs and art conventions</li> <li>• Media: 2D, 3D, and time-based</li> </ul> <p><b>Assessment</b> Formative internal assessment/s</p>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: constructing knowledge as artist and audience</li> <li>• Contexts: contemporary, personal, cultural and/or formal</li> <li>• Focus: student-directed</li> <li>• Media: student-directed</li> </ul> <p><b>Assessment</b> Summative internal assessment 1: Investigation — inquiry phase 1 (15%) Summative internal assessment 2: Project — inquiry phase 2 (25%)</p>	<p>Through inquiry learning, the following are explored:</p> <ul style="list-style-type: none"> <li>• Concept: evolving alternate representations and meaning</li> <li>• Contexts: contemporary and personal, cultural and/or formal</li> <li>• Focus: continued exploration of Unit 3 student-directed focus</li> <li>• Media: student-directed</li> </ul> <p><b>Assessment</b> Summative internal assessment 3: Project — inquiry phase 3 (35%)</p>
<p>Summative external assessment: Examination (25%)</p>			



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