DAKABIN
STATE HIGH SCHOOL
The future lies within

Senior Subject Information 2023

LEARNING | DISCIPLINE | COMMUNITY

Contents

A Guide to Selecting Subjects

Research shows that students who complete Year 12, on average, are more likely to participate within post-compulsory education or training, have higher levels of employment opportunities, enjoy higher salaries and have greater career satisfaction. Effective selection of subjects in the final phase can greatly influence student happiness and the opportunities to engage in tertiary education or transition into the workforce.

At this juncture students do not need to know which specific career they wish to engage with, rather with pathway options from the list below they would like to participate within:

Pathway A - Undertake an ATAR Pathway to allow entrance into university

Pathway B - Undertake a non-ATAR Pathway studying General, Applied or VET qualifications (or a mixture of all these)

Pathway C - Undertake external study as well as completing school subjects (study a Certificate or University course as part of your Senior Studies)

Pathway D - Undertake a SAT (School Based Apprenticeship or Traineeship) while completing High School

Pathway E - Leave school for full time employment, full time traineeship or apprenticeship or full time study

To support students in making informed choices when selecting a pathway option, throughout Pathways lessons a wide range of career information resources have been explored. It is essential that when students are planning their future pathway they reflect on the stages explored within these resources:

- Look inwards – determine your own interests, strengths and abilities
- Look outward – gather information for careers that align with your interests, strengths and abilities
- Prioritise the jobs – shortlist the careers that are of most interest to you
- Plan a training pathway – what learnings can you undertake to maximise your ability to pursue the shortlisted careers
- Act on your plan and modify as required – regularly review your progress towards your pathway and seek assistance as required from the wide range of support staff at school.

With all this in mind it is useful to consider the following four criteria in selecting subjects for Years 11 and 12:

1. **Personal interests:** students will generally achieve higher results in subjects which they enjoy and want to learn more about.
2. **Personal capabilities**: Aptitude and success in Year 10 subjects is often a good indicator of your expected achievement results in Years 11 and 12. Please listen to your teachers / HODs around what to expect in Years 11 and 12 regarding work expectations. Ask questions to clarify any concerns you may have before subject selection night – this may prevent the stress related to subject changes in the future.

   Remember you need to achieve 20 credits to gain your QCE. You need to pass one Semester of Literacy and one Semester of Numeracy in Years 11 and 12 to meet the QCE criteria.
3. **Career Aspirations**: Some educational or vocational pathways have prerequisites and/ or assumed knowledge.

   The QTAC ‘Tertiary Prerequisites’ 2025 has listed under each course the entry requirements for that course of study in 2023.

   P= Prerequisites refers to mandatory completion to be considered for that course.

   A= Assumed knowledge refers to the level of knowledge considered necessary for success in the first year of tertiary study.

R= Recommended refers to subjects that provide good understanding of the course content.

MY Future (myfuture.edu.au) may help students explore and expand career ideas. This website provides up to date occupation outlines, pathways, availability and salary information. It also provides information on scholarships, financial assistance, volunteer opportunities and apprenticeships.

4. **Nature of subjects**. Consider the following questions:

   Are you able to manage the time commitment necessary for success?

   Are you comfortable giving oral presentations?

   Can you write essays under exam conditions?

   Think about your preferred learning style – are you more a hands on kind of learner?

   Talk with class teachers and HODs to find out what your studies will entail – getting your selection right first time helps your transition to Years 11 and 12.

   Hint: If you are unsure then select subjects that allow you the greatest flexibility in career options.

Senior Education Profile

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

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

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

Statement of Results

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

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

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

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

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

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

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary (university) studies and to pathways for vocational education and training and work.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses and Short Courses

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

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

Applied syllabuses

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

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

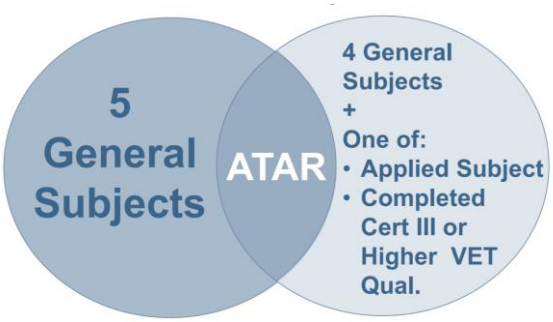
English requirement

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

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

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

ATAR Eligibility:



General syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

Extension syllabuses are courses of study that consist of two units (Units 3 and 4). Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners.

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

Assessment

Units 1 and 2 assessments

Schools decide the sequence, scope and scale of assessments for Units 1 and 2. These assessments should reflect the local context. Teachers determine the assessment program, tasks and marking guides that are used to assess student performance for Units 1 and 2.

Units 1 and 2 assessment outcomes provide feedback to students on their progress in the course of study. Schools should develop at least *two* but no more than *four* assessments for Units 1 and 2. At least *one* assessment must be completed for *each* unit.

Schools report satisfactory completion of Units 1 and 2 to the QCAA, and may choose to report levels of achievement to students and parents/carers using grades, descriptive statements or other indicators.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject.

Schools develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus.

The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Schools cannot change or modify an ISMG for use with summative internal assessment.

As part of quality teaching and learning, schools should discuss ISMGs with students to help them understand the requirements of an assessment task.

External assessment

External assessment is summative and adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes a determined percentage (see specific subject guides — assessment) to the student's overall subject result and is not privileged over summative internal assessment.

Applied syllabuses

Structure

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

Assessment

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

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

Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

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

Essential English and Essential Mathematics — Common internal assessment

Students complete a total of *four* summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop *three* of the summative internal assessments for each senior subject and the other summative assessment is a Common Internal Assessment (CIA) developed by the QCAA.

The CIA for Essential English and Essential Mathematics is based on the learning described in Unit 3 of the respective syllabus. The CIA is:

- developed by the QCAA
- common to all schools
- delivered to schools by the QCAA
- administered flexibly in Unit 3
- administered under supervised conditions
- marked by the school according to a common marking scheme developed by the QCAA.

The CIA is not privileged over the other summative internal assessment.

Summative internal assessment — instrument-specific standards

The Essential English and Essential Mathematics syllabuses provide instrument-specific standards for the three summative internal assessments in Units 3 and 4.

The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Vocational education and training (VET)

Students can access VET programs through the school if it:

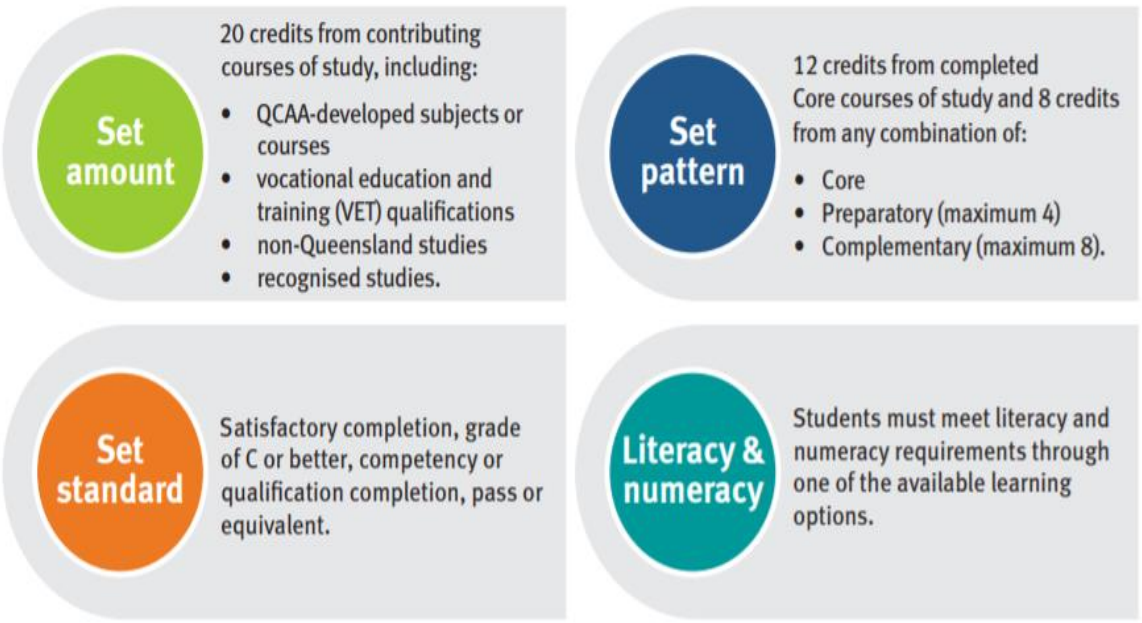
- is a registered training organisation (RTO)
- has a third-party arrangement with an external provider who is an RTO
- offers opportunities for students to undertake school-based apprenticeships or traineeships.

Queensland Certificate of Education (QCE)

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. Most students will plan their QCE pathway in Year 10 when choosing senior courses of study. 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, either at the completion of Year 12, or after they have left school.

QCE Requirements

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



Senior Subject Prerequisites 2023

GENERAL SUBJECTS	YEAR 10 PREREQUISITES
Agricultural Science	English - B result Maths - C result Effort and behaviour – Satisfactory or higher
Ancient History	English – B result
Biology	English - B result Science - C result
Chemistry	English - B result Science - B result
Digital Solutions	English - B result Maths - B result
Dance	English - B result Dance - C result or audition
Drama	English - B result Drama - C result or audition
English	English - B result
Film, Television and New Media	English - B result Film - C result or audition/portfolio
General Mathematics	English - B result Maths - C result
Geography	English - B result
Japanese	English - B result Japanese - C result or interview
Legal Studies	English - B result
Mathematical Methods	English - B result Maths - B result
Modern History	English - B result
Music	English - B result Music - C result or audition
Psychology	English - B result Science - C result
Physical Education	English - B result
Physics	English - B result Science - B result
Specialist Mathematics	English - B result Maths - B result
Visual Art	English - B result CUA20720 Certificate II in Visual Arts completed or folio

APPLIED SUBJECTS	YEAR 10 PREREQUISITES
Agricultural Practices	
Business Studies	
Dance in Practice	
Drama in Practice	
Early Childhood Studies	
Essential English	
Essential Mathematics	
Furnishing Skills	
Hospitality Practices	
Science in Practice	
Social and Community Studies	
Sport and Recreation	
Tourism	
Visual Arts In Practice	
Music in Practice	Music – C result or audition
VOCATIONAL EDUCATION AND TRAINING (VET) QUALIFICATIONS	**YEAR 10 PREREQUISITES**
AHC30116 Certificate III in Agriculture Dakabin State High School (RTO Code: 30064)	
CUA31120 Certificate III in Visual Arts Dakabin State High School (RTO Code: 30064)	
ICT20120 Certificate II in Applied Digital Technologies Dakabin State High School (RTO Code: 30064)	
MEM20413 Certificate II in Engineering Pathways Blue Dog Training (RTO Code: 31192) VETiS	
CPC10120 Certificate I in Construction Blue Dog Training (RTO Code: 31192) VETiS	
BSB30120 Certificate III in Business Binnacle Training (RTO Code: 31319) Fee For Service	
SIS30321 Certificate III in Fitness Binnacle Training (RTO Code: 31319) Fee For Service	
SIS30115 Certificate III in Sport and Recreation (Basketball) Binnacle Training (RTO Code: 31319) Fee For Service	

School Based Apprenticeships and Traineeships (SATs)

What are SATs?

School-based apprenticeships and traineeships (SATs) allow you to work for an employer and undertake training towards a recognised qualification, whilst completing your Queensland Certificate of Education. School-based apprenticeships and traineeships are mainly designed for Year 11 and 12 students.

Why choose to complete a SAT?

- Get a head start on your career while still at school
- Get experience in the workplace before you leave school
- Train towards a qualification in your chosen career
- Work towards a nationally recognised qualification that can count towards a Queensland Certificate of Education (QCE)
- Improve your confidence

How to engage in one?

Students may register an expression of interest in a SAT with the Senior Schooling HOD in H10. Engagement in the program depends on availability of a SAT in the student's chosen field and on a selection process managed by the employer or Group Training Organisation.

Undertaking a SAT is a legal agreement signed by Dakabin SHS, the student and their parent/guardian, the employer, an Australian Apprenticeship Support Network provider, a Registered Training Organisation and DESBT. As such, SATs should not be entered into lightly. More information is available from the Queensland Government's apprenticeship website https://desbt.qld.gov.au

Please be aware that students are NOT permitted to enter into a SAT without the school's knowledge AND approval. The Department of Education, Small Business and Training (DESBT) cannot, and will not, authorise any SAT without the school's formal consent.

Work Experience

Work Experience at Dakabin State High School is available as either Structured Work Placement or Work Sampling. In both cases, it is managed through the Senior Schooling Head Of Department.

Structured Work Placements

A structured work placement involves the student participating in specific tasks in the workplace as part of the competencies for their VET Certificate.

Work Sampling

A work sampling placement is one in which students have the opportunity to test personal vocational preferences through performing tasks in a workplace. Students select placements according to their future occupational aspirations. This is a voluntary process and does not count towards the student academic achievement in any subjects. It does however provide the student with the skills and knowledge to make informed decisions about their future career path. Prior to engaging in any work experience, negotiation occurs between the school, student and the work experience provider, to identify the specific goals for the student. A Work Experience Insurance Agreement form must be completed by all parties for insurance purposes.

Participation in External Study

Any senior student wishing to participate in external study needs to have received school permission to do so, beginning the Expression of interest process with the Senior Schooling HOD in H10. This is to ensure that decisions made are in the best interest of the student's future pathway and are compliant with the school timetabling arrangements. In many cases there are minimum time requirements for the delivery of subjects. Students who are not present for the minimum required time, due to external studies or otherwise, may not fulfil the requirements of that subject and therefore not gain credit towards their Queensland Certificate of Education (QCE).

Their continued enrolment in external study is dependent on their successful commitment to school studies, as this is their primary source of learning. Students undertaking this option must be self-driven. External study whether it be delivered face to face or online, will add to the student's normal senior studies workload significantly. Only students who are passing all subjects and are capable of independent study, should consider this option. At Dakabin State High School, our goal is to support all students to achieve their personal best in their individual pathway. To ensure that any external study supports this goal, students may only engage with an External study that:

a Supports their SET plan

b Awards a minimum of 3 QCE credits

c In addition, due to the compulsory fees associated with TAFE courses, **students wishing to apply to external study must have first met their financial obligations here at school.**

A student receiving, on their Semester 1 2022 report card - **for any subject** - an "Unsatisfactory " (U) standard for effort and/or behaviour, and/or a "D or E" standard for academic performance and/or who have received more than one suspension from school during Year 10 **will not be permitted to apply for TAFE qualification courses for 2023.** The criteria for a "U" standard for effort and behaviour are known by students. A "U" standard will also apply to students who consistently refuse to comply with our uniform policy, particularly with regard to the wearing of inappropriate shoes that do not meet with safety standards as prescribed by the Principal.

All students intending to apply for a course of external study must have first been given approval from Dakabin State High School. This approval is given through the use of the "Application for External Work or Training" form which is available from the Senior Schooling HOD in H10.

Once submitted, the applicant's ability to handle the added workload is assessed and if the external study fits with their SET plan and awards a minimum of three QCE credits, students will be advised within 5 working days whether they can complete their enrolment with the external training organisation.

Unsuccessful applicants will be notified in person and will be assisted to consider an alternative pathway. Students have the right to an appeal and may do so through the Deputy Principal in charge of their year level.

External Providers include:

- TAFE Queensland
- TAFE Queensland SkillsTech
- University Programs
- Brisbane School of Distance Education
- Other non-government RTOs

VETiS Funded Courses within Vocational Education and Training (VET) Certificates

Vocational Education and Training in Schools (VETiS) is the delivery of nationally recognised qualifications to school students, providing them with skills and knowledge required for employment in specific industries.
VET training can take one of three options for a student enrolled at Dakabin SHS.

1. As part of school VET studies, delivered and resourced by Dakabin SHS as a Registered Training Organisation (RTO) and having the qualification offered on its scope of registration. (SRS Fees apply)
2. Through fee-for-service arrangements where a parent/student pays for the qualification with an external RTO (students invoiced course costs, see course information for details)
3. The student enrols in a qualification with an external RTO for a qualification which is funded by the Department of Employment, Small Business and Training's VET investment budget. (some shortfall SRS fees may apply)

For the third option listed above, the VET investment budget provides **funding for students in Years 10-12 to complete ONE VETiS qualification while at school**.

At Dakabin SHS, many curriculum areas offer VET qualifications that are able to be funded via the VET investment budget from the Department of Employment, Small Business and Training as we partner with a DESBT approved prequalified External RTO. (e.g. Binnacle Training, Blue Dog Training, UQ)
Students must take careful consideration in choices they make in accessing their allocated VETiS funding, as courses offered will require enrolment and accessing this **one-time funding**. If the funding has previously been accessed, the RTO may require fee for service for the continued enrolment in that qualification.

There are some arrangements that are brokered between the school and external RTOs where funding is negotiated for multiple enrolments in certificates offered by the RTO, or finishing incomplete qualifications from other RTOs.

2023 Programs that are VETiS funded onsite at Dakabin SHS include:

- CPC10111 Certificate I in Construction
- MEM20413 Certificate II in Engineering Pathways

Students are encouraged to seek advice on their use of the VETiS funding prior to enrolment in qualifications from the Senior Schooling Head of Department.

TAFE at School Program 2023

Students can refer to information booklets issued by TAFE and available from the Senior Schooling HOD, or go directly to the TAFE website https://tafeqld.edu.au for latest information and pricing.

Please be aware that students are NOT permitted to enter into External Studies without the school's knowledge AND approval.

Details of costs associated with these courses are provided with course information supplied by TAFE Queensland. Please ensure that you have read the rules and requirements of enrolment into a TAFE course prior to choosing a course of study. Students are invited to speak about 2023 course details with the Senior Schooling Head of Department in H10.

Brisbane School of Distance Education

Students are able to elect to study courses not offered at Dakabin via Distance Education. This option is conducted via teleconferencing and online delivery, with all lesson resources available via the Blackboard portal. Students are required to purchase a headset and the relevant textbooks for each subject.

Students who are self-motivated, independent learners are best suited to this learning style.

For more information about the range of courses and how this is supported at school please contact the Head of Department for Senior Schooling.

Agricultural Science

General senior subject

General

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Agricultural systems • Agricultural enterprises A • Animal production A • Plant production A	**Resources** • Management of renewable resources • Physical resource management • Agricultural management, research and innovation	**Agricultural production** • Animal production B • Plant production B • Agricultural enterprises B	**Agricultural management** • Enterprise management • Evaluation of an agricultural enterprise's sustainability

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination		• Research investigation	
• Student experiment		• Examination	

Summative Assessment

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

Ancient History

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the Archaeology • Digging up the past • Ancient societies — weapons and warfare.	**Personalities in their time** • Alexander the Great / Harshepsut / Cleopatra / Cao Cao / Pericles / Boudica / Akhenaten	**Reconstructing the ancient world** • The Bronze Age Aegean • The Medieval Crusades	**People, power and authority** • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination — short responses to historical sources		• Independent source investigation	
• Investigation — historical essay based on research		• Examination — essay in response to historical sources	

Summative Assessment

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

Biology

General senior subject

General

Biology provides opportunities for students to engage with living systems.

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Data Test		• Scientific Report	
• Scientific Investigation		• Exam	

Summative Assessment

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

Chemistry

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination		• Research investigation	
• Student experiment		• Examination	

Summative Assessment

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

Dance

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Moving bodies How does dance communicate meaning for different purposes and in different contexts? • Genres: – Contemporary – at least one other genre • Subject matter: – meaning, purpose and context – historical and cultural origins of focus genres	**Moving through environments** How does the integration of the environment shape dance to communicate meaning? • Genres: – Contemporary – at least one other genre • Subject matter: – physical dance environments including site-specific dance – virtual dance environments	**Moving statements** How is dance used to communicate viewpoints? • Genres: – Contemporary – at least one other genre • Subject matter: – social, political and cultural influences on dance	**Moving my way** How does dance communicate meaning for me? • Genres: – fusion of movement styles • Subject matter: – developing a personal movement style – personal viewpoints and influences on genre

Assessment

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

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

Summative assessments

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

Digital Solutions

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Formative Assessment

Unit 1		Unit 2	
• Investigation – technical proposal		• Project – Folio	
• Project- Digital solution		• Examination	

Summative Assessment

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

Drama

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Performance		• Project - Multi-Modal	
• Composition		• Examination	

Summative Assessment

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

society.

English

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Persuasive Spoken		• Examination – Imaginative	
• Extended Response		• Examination - Extended Analytical	

Summative Assessment

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

Film, Television & New Media

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- explain the features of moving-image media content and practices
- symbolise conceptual ideas and stories
- construct proposals and construct moving-image media products
- apply literacy skills
- analyse moving-image products and contexts of production and use
- structure visual, audio and text elements to make moving-image media products
- experiment with ideas for moving-image media products
- appraise film, television and new media products, practices and viewpoints
- synthesise visual, audio and text elements to solve conceptual and creative problems.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation • 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?	**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?	**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?	**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

Formative Assessment

Unit 1		Unit 2	
• Design and Production Suite		• Design and Production Suite	
• Exam - Extended Written Analysis		• Case Study	

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Case study investigation	15%	Summative internal assessment 3 (IA3): • Stylistic project	35%
Summative internal assessment 2 (IA2): • Multi-platform project	25%		
Summative external assessment (EA): 25% • Examination — extended response			

General Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Problem Solving and Modelling Task		• Problem Solving and Modelling Task	
• Examination		• Examination	

Summative Assessment

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

Geography

General senior subject

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations	**Managing population change** • Population challenges in Australia • Global population change

Assessment

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

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

Summative assessments

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

Japanese

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** • Family/carers and friends • Lifestyle and leisure	**私達のまわり** **Exploring our world** • Travel • Technology and media	**私達の社会** **Our society** • Roles and relationships	**私の将来** **My future** • Finishing secondary school, plans and reflections

• Education	• The contribution of Japanese culture to the world	• Socialising and connecting with my peers • Groups in society	• Responsibilities and moving on

Assessment

Formative Assessment

Unit 1		Unit 2	
• Exam – Short Response		• Exam – Part A Response to Stimulus - Part B Spoken Response	
• Exam – combination response		• Exam – combination response	

Summative Assessment

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

Legal Studies

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations and provide recommendations and alternatives to current legislation
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
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

Assessment

Formative Assessment

Unit 1		Unit 2	
Formal internal assessment (FIA1): • Examination — combination response		Formal internal assessment (FIA3): • Investigation – argumentative essay	
Formal internal assessment (FIA2): • Investigation – inquiry report		Formal internal assessment (FIA4): • Examination — combination response	

Summative Assessment

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

Mathematical Methods

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Problem Solving and Modelling Task		• Problem Solving and Modelling Task	
• Examination		• Examination (Unit 1& 2 subject matter)	

Summative Assessment

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

Modern History

General senior subject

General

Modern History is a subject where students examine traces of humanity's recent past so they may form their own views about the Modern World. Through Modern History, students' curiosity and imagination is invigorated while their appreciation of civilisation is broadened and deepened. Students explore perspective and the evolution of today's complex and rapidly evolving world.

Modern History students are enabled to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative and learn via inquiry into ideas, movements, national experiences and international experiences. Students learn via inquiry and discover how the past consists of various perspectives and interpretations.

Students gain a range of crucial transferable skills that will help them become empathetic and critically literate citizens. They gain crucial skills in research, critical analysis and synthesis, reasoning, argument, inquiry, ethical problem-solving and effective communication. Simply put Modern History creates and prepares students to work with and interpret the Modern World.

Pathways

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

Objectives

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

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modernworld • French Revolution, 1789–1799 - • The Frontier Wars In Australia 1788 - 1937	**Movements in themodern world** • African- American Civil Rights **OR** Anti-apartheid South Africa • Independence movement in India **OR** Vietnam **OR** Radical Brisbane	**National experiencesin the modern world** • Germany,1914–1945 • Indonesia and East Timor (1942 -1975)	**International experiencesin the modern world** • Australian engagementwith Asia since 1945: The Vietnam War • Terrorism, anti-terrorismand counterterrorism since 1984 **OR** the Cold War (post WW2 – 1991) **OR** Cultural Globalisation

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination — short responses to historical sources		• Investigation — historical essay based onresearch	
• Independent Source Investigation		• Examination — essay in response to historical sources	

Summative Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — essay in response tohistorical sources	25%	Summative internal assessment 3 (IA3): • Investigation — historical essay based onresearch	25%
Summative internal assessment 2 (IA2): • Independent source investigation	25%	Summative external assessment (EA): • Examination — short responses to historicalsources	25%

Music

General senior subject

General

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Performance		• Project - Multi-modal	
• Composition		• Exam	

Summative Assessment

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

Psychology

General senior subject

General

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

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

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

Pathways

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

Objectives

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

- describe and expalin scientifiic concepts, thoeries, models and systemsns and theor limitations
- apply understanding of scientiifc concepts, theories, models and systemens wihtin their limitation
- analyse evidence
- interpret evidence
- investigate phenomena
- evalaute processes, claims and conclusions
- communicate understaindigs, findings, argumetn and conclusions.

Structure

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

Assessment

Formative Assessments

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

Unit 1		Unit 2	
Formative internal assessment: • Data test	25%	Formative internal assessment: • Research investigation	25%
Formative internal assessment: • Student experiment	25%	Formative internal assessment: • Examination	25%

Summative Assessment

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

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	25%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): 50% • Examination			

Physical Education

General senior subject

General

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

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination		• Multi-modal Folio	
• Multi-modal Folio		• Investigation — report	

Summative Assessment

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

Physics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Examination		• Research investigation	
• Student experiment		• Examination	

Summative Assessment

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

Specialist Mathematics

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Problem Solving and Modelling Task		• Examination (Unit 2 subject matter)	
• Examination		• Examination (Unit 1 & 2 subject matter)	

Summative Assessment

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

Visual Art

General senior subject

General

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Written Report		• Exam	
• Project		• Written Report	

Summative Assessment

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

Agricultural Practices

Applied senior subject

Applied

Agricultural Practices provides opportunities for students to explore, experience and learn knowledge and practical skills valued in agricultural workplaces and other settings.

Students build knowledge and skills about two areas: animal studies and/or plant studies. Safety and management practices are embedded across both areas of study..

Students build knowldege and skills in working safely, effectively and efficiently in practical agricultural situations. They develop skills to work effectively as an individual and as part of a team, to build relationships with peers, colleagues and wider networks, to collaborate and communicate appropriately with others, and to plan, organise and complete tasks on time.

Pathways

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

Objectives

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

- demonstrate procedures to complete tasks in agricultural activities
- describe and explain concepts, ideas and processes relevant to agricultural activities
- analyse agricultural information
- apply knowledge, understanding and skills relevant to agricultural activities
- use appropriate language conventions and features for communication of agricultural information
- plan processes for agricultural activities
- make decisions and recommendations with evidence for agricultural activities
- evaluate processes and decisions regarding safety and effectiveness.

Structure

The Agricultural Practices course is designed around core topics embedded in at least two elective topics.

<table>
<tr><th>Core topics</th><th colspan="2">Elective topics</th></tr>
<tr><td rowspan="3">• Rules, regulations and recommendations
• Equipment maintenance and operation
• Management practices
• An area of study:
– Animal industries
– Plant industries
– Animal industries and Plant industries</td><td colspan="2">• Operating machinery</td></tr>
<tr><td>Animal studies</td><td>Plant studies</td></tr>
<tr><td>• Infrastructure
• Production
• Agribusiness</td><td>• Infrastructure
• Production
• Agribusiness</td></tr>
</table>

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Project Performance 400-700 words	Exam SR up to 150 words per question	Exam SR up to 250 words per question	Project Performance 500-900 words
Investigation 500-800 words	Project Performance 400-700 words	Investigation 600-1000 words	Project Performance 500-900 words

Business Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics	
• Business practices, consisting of Business fundamentals, Financial literacy, Business communication and Business technology • Business functions, consisting of Working in administration, Working in finance, Working with customers and Working in marketing	• Entertainment • Events management • Financial services • Health and well-being • Insurance • Legal • Media • Mining	• Not-for-profit • Real estate • Retail • Rural • Sports management • Technical, e.g. manufacturing, construction, engineering • Tourism • Travel

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Project Performance 1 – 4 minutes 400-700 words	Extended Response 500-800 words	Project 500-900 words 2-4 minutes	Exam Short Response 50-150 words
Project Performance 2 – 4 minutes 400-700 words	Exam Short Response 50-150 words	Exam Short Response 50-150 words	Extended Response Multi-modal 4-7 minutes

Dance in Practice

Applied senior subject

Applied

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.

Students create, perform and produce dance works in class, school and community contexts, and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. Students explore safe dance practices for themselves and groups. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance.

Pathways

A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.

Objectives

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

- recall terminology, concepts and ideas associated with dance
- interpret and demonstrate the technical and expressive skills required for dance genres
- explain dance and dance works
- apply dance concepts and ideas through performance and production of dance works
- analyse dance concepts and ideas for particular purposes, genres, styles and contexts
- use language conventions and features to achieve particular purposes
- generate, plan and modify creative processes to produce dance works
- create communications and make decisions to convey meaning to audiences
- evaluate dance works

Structure

The Dance in Practice course is designed around core and elective topics. Students explore at least two dance genres across Units 1 and 2 and again in Units 3 and 4, and three genres across the four units.

Core	Electives
• Dance performance • Dance production • Dance literacies	• Ballet • Contemporary • Jazz • Tap • Ballroom • Popular dance • World dance

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance 1 – 2 minutes Teacher devised	Performance 1 – 2 minutes	Project Performance component 1.5 - 2 minutes Multi-modal Presentation max 8 A4 pages	Performance 2 – 3 minutes
Choreography 1-2 minutes Spoken Component 1-2 minutes	Project Written component 400-700 words Performance component 30 sec -1.5 minutes	Performance 2-3 minutes	Project Spoken component 2.5 -3.5 minutes Performance component 1.5-2 minutes

Drama in Practice

Applied senior subject

Applied

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

A course of study in Drama in Practice can establish a basis for further education and employment in the drama and theatre industry in areas such as performance, theatre management and promotions.

Objectives

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

- identify and explain dramatic principles and practices
- interpret and explain dramatic works and dramatic meanings
- demonstrate dramatic principles and practices
- apply dramatic principles and practices when engaging in drama activities and/or with dramatic works
- analyse the use of dramatic principles and practices to communicate meaning for a purpose
- use language conventions and features and terminology to communicate ideas and information about drama, according to purposes
- plan and modify dramatic works using dramatic principles and practices to achieve purposes
- create dramatic works that convey meaning to audiences
- evaluate the application of dramatic principles and practices to drama activities or dramatic works.

Structure

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

Core	Electives	
• Dramatic principles • Dramatic practices	• Acting (stage and screen) • Career pathways (including arts entrepreneurship) • Community theatre • Contemporary theatre • Directing • Play building	• Scriptwriting • Technical design and production • The theatre industry • Theatre through the ages • World theatre

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance 1 – 2 minutes individual or 2 – 3 minutes group	Project Spoken component 2-4 minutes Performance 1 – 2 minutes (group) Written component 400 – 700 words	Project Performing component 2-3 minutes (group) Multi-modal presentation 8 A4 pages max	Performance 3-5 minutes Individual
Product for theatre company	Extended response Multi-modal presentation 8 A4 pages max	Product for theatre company	Extended Response 600 – 1000 words

Early Childhood Studies

Applied senior subject

Applied

Early Childhood Studies focuses on learning about children aged from birth to five years.

Students explore play-based learning activities from two perspectives: they use theories about early childhood learning and devise play-based learning activities responsive to children's needs.

Students examine the interrelatedness of core concepts and ideas of the fundamentals and practices of early childhood learning. They plan, justify and evaluate play-based learning activities responsive to the needs of children as well as evaluating contexts in early childhood learning. This enables students to develop understanding of the multifaceted, diverse and significant nature of early childhood learning.

Pathways

A course of study in Early Childhood Studies can establish a basis for further education and employment in health, community services and education. Work opportunities exist as early childhood educators, teacher's aides or assistants in a range of early childhood contexts.

Objectives

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

- describe concepts and ideas related to fundamentals of early childhood
- explain concepts and ideas of practices of early childhood learning.
- analyse concepts and ideas of the fundamentals and practices of early childhood learning
- apply concepts and ideas of the fundamentals and practices of early childhood learning
- use language conventions and features to communicate ideas and information for specific purposes
- plan and justify play-based learning activities responsive to children's needs
- evaluate play-based learning activities in response to children's needs
- evaluate contexts in early childhood learning.

Structure

The Early Childhood Studies course is designed around core topics embedded in at least four elective topics.

Core topics	Elective topics
• Fundamentals of early childhood • Practices in early childhood	• Being in a safe place • Health and physical wellbeing • Play and creativity • Literacy and numeracy skills • Indoor and outdoor learning environments

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Extended Response Analytical essay 500–800 words	Project Written component 400–700 words Product component Performance component Implemented with children aged 4-5 years	Project Written component 500-900 words Produce component Performance component Implemented with children aged 3 – 4 years	Investigation 600 – 1000 words
Project 400-700 words Multimodal component 2 – 4 minutes	Investigation Written response 500-800 words	Extended Response Written response Analytical Essay 600 – 1000 words	Project Written component – Journal 500-900 words Multimodal component 3-6 minutes

Essential English

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Persuasive Spoken		• Multi-Modal	
• Examination		• Extended Written	

Summative Assessment

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response

Essential Mathematics

Applied senior subject

Applied

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Formative Assessment

Unit 1		Unit 2	
• Problem Solving and Modelling Task		• Problem Solving and Modelling Task	
• Exam		• Exam	

Summative Assessment

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

Furnishing Skills

Applied senior subject

Applied

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

Pathways

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

Objectives

The majority of learning is done through manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.
By the conclusion of the course of study, students should:

- develop transferable skills relevant to a range of industry-based electives and future employment opportunities.
- understand industry practices
- interpret specifications, including information and drawings
- demonstrate and apply safe practical production processes with hand/power tools and equipment,
- communicate using oral, written and graphical modes, organise, calculate and plan production processes
- evaluate the products created using predefined specifications customer expectations of product quality at a specific price and time.

Structure

The subject includes two core topics - 'Industry practices' and 'Production processes'. Industry practices are used by manufacturing enterprises to manage the manufacturing of products from raw materials. Production processes combine the production skills and procedures required to create products. Students explore the knowledge, understanding and skills of the core topics through selected industry-based electives in response to local needs, available resources and teacher expertise.

Core topics	Industry area	Elective topics
• Industry practices • Production processes	The furnishing Industry Introduction and WH&S Production processes and product quality	• Furniture Making • Furniture Finishing
	Communication and teamwork in furnishing enterprises	• Cabinet making • Furniture finishing
	Manufacturing enterprises	• Cabinet Making • Furniture Finishing • Upholstery
	Furniture Industry-Production processes and product quality II	• Furniture Making • Furniture Finishing

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Practical Demonstration Workplace Health and Safety	Project	Project Practical Demonstration	Project
Jewellery box (Visual evidence is collected through annotated photographs or teacher observations annotated on the instrument specific standards.) Individual response. Examination	Cabinet with drawer • Multimodal component — non presentation Digital portfolio Maximum: 6 A4 pages (or equivalent) • Product component Small cabinet. Individual response.	Design Chair Template Multimodal component — non presentation Digital portfolio Maximum: 8 A4 pages (or equivalent) • Product component Outdoor chair, Individual response.	Clock Multimodal component — non presentation Digital portfolio Maximum: 8 A4 pages (or equivalent)

Hospitality Practices

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Exam 50-250 words per response	Project 400-700 words	Project 500-900 words	Project 500-900 words
Project 400-700 words	Extended Response 500-800 words	Exam 50-250 words per response	Extended Response 600-1000 words

Music in Practice

Applied senior subject

Applied

Music in Practice gives students opportunities to engage with music and music productions, and, where possible, interact with practising artists.

Students are exposed to authentic music practices in which they learn to view the world from different perspectives, and experiment with different ways of sharing ideas and feelings. They gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community. They gain practical, technical and listening skills to communicate in and through their music.

Students explore and engage with the core of music principles and practices as they create, perform, produce and respond to their own and others' music works in class, school and community settings. They learn about workplace health and safety (WHS) issues relevant to the music industry and effective work practices that lead to the acquisition of industry skills needed by a practising musician.

Pathways

A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.

Objectives

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

- identify and explain music principles and practices
- interpret music principles and practices
- demonstrate music principles and practices
- apply technical and expressive skills to performance and production of music works
- analyse the use of music principles and practices in their own and others' music works
- use language conventions and features to communicate ideas and information about music, according to context and purpose
- plan and modify music works using music principles and practices to achieve purposes
- create music works to communicate music ideas to audiences
- evaluate the application of music principles and practices to music works and music activities.

Structure

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

Core	Electives	
• Music principles • Music practices	• Community music • Contemporary music • Live production and performance • Music for film, TV and video games • Music in advertising	• The music industry • Music technology and production • Performance craft • Practical music skills • Song writing • World music

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Performance Music – minimum of 2 minutes Production (Live sound) – Variable (depending on nature of the task)	Project (Community Connections) Must consist of two task components: Written: 400-700 words Spoken: 1 ½ - 3 ½ minutes Multimodal: 2-4 minutes Performance: Variable Product: Variable	Performance Music – minimum of 2 minutes Production (Live sound) – Variable (depending on nature of the task	Project (Community Connections) Must consist of two task components: Written: 500-900 words Spoken: 2 ½ - 3 ½ minutes Multimodal: 3-6 minutes Performance: Variable Product: Variable
Product (Composition) Creating and Arranging: 16 bars or 30 seconds Manipulating existing sounds: 1 minute	Extended Response Written: 500-800 words Spoken: 2-4 minutes Multimodal: 3-5 minutes	Product (Composition) Creating and Arranging: 32 bars or 60 seconds Manipulating existing sounds: 2 minutes	Investigation Written: 600-1000 words Spoken: 3-4 minutes Multimodal: 4-7 minutes

Science in Practice

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

By the conclusion of the course of study students should:

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

Structure

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

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

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Examination – Short response test 60-90mins 50-150 words per question	Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given. 500-800 words	Extended response – written 600-1000 words	Collection of Work At least three different components from the following: • written: 200–300 words • spoken: 1½ –2½ minutes • multimodal
Extended response – written 500-800 words	Collection of Work At least three different components from the following: • written: 200–300 words • spoken: 1½ –2½ minutes • multimodal	Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given. 600-1000 words	Examination – Short response test 60-90mins 50-150 words per question

Social & Community Studies

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Core life skills	Elective topics	
• Personal skills — Growing and developing as an individual • Interpersonal skills — Living with and relating to other people • Citizenship skills — Receiving from and contributing to community	• The Arts and the community • Globalisation • Health, Recreation, Leisure and Nutrition	• The Law and You • Money Management • Health and the Community • Gender and Identity

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Investigation Multimodal Written 500 – 800 and 2 – 4 min speech	Project written 400 – 700 and 2 – 4 min speech	Investigation Multimodal Written 600 – 100 words or 4 – 7 minute speech	Exam Response to stimulus written responses up to 250 words or 90 mins
Exam – Response to Stimulus written responses up to 150 words	Exam Extended response to stimulus written 500 – 800 90 mins	Project written 500-900 Spoken 2.5min-3.5min	Exam Extended response to stimulus written 600 – 1000 90mins

Sport & Recreation

Applied senior subject

Applied

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

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

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

Pathways

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

Objectives

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

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

- evaluate strategies that seek to enhance health, wellbeing, and participation in sport and recreation activities and provide recommendations
- create communications that convey meaning for particular audiences and purposes.

Structure

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

Core topics	Elective topics
• Sport and recreation in the community • Sport, recreation and healthy living • Health and safety in sport and recreation activities • Personal and interpersonal skills in sport and recreation activities	• Active play and minor games • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement activities • Sport and recreation physical activities

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Examination Futsal energy systems 60 – 90 min	**Project** Ultimate Disk Coaching Session 400 – 700 words 2 – 4 min evidence	**Project** Volleyball Tournament 500 – 900 words 2 – 4 min evidence 2.5 – 3.5 spoken self - reflection	**Examination** Sports Medicine & First Aide 60 – 90 min
Performance Touch Football 2 – 4 min evidence	**Performance** Strength & Conditioning 2 – 4 min evidence	**Performance** Badminton 2 – 4 min evidence	**Performance** Weightlifting 2 – 4 min evidence

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

Tourism

Applied senior subject

Applied

Tourism studies enable students to gain an appreciation of the role of the tourism industry and the structure, scope and operation of the related tourism sectors of travel, hospitality and visitor services.

Students examine the socio-cultural, environmental and economic aspects of tourism, as well as tourism opportunities, problems and issues across global, national and local contexts.

Students develop and apply tourism-related knowledge and understanding through learning experiences and assessment in which they plan projects, analyse issues and opportunities, and evaluate concepts and information.

Pathways

A course of study in Tourism can establish a basis for further education and employment in businesses and industries such as tourist attractions, cruising, gaming, government and industry organisations, meeting and events coordination, caravan parks, marketing, museums and galleries, tour operations, wineries, cultural liaison, tourism and leisure industry development, and transport and travel.

Objectives

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

- recall terminology associated with tourism and the tourism industry
- describe and explain tourism concepts and information
- identify and explain tourism issues or opportunities
- analyse tourism issues and opportunities
- apply tourism concepts and information from a local, national and global perspective
- communicate meaning and information using language conventions and features relevant to tourism contexts
- generate plans based on consumer and industry needs
- evaluate concepts and information within tourism and the tourism industry
- draw conclusions and make recommendations.

Structure

The Tourism course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Tourism as an industry • The travel experience • Sustainable tourism	• Technology and tourism • Forms of tourism • Tourist destinations and attractions	• Tourism marketing • Types of tourism • Tourism client groups

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Exam	Extended Response 500-800 words	Written response 600-1000 words	Multimodal Presentation 3-6 minutes 500-900 words
Written Report 400-700 words	Extended Response 500-800 words	Multimodal-non-presentation 10 A4 pages	Exam

Visual Arts In Practice

Applied senior subject

Applied

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

In each area of study they undertake, students of Visual Arts in Practice develop and apply knowledge, understanding and skills from three core topics — 'Visual mediums, technologies and techniques', 'Visual literacies and contexts' and 'Artwork realisation'.

Pathways

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

Objectives

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

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

Structure

The Visual Arts In Practice course is designed around interrelated core topics and electives.

Core topics	Elective topics	
• Visual Mediums, technologies and techniques • Visual literacies and contexts • Artwork realisation	• 2D • 3D • Digital and 4D	• Design • Craft

Assessment

Unit 1	Unit 2	Unit 3	Unit 4
Project Must consist of two task components: Written: 400-700 words Spoken: 1 ½ - 3 ½ minutes Multimodal: 2-4 minutes Product: Variable	Project (Community Connections) Must consist of two task components: Written: 400-700 words Spoken: 1 ½ - 3 ½ minutes Multimodal: 2-4 minutes Product: Variable	Project Must consist of two task components: Written: 500-900 words Spoken: 2 ½ - 3 ½ minutes Multimodal: 3-6 Minutes 8 A4 pages max Product: Variable	Project (Community Connections) Must consist of two task components: Written: 500-900 words Spoken: 2 ½ - 3 ½ minutes Multimodal: 3-6 Minutes 8 A4 pages max Product: Variable
Product Variable Conditions	Extended Response Written: 500-800 words Spoken: 2-4 minutes Multimodal: 3-5 minutes or 8 A4 pages max	Product Variable Conditions	Investigation Written: 600-1000 words Spoken: 3-4 minutes Multimodal: 4-7 minutes or 10 A4 pages max

AHC30116 Certificate III in Agriculture

Vocational Education and Training Qualification

VET Qualification

NATIONALLY RECOGNISED TRAINING

Delivered by Dakabin State High School - RTO Code 30064

Aim

The course has been designed for students who have an interest in machinery and plants and would like to pursue a career in this area.

Areas of Study

Students will need to complete 2 core and 14 elective units.

CODE	TITLE	CORE / ELECTIVE
AHCWHS301	Contribute to work health and safety processes	CORE
AHCWRK309	Apply environmentally sustainable work practices	CORE
AHCAGB302	Keep production records for a primary production business	ELECTIVE
AHCBIO303	Apply biosecurity measures	OTHER
AHCLSK301	Administer medication to livestock	ELECTIVE
AHCLSK308	Identify and draft livestock	ELECTIVE
AHCLSK309	Implement animal health control programs	ELECTIVE
AHCLSK331	Comply with industry animal welfare requirements	ELECTIVE
ACMGAS301	Maintain and monitor animal health and wellbeing	ELECTIVE
AHCHYD301	Implement a maintenance program for hydroponic systems	ELECTIVE
AHCHYD302	Install hydroponic systems	ELECTIVE
AHCLSK316	Prepare livestock for competition	ELECTIVE
AHCLSK317	Plan to exhibit livestock	ELECTIVE
PUATEA001	Work in a team	ELECTIVE
AHCMOM202	Operate tractors	ELECTIVE
AHCLSK207	Load and unload livestock	OTHER

Assessment / Workload

Assessments in the AHC30116 Certificate III in Agriculture are competency-based. This involves observation with checklists, Projects / Portfolios, Questioning and Reports. Dakabin State High School is the Registered Training Organisation for the course. Results for each unit of competency will be recorded as Competent or Not Competent. Students are required to demonstrate competence in all set tasks to enable them to receive certification.

Subject Advice

While it is an advantage to have studied Junior Agricultural and Animal Studies it is not essential.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.

Certificates Possible

Students who achieve all competencies in AHC30116 Certificate III in Agriculture by the end of Year 12 will be awarded AHC30116 Certificate III in Agriculture. Those who do not successfully complete all competencies will be awarded a Statement of Attainment stating competencies achieved.

CUA31120 Certificate III in Visual Arts

Vocational Education and Training Qualification

VET Qualification

Delivered by Dakabin State High School - RTO Code 30064

Aim

Nationally Recognised Training

Are you seeking a role in the Art or design fields? Do you want to upgrade your skills?
This qualification reflects the role of individuals who are developing a range of visual art skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the application of introductory art theory and history.
Are you interested in improving your art skills, or entering into the art industry? If so, then this qualification is for you.

The course is delivered over a two year period of full-time study. The structure of the course incorporates effective work practices, workplace health and safety issues, an understanding of historical and theoretical aesthetic concepts, including elective studies in drawing, painting, ceramics.

Areas of Study

Students will need to complete 4 core and 8 elective units.

CODE	TITLE	CORE / ELECTIVE
BSBWHS211	Contribute to health and safety of self and others	CORE
CUAACD311	Develop drawing skills to communicate ideas	CORE
CUAPPR311	Produce creative work	CORE
CUARES301	Apply knowledge of history and theory to own arts practice	CORE
CUADES201	Follow a design process	ELECTIVE
CUADES301	Explore the use of colour	ELECTIVE
CUADES302	Explore and apply the creative design process to 2D forms	ELECTIVE
CUAPPR314	Participate in collaboration creative projects	ELECTIVE
CUADRA311	Produce drawings	ELECTIVE
CUAPAI311	Produce paintings	ELECTIVE
CUAPPR417	Select and prepare creative work for exhibition	IMPORTED ELECTIVE
CUAPPR203	Store finished creative work	OTHER

Assessment / Workload

Students complete competency-based assessment tasks. Results for each unit of competency will be recorded as Competent or Not Competent. Students are required to demonstrate competence in all set tasks to enable them to receive certification.

Certificates Possible

Students who are deemed competent in all competencies by the end of Year 12 will be awarded CUA31120 Certificate III in Visual Arts.
Those who do not successfully complete all competencies will receive a Statement of Attainment stating which competencies/units have been achieved.

ICT20120 Certificate II in Applied Digital Technologies

VET Qualification

Delivered by Dakabin State High School - RTO Code 30064

The school must have specialist teachers and equipment to run these courses. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualification. This may involve study off-campus or online, with any additional costs to be met solely by the student. The school retains the right to cancel a course if it is unable to meet legislated requirements.

Nationally Recognised Training

Additional details regarding course guarantee, policies including RPL, appeal, costs, certificate issue and statement of attainments can be found on the school website under the Curriculum tab, VET Handbook.

Aim

Gain the basic skills required to use information and communication technology within any industry with this entry-level course. Set yourself on the path to digital success with this entry-level introduction to information communication technology (ICT). Designed to provide you with knowledge across a range of basic skill areas, this course will give you the digital literacy you need to give you an edge after school.

Course Structure

The course is delivered over a two-year period of full-time study. It covers the basics in communication, information technology, digital literacy and computer maintenance, making it ideal for students. You'll also learn how to maintain inventories for equipment, software and documentation, and work and communicate effectively in an ICT environment.

Upon successful completion of this qualification, you will have a greater understanding of ICT practices and how to apply them in the workplace, giving you a competitive edge after school in the job market. You'll also be well positioned to continue with further study in the information computer technology field.

Areas of Study

Students will need to complete 6 core and 6 elective units.

CODE	TITLE	CORE / ELECTIVE
BSBWHS211	Contribute to the health and safety of self and others	CORE
BSBTEC202	Use digital technologies to communicate in a work environment	CORE
BSBSUS211	Participate in sustainable work practices	CORE
ICTICT213	Use computer operating systems and hardware	CORE
ICTICT214	Operate application software packages	CORE
ICTICT215	Operate digital media technology packages	CORE
BSBTEC303	Create electronic presentations	ELECTIVE

BSBTEC302	Design and produce spreadsheets	ELECTIVE
ICTICT207	Integrate commercial computing packages	ELECTIVE
ICTICT216	Design and create basic organisational documents	ELECTIVE
ICTSAS214	Protect devices from spam and destructive software	ELECTIVE
ICTWEB304	Build simple web pages	ELECTIVE
ICTWEB305	Produce digital images for the web	ELECTIVE

Assessment / Workload

Dakabin State High School is the Registered Training Organisation for the Certificate II course. Students complete competency-based tasks for each project. Results for each unit of competence will be recorded as Competent or Not Yet Competent. Students are required to demonstrate competence in all set projects to enable them to receive certification.

Assessments in the Certificate II in Applied Digital Technologies are competency-based. This involves project work, checklists, observations, practical tests, and some written tests graded by competent or not yet competent. The whole course is structured around eight projects.

Project	Topic	Units of Competency	Delivery
Project 1	Work Health and Safety ICT2WHS	BSBWHS211 Contribute to the health and safety of self and others	Semester 1 7 weeks
Project 2	Sustainable Work Practices ICT2SWP	BSBSUS211 Participate in sustainable work practices	Semester 1 6 weeks
Project 3	Operating Systems ICT2OPS	ICTICT201 Use computer operating systems and hardware	Semester 1 6 weeks
Project 4	Digital Communications ICT2DTC	BSBTEC202 Use digital technologies to communicate in a work environment	Semester 2 6 weeks
Project 5	Digital Technologies ICT2DTS	ICTICT214 Operate application software packages ICTICT207 Integrate commercial computing packages ICTICT215 Operate digital media technology packages BSBTEC303 Create electronic communications	Semester 2 13 weeks
Project 6	Website Development ICT2WDV	ICTWEB305 Produce digital images for the web ICTWEB304 Build simple web pages	Semester 3 12 weeks
Project 7	Protect ICT ICT2PDS	ICTSAS214 Protect devices from spam and destructive software	Semester 3 7 weeks
Project 8	Spreadsheeting ICT2DDS	BSBTEC302 Design and produce spreadsheets	Semester 4 10 weeks

Certificates Possible

Students who are deemed competent in all competencies by the end of Year 12 will be awarded a Certificate II in Applied Digital Technologies (ICT20120).

Those who do not successfully complete all competencies to be awarded will receive a Statement of Attainment stating competencies achieved.

MEM20413 Certificate II in Engineering Pathways

Vocational Education and Training Qualification

VET Qualification

Delivered by Blue Dog Training - RTO Code 31193

This is a VETiS funded course.

In 2023, Dakabin State High School will be continuing the partnership with external RTO (Registered Training Organisation), Blue Dog Training (RTO 31193). Through this partnership, students will have the opportunity to complete MEM20413 Certificate II in Engineering Pathways. This course will be delivered at Dakabin SHS as part of students' normal timetable, using Blue Dog RTO trainers and assessors as well as our school's resources and qualified staff.

Subject Prerequisites

Students need to have achieved at least a "Sound" in Year 10 ITD and must have minimum standards of "Satisfactory" in behavior and attitude. Students must have steel capped safety boots to participate in instruction of Certificate II in Engineering Pathways.

Aim

This qualification is intended for students interested in exposure to an engineering or related working environment with a view to entering into employment in that area. 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. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld some metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects.

This training is conducted in a safe manner for each learner and those around them. Students will have access to basic engineering equipment and facilities, as well as sufficient open plan workshop facilities where long-term projects can be completed. The teachers/trainers are experienced with the knowledge and trade skills to successfully facilitate and motivate skills development in the learners.

Areas of Study

The minimum requirements for achievement of MEM20413 Certificate II in Engineering Pathways are completion of a minimum of twelve (12) units of competency including:

CODE	TITLE	CORE / ELECTIVE
MEM13014A	Apply principles of occupational health and safety in the work environment	CORE
MEMPE005A	Develop a career plan for the engineering and manufacturing industry	CORE
MEMPE006A	Undertake a basic engineering project	CORE
MSAENV272B	Participate in environmentally sustainable work practices	CORE
MEM18001C	Use hand tools	ELECTIVE
MEM16008A	Interact with computing technology	ELECTIVE
MEM18002B	Use power tools/hand held operations	ELECTIVE
MEMPE002A	Use electric welding machines	ELECTIVE

MEMPE002A	Organise and communicate information	ELECTIVE
MSAPMSUP106A	Work in a team	ELECTIVE
MGMPE007A	Pull apart and reassemble engineering mechanisms	ELECTIVE
MEMPE001A	Use engineering workshop machines	ELECTIVE

Assessment / Workload

Blue Dog is the Registered Training Organisation for this qualification. Students complete competency-based tasks for each module. Results for each unit of competence will be recorded as Competent or Not Competent. Students are required to demonstrate competence in **all** set tasks to enable them to receive certification. Theory work is completed on-line for this course.

Assessments in MEM20413 Certificate II in Engineering Pathways are competency-based. This involves project work, checklists, observations, photograph evidence, practical tests, and some written tests graded by Competent or Not Competent.

Subject Advice

It is an advantage to like working with metals, machines, welding, fabrication and machining processes with its workshop and outdoor activities which are mainly practically orientated.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.

Certificates Possible

Students who achieve all competencies in MEM20413 Certificate II in Engineering Pathways by the end of Year 12 will be awarded MEM20413 Certificate II in Engineering Pathways.
Those who do not successfully complete all competencies will receive a Statement of Attainment stating competencies/ units achieved.

CPC10120 Certificate I in Construction

Vocational Education and Training Qualification

VET Qualification

Delivered by Blue Dog Training - RTO Code 31193

This is a VETiS funded course.

In 2023, Dakabin State High School will continue the partnership with external RTO (Registered Training Organisation), Blue Dog Training. (RTO 31193) Through this partnership, students will have the opportunity to complete a CPC10120 Certificate I in Construction. This course will be delivered at Dakabin SHS as part of students' normal timetable, using Blue Dog RTO trainers and assessors as well as our school's resources and qualified staff.

Subject Prerequisites

Students need to have achieved at least a "Sound" in Year 10 ITD and must have minimum standards of "Satisfactory" in behaviour and attitude. Students must have steel capped safety boots to participate in instruction of CPC10120 Certificate I in Construction.

Aim

This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context. The qualification is suited to VET in Schools programs or learners with no previous connection to the construction industry or relevant employment history. There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

The unit CPCCWHS1001 Apply WHS requirement, policies and procedures in the construction industry is designed to meet OHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site. All students will receive the Construction white Card as part of this study.

The construction industry strongly affirms that training and assessment leading to recognition of skills must be undertaken in a real or very closely simulated workplace environment and this qualification requires all units of competency to be delivered in this context.

Areas of Study

To achieve this qualification, students must demonstrate competency in 11 units of competency including 8 core units and 3 elective units.

CODE	TITLE	CORE / ELECTIVE
CPCCCM2004	Handle construction materials	CORE
CPCCCM2005	Use construction tools and equipment	CORE
CPCCCM1011	Undertake basic estimation and costing	CORE
CPCCOM1012	Work effectively and sustainably in the construction industry	CORE
CPCCOM1013	Plan and organise work	CORE
CPCCVE1011	Undertake a basic construction project	CORE
CPCCWHS1001	Prepare to work safely in the construction industry	CORE

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	CORE
CPCCCM1014	Conduct workplace communication	ELECTIVE
CPCCCM1015	Carry out measurements and calculations	ELECTIVE
CPCCOM2001	Read and interpret plans and specifications	ELECTIVE

Assessment / Workload

Blue Dog is the Registered Training Organisation for the CPC10120 Certificate I in Construction. Students complete competency-based assessments. Results for each unit of competency will be recorded as Competent or Not Competent. Students are required to demonstrate competence in **all** set tasks to enable them to receive certification. Theory work is completed on-line for this course.

Assessments in CPC10120 Certificate I in Construction are competency-based. This involves project work, checklists, observations, photograph evidence, practical tests, and some written tests graded by Competent or Not Competent.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.

Certificates Possible

Students who achieve all competencies in CPC10120 Certificate I in Construction by the end of Year 12 will be awarded CPC10120 Certificate I in Construction.

Those who do not successfully complete all competencies will receive a Statement of Attainment stating competencies/ units achieved.

BSB30120 Certificate III in Business

Vocational Education and Training Qualification

VET Qualification

Delivered by Binnacle Training - RTO Code 31319

This is a fee for service course.

In 2023 **BSB30120 Certificate III in Business** will be delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. This course will be delivered at Dakabin SHS as part of students' normal timetable, using our school's resources

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	**This Subject Outline 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/rto and select 'RTO Files'.**

Aim

Student will participate in the delivery of a range of business activities and projects within the school. Graduates will be competent in a range of essential workplace skills – including leadership and organisation, customer services, personal management, teamwork and relationships, business technology and financial literacy. Students will also investigate business opportunities.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Assessment / Workload

Program delivery will combine both class-based tasks and practical components in a real business environment at the school. This involves the delivery of a range of projects and services within their school community. A range of teaching/learning strategies will be used to deliver the competencies.

These include:

- Practical tasks
- Hands-on activities involving customer service
- Group projects
- e-Learning projects

Evidence contribution towards competency will be collected throughout the course.

Areas of Study

CODE	TITLE	CORE / ELECTIVE
BSBPEF201	Support personal wellbeing in the workplace	CORE
BSBWHS311	Assist with maintaining workplace safety	CORE
BSBSUS211	Participate in sustainable work practices	CORE
BSBTWK301	Use inclusive work practices	CORE
BSBXCM301	Engage in workplace communication	CORE
BSBCRT311	Apply critical thinking skills in a team environment	CORE
BSBPEF301	Organise personal work priorities	L (GROUP B)
BSBXTW301	Work in a team	L (GROUP C)
BSBTEC301	Design and produce business documents	L (GROUP A)
BSBWRT311	Write simple documents	L (GROUP A)
BSBTEC303	Create electronic presentations	L (GROUP A)
BSBOPS304	Deliver and monitor a service to customers	L (GROUP D)
FNSFLT311	Develop and apply knowledge of personal finances	E

E = Imported elective; L = Listed elective.

Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices is at its optimum and adequate resources provided by School (as Third Party).

Certificates Possible

Students successfully achieving all qualification requirements, will be provided with the qualification and record of results. Students who achieve at least one unit (but not the fill qualification) will receive a Statement of Attainment.

Upon successful completion students will achieved a maximum of 8 QCE credits.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.

SIS30321 Certificate III in Fitness

Vocational Education and Training Qualification

VET Qualification

Delivered by Binnacle Training - RTO Code 31319

This is a fee for service course.

In 2023 **SIS30321 Certificate III in Fitness** will be delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. This course will be delivered at Dakabin SHS as part of students' normal timetable, using our school's resources.

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	**This Subject Outline 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/rto and select 'RTO Files'.**

Aim

Student will participate in the delivery of a range of fitness program and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness program, and conducting group fitness sessions in indoor and outdoor fitness sessions. This program also includes the following:

- First Aid qualification and CPR certificate
- A range of career pathway options including direct pathways into Certificate IV Fitness (Personal Trainer) at another RTO.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Assessment / Workload

Program delivery will combine both class-based tasks and practical components in a real gym environments at the school. This involves the delivery of a range of fitness programs to clients within the school community (Students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting program and fitness facility.

Evidence contributing towards competency will be collected throughout the course.

Areas of Study

CODE	TITLE	CORE / ELECTIVE
BSBOPS304	Deliver and monitor a service to customers	CORE
BSBPEF301	Organise personal work priorities	CORE
HLTAID011	Provide First Aid	CORE
HLTWHS001	Participate in workplace health and safety	CORE
SISFFIT032	Complete pre-exercise screening and service orientation	CORE
SISFFIT033	Complete client fitness assessments	CORE
SISFFIT035	Plan group exercise sessions	CORE
SISFFIT036	Instruct group exercise sessions	CORE
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients	CORE
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise	CORE
SISFFIT052	Provide healthy eating information	CORE
SISXEMR001	Respond to emergency situations	ELECTIVE - LISTED
BSBSUS211	Participate in sustainable work practices	ELECTIVE - LISTED
SISXIND001	Work effectively in Sport, fitness and recreation environments	ELECTIVE - IMPORTED
SISXIND002	Maintain sport, fitness and recreation industry knowledge	ELECTIVE - IMPORTED

NOTE: Units of competency are subject to change prior to the commencement of the program. These may be due to qualification or unit changes on the national training register (training.gov.au), as well as elective unit changes made by Binnacle Training to align with current industry practices or school resourcing requirements.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.

Subject Prerequisites

Students need to have achieved at least a C in Year 10 English. Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

SIS30115 Certificate III in Sport and Recreation

Vocational Education and Training Qualification

VET Qualification

Delivered by Binnacle Training - RTO Code 31319

This is a fee for service course.

In 2023 **SIS30115 Certificate III in Sport and Recreation** will be delivered as a senior subject by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. This course will be delivered at Dakabin SHS as part of students' normal timetable, using our school's resources

IMPORTANT **PROGRAM DISCLOSURE STATEMENT (PDS)**	**This Subject Outline 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/rto and select 'RTO Files'.**

Aim

Student will participate in the delivery of a range of sporting activities and program within the school. Graduates will be competent in a range of essential skills – including officiating games or competitions, coaching beginner participants to develop fundamental skills, effective communication skills, providing quality services to participants, and using digital technologies in sport environments.
This program also includes the following:

- First Aid qualification and CPR certificate
- Officiating and coaching accreditations (general principals or , certain cases, sport-specific)
- A range of career pathway options including club level official and/or coach, or pathways into Certificate IV or Diploma (e.g. Sport or Fitness) at another RTO.

Language, Literacy and Numeracy Skills

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

Assessment / Workload

Program delivery will combine both class-based tasks and practical components in a real gym environments at the school. This involves the delivery of a range of fitness programs to clients within the school community (Students, teachers, and staff). A range of teaching/learning strategies will be used to deliver the competencies. These include:

- Practical tasks
- Hands-on activities involving participants/clients
- Group work
- Practical experience within the school sporting program and fitness facility.

Evidence contributing towards competency will be collected throughout the course.

Areas of Study

CODE	TITLE	CORE / ELECTIVE
HLTWHS001	Participate in workplace health and safety	CORE
SISXEMR001	Respond to emergency situations	CORE
SISXCCS001	Provide quality service	CORE
HLTAID003	Provide first aid	CORE
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control	CORE
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions	CORE
ICTWEB201	Use social media tools for collaboration and engagement	CORE
BSBWOR301	Organise personal work priorities and development	CORE
SISXCAI004	Plan and conduct programs	CORE
BSBWOR204	Use business technology	ELECTIVE - GENERAL
SISXCAI006	Facilitate groups	ELECTIVE - GENERAL
BSBADM307	Organise schedules	ELECTIVE - GENERAL
SISXIND002	Maintain sport, fitness and recreation industry knowledge	ELECTIVE- IMPORTED
SISXCAI002	Assist with activity sessions	ELECTIVE - IMPORTED
SISXIND001	Work effectively in sport, fitness and recreation environments	ELECTIVE - IMPORTED

NOTE: Units of competency are subject to change prior to the commencement of the program. These may be due to qualification or unit changes on the national training register (training.gov.au), as well as elective unit changes made by Binnacle Training to align with current industry practices or school resourcing requirements.

Subject Prerequisites

Students need to have achieved at least a C in Year 10 English. Students need to have achieved at least Satisfactory in Effort and Behaviour in Year 10 HPE. Preference is given to being a member of the Basketball Academy. Students must have a passion for and/or interest in pursuing a career in the fitness and sport industries. They must have good quality written and spoken communication skills and an enthusiasm / motivation to participate in physical activity sessions.

Associated Costs

For details about costs associated with this course of study, please refer to the Year 11 Resource Scheme 2023 booklet.