



**PACIFIC**  
LUTHERAN  
COLLEGE



Year 11 and 12  
Subject Selection Handbook  
2025 - 2026

[pacificlutheran.qld.edu.au](http://pacificlutheran.qld.edu.au)

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## INTRODUCTION

This information has been produced to assist students in Year 10 to make informed decisions when selecting subjects for Years 11 and 12 at Pacific Lutheran College.

It is important that students choose senior subjects carefully as these decisions will affect the options available for future career paths.

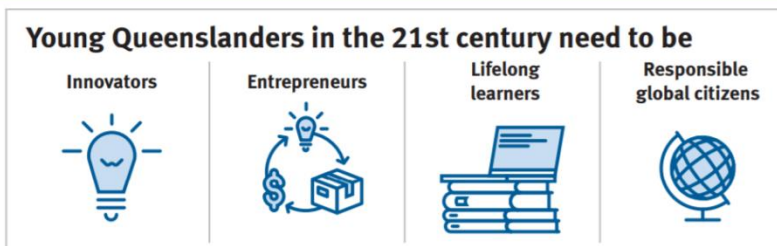
There are many factors for students to consider when choosing their course of study. Choices should be made based on aptitude, interest and future pathways. Students should consider subjects:

- They enjoy or are interested in;
- That they demonstrate some ability or aptitude; and
- That will help reach the student's chosen career goals.

The Queensland Curriculum and Assessment Authority (QCAA) has identified and defined a set of 21st century skills based on national and international research about the skills students need in the 21st century. Along with literacy and numeracy, these 21st century skills are the underpinning factors that shape the development of the General senior syllabuses. These 21st century skills will help prepare Queensland students by giving them the knowledge, skills and confidence they need to be equipped for the demands of higher education, work and life, and to participate effectively in the community and the economy in a complex and rapidly changing world.

## 21st century skills

Preparing students for a changing world



[Click here](#) to learn more about the 21<sup>st</sup> century skills in the general senior syllabuses.

So, in considering options, students are encouraged to select a balanced range of subjects that allow the development of the skills outlined above.

## SUBJECT SELECTION

### PROCESS OF SELECTION AND ALLOCATION OF SUBJECTS TO LINES

Subject Preferences:

- Students will be asked to select an option for **English** and **Mathematics plus four options for elective** subjects to be studied in Year 11. Students who are planning to undertake VET courses should include these in their four electives. At this stage, student choices are to provide an indication of student interest. These selections will then be considered when determining subject lines. The College will make every effort to accommodate the needs of students.

Students will identify their initial subject preferences via an online platform early in Term 3.

## FINALISATION OF SUBJECT SELECTION

The final line structure will be distributed to students at the start of Term 3 and final subject preferences will be uploaded by students during Week 3 in their Personal Development class. A digital form outlining the subject choices made by the student will be emailed home for parental confirmation and approval.

## ASSISTANCE IN SUBJECT SELECTION

1. Students investigate career options, their personal traits and aspirations in Personal Development lessons.
2. Students meet with staff to discuss initial SET Plan considerations.
3. An Information Evening for parents and students will be held on Tuesday 11<sup>th</sup> June; and a Subject Expo will be held Tuesday 9<sup>th</sup> July.
4. The Subject Selection Handbook should be read thoroughly to consider subject choices and alignment with career goals and ability levels.
5. Students should talk to their teachers about their potential in the subject they are considering.
6. Students can request an interview with the College's Head of Career Development Mrs Veronica Sanmarco.
7. The following websites also offer careers information:

<https://www.yourcareer.gov.au>

<https://myfuture.edu.au>

<http://www.joboutlook.gov.au>

## CAREER GUIDANCE

Our aim is to provide many pathways towards future study and employment, and, in these senior years, present opportunities for students to increase their level of responsibility for their own learning.

The process of selecting subjects is supported by:

- Career education lessons incorporated in the Personal Development program.
- Information Sessions on the subject selection process and guidelines for subject selection.
- Individual student interviews and career counselling.

Students are encouraged, through all of these activities, to focus on their past academic record and their interests and abilities. They are also encouraged to investigate future career options and identify one or more preferred career pathway options.

As part of the subject selection process, each student will complete their Senior Education and Training Plan (SETP) in an individual meeting with the Head of Career Development. The SETP confirms a student's program of study during Year 11 and 12.

The Head of Career Development will be available to provide further support if needed. An additional appointment with the Head of Career Development can be made through the Main Reception.

Throughout the senior phase of learning, students bank their achievements in a Learning Account. Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- Senior Statement; and either
- Queensland Certificate of Education (QCE) or,
- Queensland Certificate of Individual Achievement (QCIA).

For more information about the SEP, visit: <https://www.qcaa.qld.edu.au/senior/previous-qce-system>.

### SENIOR STATEMENT

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

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

### QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. The QCE is an achievement-based certificate that recognises a broad range of learning. It attests to a significant amount of learning in the Senior Phase of Learning at or above the set standard (satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent) and it includes achievement in literacy and numeracy.

The QCE will be awarded when a student has accrued 20 credits for learning achievements, of which:

- At least 12 credits must be accrued from completed Core courses of study;
- The remaining eight credits may accrue from a combination of Core, Preparatory or Complementary courses of study; and
- Have met the set standards for literacy and numeracy.

This qualification recognises a broad range of learning options. Students can design a program of study to match career goals. There is flexibility in what, where and when the learning occurs.

Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. 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.



## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

An ATAR is a rank, ranging from 0.00 to 99.95 and is used for tertiary entrance. It is based on a student's five best General subject results or their best results from four General subjects plus an Applied subject or a Certificate III or higher Vocational Education and Training (VET) qualification. It is used by tertiary institutions in allocating places. The Queensland Tertiary Admissions Centre (QTAC) is responsible for ATAR calculations.

English requirement: Eligibility for an ATAR will require satisfactory completion (Sound level of Achievement or higher) of a QCAA English subject which could include: English, Essential English or English and Literature Extension. Whilst students must meet this requirement, it is not mandatory for a student's English result to be included in the calculation of their ATAR. Please note that most Tertiary institutions have English as a subject pre-requisite for their degrees. It is important to check with the institution regarding their specific requirements.

For more information related to the ATAR, visit: <https://www.qtac.edu.au/>.

## 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.

### GENERAL SYLLABUSES

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education, training, and work. General subjects include Extension subjects. These subjects will be offered dependant on student preferences and final subject numbers.

### 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. These subjects will be offered dependant on student preferences and final subject numbers.

### SCHOOL SUBJECTS

These are subjects which schools offer on their own initiative. They are not based on any QCAA syllabus. They are not recorded on the QCE or Senior Statement. The College has two compulsory school subjects: Christian Studies and Personal Development.

The following subjects will be offered in Years 11 and 12:

**GENERAL**

ARTS  
Dance  
Drama  
Film, Television and New Media  
Music  
Music Extension  
Visual Art

**ENGLISH**

English  
English and Literature Extension

**HEALTH AND PHYSICAL EDUCATION**

Physical Education

**HUMANITIES AND BUSINESS**

Business  
Economics  
Geography  
Legal Studies  
Modern History

**LANGUAGES**

Japanese

**MATHEMATICS**

General Mathematics  
Mathematical Methods  
Specialist Mathematics

**SCIENCE**

Biology  
Chemistry  
Physics  
Psychology

**TECHNOLOGY**

Design  
Digital Solutions

**APPLIED**

Aquatic Practices  
Essential English  
Essential Mathematics  
Furnishing Skills

**SCHOOL**

Christian Studies  
Personal Development

**VOCATIONAL COURSES**

Certificate II Hospitality  
Certificate II Sport Coaching + Certificate III Fitness



## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

There are a range of VET courses that are available to school students while they are completing their Senior Schooling.

VET courses lead to an industry-specific qualification that is separate from and complementary to a student's program of General and Applied subjects.

VET courses are classified by a system of levels. The higher the level, the higher the qualification. The levels available to school students are Certificate I, Certificate II, Certificate III, Certificate IV, and Diploma.

There are three ways in which VET courses are offered at Pacific Lutheran College:

**INTERNAL VET COURSES** are those that are offered within the Senior College timetable as a 'subject' option. These courses are taught by College staff.

**EXTERNAL VET COURSES** are those that are offered by external training providers. These courses may be offered in online or face-to-face mode. Face-to-face courses generally require a student to attend classes at an external location one day per week for the duration of the course.

**SCHOOL-BASED TRAINEESHIPS** are paid jobs, with a training component: generally a Certificate III level qualification. A Traineeship is designed to meet the needs of the employer, and also comply with the requirements of the course the student is undertaking. The student is assessed on-the-job, to demonstrate work-based competencies. In some cases, a student can roll-over a School-based Traineeship to a full adult Apprenticeship when they finish school.

Students who are interested in including VET courses in their Senior program of study should consult with the Head of Career Development in the first instance, to explore the different options and their consequences.

### INTERNAL VET COURSES

Currently the following courses are offered at PLC as internal VET courses:

- Certificate II Hospitality
- Certificate II Sport Coaching / Certificate III Fitness

### EXTERNAL VET COURSE OPTIONS

The table on the following page shows a selection of courses that are normally available as off-campus or online VET options for our students. In addition to these options, we are hoping to offer some external VET courses in 2025, subject to sufficient interest. The following options will be offered to students on an 'Expression of Interest' basis:

- Certificate II in Health
- Diploma in Business

For all external VET courses, the following conditions apply:

1. Some external courses may have associated costs that include additional fees. Please check with the Head of Career Development, or directly with course providers for details.
2. Students are expected to maintain enrolment in 4 electives at all times. If they are planning to take an external VET course as an elective, their enrolment must be confirmed before the start of the school year. Otherwise, they will be required to start the year with 4 school subject electives until they have confirmed their external enrolment.
3. Where a course is offered face-to-face, one day per week, students may need to review their VET course enrolment and/or their school subject choices after the school timetable is released, to check there are no clashes that make it difficult to meet the requirements for their school subjects.
4. Students are required to use their study line to independently complete all requirements for all of their school subjects and external courses.
5. Certificate I and II courses do not contribute to the calculation of the ATAR.



<b>Course name</b>	<b>Duration</b>	<b>Delivery mode and location</b>
Cert II Rural Operations	4 terms	Face to face, 1 day per week at Nambour TAFE
Cert II Animal Studies	4 terms	Face to face, 1 day per week at Nambour TAFE
Cert II Automotive Vocational Preparation	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert I Construction	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert II Plumbing	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert II Electrotechnology	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert II Engineering Pathways	4 terms	Face to face, 1 day per week at Nambour TAFE
Cert II Salon Assistant / Cert II Retail Cosmetics	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert III Beauty Services	4 terms	Face to face, 1 day per week at SCTTTC (also includes 80 hours placement)
Cert III Early Childhood Education and Care	8 terms	Online (also includes 120 hours placement)
Cert III Education Support	6 terms	Online
Cert II Community Services	4 terms	Online; or face to face, 1 day per week at Mooloolaba TAFE
Cert II Applied Fashion Design Technology	4 terms	Face to face, 1 day per week at Mooloolaba TAFE
Cert II Aboriginal & Torres Strait Islander Cultural Arts	4 terms	Face to face, 1 day per week at Nambour TAFE
Cert III Screen and Media	4 terms	Online; or face to face, 1 day per week at Nambour TAFE
Cert III Information, Digital Media & Technology	8 terms	Face to face, 1 day per week at Mooloolaba TAFE
Cert III Information Technology	6 terms	Online
Cert III Aviation (Remote Pilot)	4 terms	Face to face, 1 day per week at SCTTTC
Cert II Tourism	4 terms	Online; or face to face, 1 day per week at Mooloolaba TAFE
Cert III Accounts Administration	6 terms	Online
Cert IV in Justice Studies	18 months	Online

## UNIVERSITY SUBJECTS AT SCHOOL

Most universities in South East Queensland offer programs that allow Year 11 and 12 students to study University subjects while they are at school. These programs allow students to attend classes with university students and complete the same assessment as university students. Subjects may be available wholly online, or face to face on the university campus.

Only selected subjects are available through these programs, and each university has its own criteria for acceptance into their program.

Students who successfully complete a university subject will receive QCE credits, and may also be given an adjusted ATAR at that university.

The following programs are accessible to PLC students:

- Headstart, at University of the Sunshine Coast
- START QUT (online subjects only), at Queensland University of Technology
- GUESTS (online subjects only), at Griffith University
- Start Uni Now (SUN) (online subjects only), at CQ University
- Enhanced Studies Program (ESP) (external subjects only), at University of Queensland

Students interested in including one or more university subjects in their Senior program of study should consult with the Head of Career Development in the first instance, to explore the different options and their consequences.

## CHANGE OF SUBJECT

Students may change subjects during the two year course; however, students must remember that to remain ATAR and QCE eligible, subject changes are restricted according to QCAA guidelines. Prerequisites for tertiary courses must also be considered when altering a course of study.

Changes must be made within the first three weeks of the new unit or at completion of the unit, unless unusual circumstances necessitate a change. Changes are always dependent on available places in courses. No subject changes will be made after the commencement of Unit 3.

Results for every completed unit will be recorded with QCAA and results from Unit 3 and 4 may be used in ATAR calculations.

## THE PROCEDURES FOR CHANGE

1. Discuss the change with parents, teachers and Heads of Departments. Examine your reasons carefully. The new subject teacher must feel that the student has some aptitude for the new subject and meet the required prerequisites. There must also be evidence of satisfactory effort in the 'current subject'. Find out all the necessary information about the subject into which you intend to change.
2. Request a meeting with the Head of Career Development. A digital SET Plan Change Request Form will then be emailed requesting approval and signatures from;
  - The Head of Career Development;
  - The Head of Department of the subject about to be terminated
  - The Head of Department of the proposed subject;
  - The Head of Learning Senior College; and
  - Parent / guardian.

It is important to note any recommendations made before signing.

## APPLICATION FOR EXEMPTION

The College is committed to providing the best opportunities for students in the Senior Phase of Learning. The College acknowledges that some students may require increased flexibility in their SET Plan.

Students may apply for consideration to reduce commitments. Reasons may include:

- Performance / achievement at the elite level.
- Dual enrolment in an alternative course of study.
- School-based Traineeship / Apprenticeship.
- Extenuating personal circumstances.

When reviewing a student's application, the following will be considered:

- Number of hours the student is committed to (eg. training, lectures).
- Any required absence from class.
- Proven ability to work independently.
- Current academic performance.
- Recognised qualifications / outcomes obtainable.

The Principal will make the final decision in consultation with the Head of Learning Senior College and the Head of Career Development.

## PREREQUISITES

Where subjects have indicated pre-requisites, this advice is strongly recommended for success in that subject. We urge students and parents to seriously consider these recommendations.

When final Semester 2 results are available, student subject selections will be reviewed, and recommendations made in light of the student's current level of performance.

Where students do not meet the prerequisite for a given course but would like to study this subject, approval must be sought from the Head of Learning Senior College.

When making choices for Years 11 and 12, we apply readiness criteria. These criteria are aligned to the prerequisites for Year 11 and 12 and should be used to plan senior pathways. The readiness criteria are designed to support students to use evidence of their learning when making decisions about senior courses.

Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Note that students should demonstrate at least a C standard in English to undertake any General course in Year 11 to ensure success.

## SENIOR COURSE OFFERINGS

### English

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
English	General	C in Year 9 English	C in Year 10 English
English & Literature Extension	Extension		B in Year 11 English
Essential English	Applied	Completion of Year 9 English	

### Health & Physical Education

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Physical Education	General	C in Year 9 Physical Education	C in Year 10 Physical Education
Cert II Sport & Recreation Sport and Recreation + Cert III Fitness	Additional learning option	C in Year 9 Physical Education	C in Year 10 Physical Education

### Humanities and Social Sciences

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Business	General	C in Year 9 English	C in Year 10 Business
Economics	General		
Geography	General		
Legal Studies	General	C in Year 9 English	C in Year 10 Legal Studies
Modern History	General		
Certificate II Hospitality	Additional learning option	C in Year 9 Hospitality	C in Year 10 Hospitality

### Languages

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Japanese	General	C in Year 9 Japanese	C in Year 10 Japanese

### Mathematics

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
General Mathematics	General	C in Year 9 Mathematics	C in Year 10 General Mathematics
Mathematical Methods	General	B in Year 9 Mathematics or C in Year 9 Mathematics Extension	C in Year 10 Mathematical Methods
Specialist Maths	General	A in Year 9 Mathematics or A in Year 9 Mathematics Extension and selection of Mathematical Methods	C in Year 10 Mathematical Methods
Essential Mathematics	Applied	Completion of Year 9 Mathematics	Completion of Year 10 General Mathematics

### Science

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Aquatic Practices	Applied	C in Year 9 Science	Completion of Year 10 Science
Biology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Biology C in Year 10 English
Chemistry	General	Selection of Mathematical Methods B in Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Mathematical Methods C in Year 10 English C in Year 10 Chemistry
Physics	General	Selection of Mathematical Methods B in Year 9 Mathematics (core or extension) C in Year 9 English B in Year 9 Science	C in Year 10 Mathematical Methods C in Year 10 English C in Year 10 Physics
Psychology	General	C in Year 9 Science C in Year 9 English	C in Year 10 Psychology C in Year 10 English



### Technologies

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Design	General	C in Year 9 English	C in Year 10 Design
Digital Solutions	General	C in Year 9 English	C in Year 10 Digital Solutions
Furnishing Skills	Applied	Completion of Year 9 English Completion of Year 9 Manufacturing	C in Year 10 Manufacturing

### The Arts

Senior course	Subject category	Readiness criteria – applied when selecting a subject to study at the commencement of Year 10	Prerequisite – applied when confirming course selection for Year 11
Dance	General	C in Year 9 English	C in Year 10 Dance
Drama	General	C in Year 9 English	C in Year 10 Drama
Film, Television and New Media	General	C in Year 9 English	C in Year 10 Media
Music	General	C in Year 9 English	C in Year 10 Music
Music Extension Composition Musicology Performance	Extension	B in Year 9 Music	B in Year 11 Music
Visual Art	General	C in Year 9 English	C in Year 10 Visual Art

#### Year 11 – 12 students:

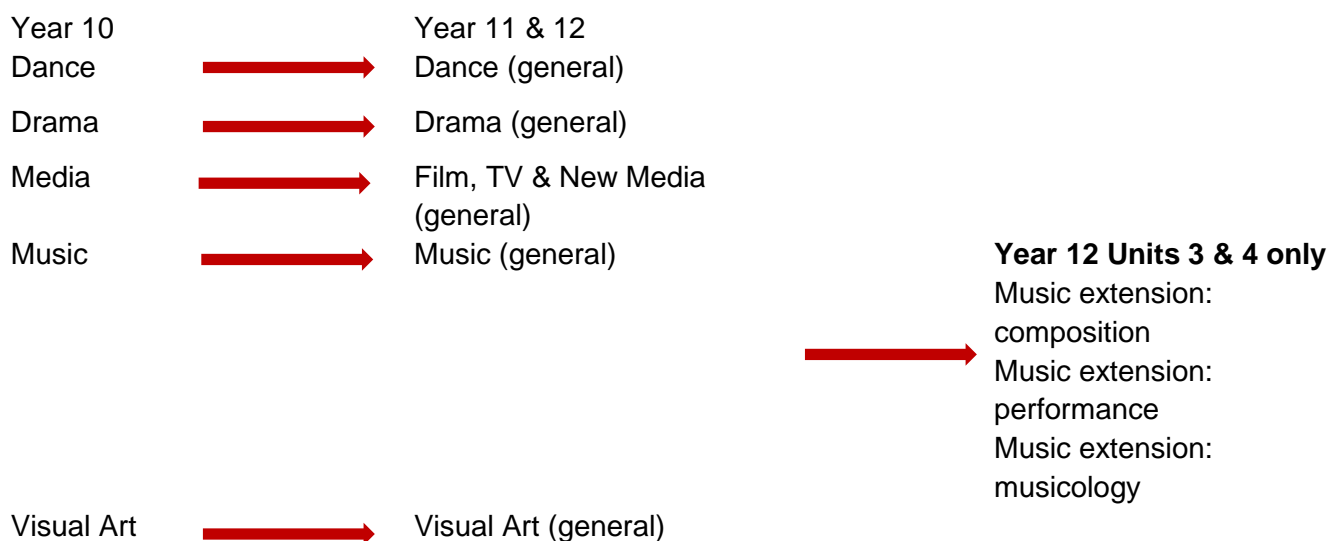
- MUST study either English OR essential English; students can do both English, and English and Literature Extension if desired
- MUST study either Essential Mathematics, General Mathematics OR Mathematical Methods
- MUST study six subjects in both Year 11 and Year 12
- CHOOSE any combination of six subjects (including English and Mathematics choices). Four additional electives should also be listed in order of preference
- STUDENTS wanting to study Specialist Mathematics must also study Mathematical Methods
- STUDENTS wanting to study Physics or Chemistry must also study Mathematical Methods

**Every effort will be made to ensure that student preferences are accommodated, however, subject offerings and lines are dependent and determined on student numbers and timetable constraints.**



# **SUBJECT OUTLINES**

**Learning area: The Arts**



Subject Type: General Senior Subject

**WHY STUDY DANCE?**

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 and encourages the holistic development of a person, providing a way of knowing about oneself, others and the world. Engaging in dance allows students to develop important, life-long skills. Students study the various genres and styles of Dance, which embrace a variety of cultural, societal and historical viewpoints that integrate 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 and Torres Strait Islander people. Students learn about dance as it is now and explore its origins across time and cultures.

Exploring Dance through the dimensions of making (choreography and performance) and responding, students develop critical thinking and literacy skills, 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. It is important to note that skills learned through the course of dance are highly transferrable to other areas of interest and are not limited to a career path in the Arts.

21<sup>st</sup> century skills of critical and design thinking learned through creative and collaborative tasks in Dance, are key, transferable skills for any industry outside of the arts.

## OBJECTIVES

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

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

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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



**Subject Type:** General Senior Subject

## **WHY STUDY DRAMA?**

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas. 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.

21<sup>st</sup> century skills of critical and design thinking learned through creative and collaborative tasks in Drama are key, transferable skills for any industry outside of the arts.

## **OBJECTIVES**

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

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



## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			



**Subject Type:** General Senior Subject

### **WHY STUDY FILM, TELEVISION AND MEDIA?**

By studying Film, Television and New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship. They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

### **PATHWAYS**

A course of study in Film, Television and New Media is suited to students who are interested in pathways in the fields of information technologies, creative industries, cultural institutions, and fields that use skills inherent in the subject. Students may pursue careers as diverse as the fields of advertising, arts administration, journalism, animation, screen writing, productions specialisation, public relations, set and stage design, and digital content production.

### **OBJECTIVES**

By the conclusion of the course students will be able to:

- Design moving-image media products.
- Create moving-image media products.
- Resolve film, television and new media ideas, elements and processes.
- Analyse moving-image media products.
- Evaluate film, television and new media products, practices and viewpoints

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Foundation</b></p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• How tools and associated processes are used to create meaning</li> <li>• How institutional practices are influenced by social, political and economic factors</li> <li>• How signs and symbols, codes and conventions create meaning</li> </ul>	<p><b>Story forms</b></p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• How representations function in stories</li> <li>• How the relationship between narrative and meaning change in different contexts</li> <li>• How media languages are used to construct stories</li> </ul>	<p><b>Participation</b></p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• How technologies enable or constrain participation</li> <li>• How different contexts and purposes impact the participation of individuals and cultural groups</li> <li>• How participation in institutional practices is influenced by social, political and economic factors</li> </ul>	<p><b>Identity</b></p> <p>Students will consider:</p> <ul style="list-style-type: none"> <li>• How media artists use technologies to challenge conventional practices</li> <li>• How media artists portray people, places, events, ideas and emotion</li> <li>• How media artists use signs, symbols, codes and conventions to create meaning</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. Students will receive an indicative subject result (A-E).

In Units 3 and 4, there are three internal summative assessments and an external examination.

### Summative assessments:

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



**Subject Type:** General Senior Subject

### **WHY STUDY MUSIC?**

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. 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, either to notated or recorded compositions.
- 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.
- Perform in a range of musical styles.
- Explore key areas of musical interest.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Designs</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?</li> </ul>	<p><b>Identities</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>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?</li> </ul>	<p><b>Innovations</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians incorporate innovative music practices to communicate meaning when performing and composing?</li> </ul>	<p><b>Narratives</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			





**Subject Type:** General Extension Senior Subject

### WHY STUDY MUSIC EXTENSION?

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

### PATHWAYS

A course of study in Music Extension 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. It is highly beneficial if considering tertiary study in music.

### OBJECTIVES

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

- Apply literary skills.
- Evaluate music and ideas about music.
- Examine music and ideas about music.
- Express meaning, emotion or ideas about music.
- Apply compositional devices.
- Manipulate music elements and concepts.
- Resolve music ideas.
- Reflect on their own practices as a musician.
- Explore the benefits of a musical mentor.



## STRUCTURE

Unit 3	Unit 4
<b>Explore</b> Key idea 1: Initiate best practice Key idea 2: Consolidate best practice	<b>Emerge</b> Key idea 3: Independent best practice

## ASSESSMENT

In Units 3 and 4, students complete *four* formative 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 - Composition specialisation

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

### Summative assessments - Musicology specialisation

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

### Summative assessments - Performance specialisation

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

**Subject Type:** General Senior Subject

### WHY STUDY VISUAL ART?

Visual Art provides students with opportunities to understand and appreciate the role of art in the 21st century world. It challenges student's approaches to identify alternative opportunities for innovation. It connects to other learning and subject disciplines to enrich their intellectual inquiry.

Students have opportunities to construct knowledge and communicate personal interpretations by working as an artist and considering an audience. They use their imagination and creativity to innovatively solve visual problems, and experiment with visual language and expression. Art develops communication skills to intellectually engage an audience in visual, written and spoken form.

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.

### PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, creative industries, information technologies, advertising, arts administration and management, communication, education, galleries and museums, film and television, public relations and science and technology.

### OBJECTIVES

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

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



## STRUCTURE

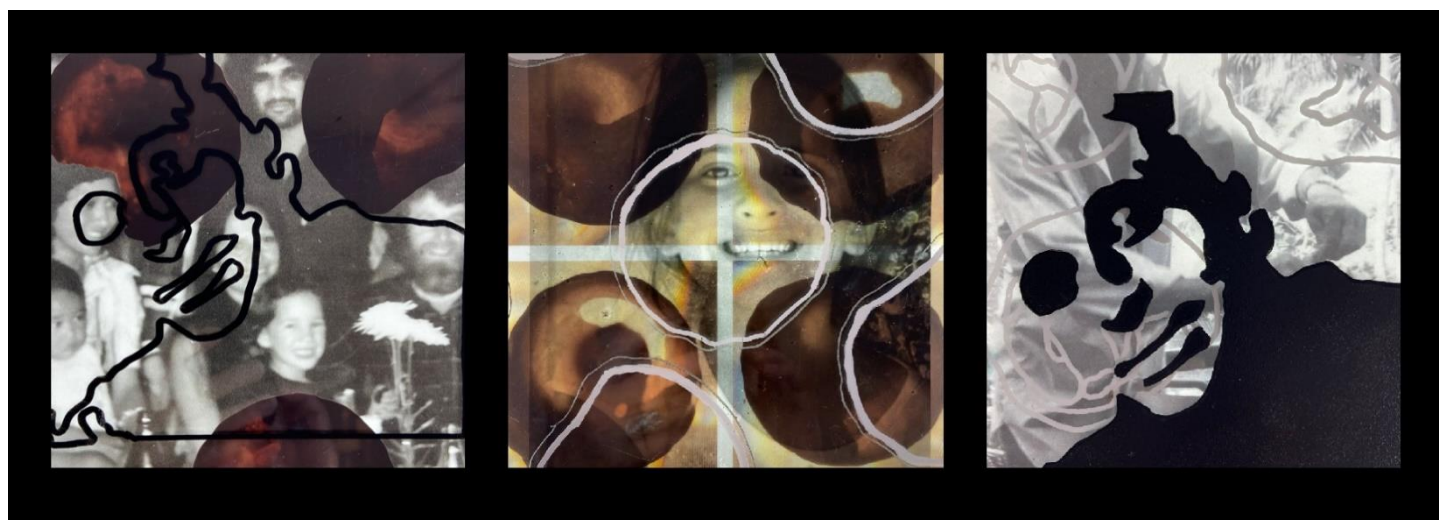
Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Art as lens</b></p> <p>Through inquiry learning, the following is explored:</p> <ul style="list-style-type: none"> <li>• Concept: lenses to explore the material world</li> <li>• Contexts: personal and contemporary</li> <li>• Focus: people, place, objects</li> <li>• Media: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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			

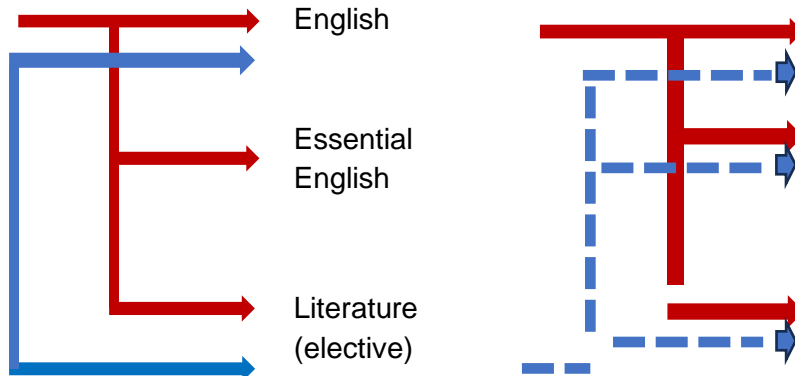


**Learning area: English**

**Year 9**  
English

**Year 10**  
English

**Year 11 & 12**  
Essential English



Recommended pathway

Available pathway



**Subject Type:** General Senior Subject

**WHY STUDY ENGLISH?**

English learning area subjects offer students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, complex demands are placed on citizens to be literate within a variety of modes and mediums. Students are offered opportunities to develop this capacity by drawing on a repertoire of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

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

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. Students will receive an indicative subject result (A-E).

### Summative assessments:

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





**Subject Type:** General Senior Subject

### WHY STUDY ENGLISH AND LITERATURE EXTENSION?

English and Literature Extension is an extension of both the English (2019) and the Literature (2019) syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken.

English and Literature Extension provides a theorised study of literature, for students to understand themselves and the potential of literature to expand the scope of their experiences. They ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Students apply different theoretical approaches to analyse and evaluate a variety of literary texts and different ways readers might interpret these texts. They synthesise different interpretations and relevant theoretical approaches to produce written and spoken / signed extended analytical and evaluative texts. The nature of the learning in this subject provides opportunities for students to work independently on intellectually challenging tasks.

### PATHWAYS

A course of study in English and Literature Extension can establish a basis for further education and employment in a range of fields, and can lead to a range of careers in areas where understanding social, cultural and textual influences on ways of viewing the world is a key element, such as law, journalism, media, arts, curating, education, policy and human resources. It also provides a good introduction to the academic disciplines and fields of study that involve the application of methodologies based on theoretical understandings.

### OBJECTIVES

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

- Demonstrate understanding of literary texts studied to develop interpretation/s.
- Demonstrate understanding of different theoretical approaches to exploring meaning in texts.
- Demonstrate understanding of the relationships among theoretical approaches.
- Apply different theoretical approaches to literary texts to develop and examine interpretations.
- Analyse how different genres, structures and textual features of literary texts support different interpretations.
- Use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions.
- Use textual features in extended analytical responses to create desired effects for specific audiences.
- Evaluate theoretical approaches used to explore different interpretations of literary texts.
- Evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them.
- Synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence.

## STRUCTURE

To study English and Literature Extension, students should have completed Units 1 and 2 of either English or Literature. In Year 12, students undertake Units 3 and 4 of English and Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature.

Unit 3	Unit 4
<b>Ways of reading</b> <ul style="list-style-type: none"> <li>• Readings and defences</li> <li>• Complex transformation and defence</li> </ul>	<b>Exploration and evaluation</b> <ul style="list-style-type: none"> <li>• Extended academic research paper</li> <li>• Application of theory</li> </ul>

## ASSESSMENT

In Units 3 and 4, students complete four summative assessments. Students will receive an indicative subject result (A-E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — reading and defence	20%	Summative internal assessment 3 (IA3): Extended response — academic research paper	35%
Summative internal assessment 2 (IA2): Extended response — complex transformation and defence	20%	Summative external assessment (EA): Examination — theorised exploration of unseen text	25%



**Learning area: Health & Physical Education****Year 10**

Physical Education

**Year 11 & 12**Physical Education  
(general)Certificate II & Sport and Recreation + Certificate III  
Fitness**Subject Type:** General Senior Subject**WHY STUDY PHYSICAL EDUCATION?**

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

### Summary of specifications for selecting physical activities:

Physical Activity	Year 11	Year 12 – Semester 1	Year 12 – Semester 2
<b>Aesthetic</b>	Sport Aerobics		
<b>Invasion</b>	AFL, Basketball, Futsal, Netball, Soccer, Touch or Water Polo	AFL, Basketball, Futsal, Netball, Soccer, Touch or Water Polo	AFL, Basketball, Futsal, Netball, Soccer, Touch or Water Polo
<b>Net and court</b>	Badminton, Tennis or Volleyball	Badminton, Tennis or Volleyball	Badminton, Tennis or Volleyball
<b>Performance</b>	Duathlon, Aquathon, Triathlon, Swimming or Track and Field		Duathlon, Aquathon, Triathlon, Swimming or Track and Field
<b>Striking and fielding</b>	Cricket or Softball		

## ASSESSMENT

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

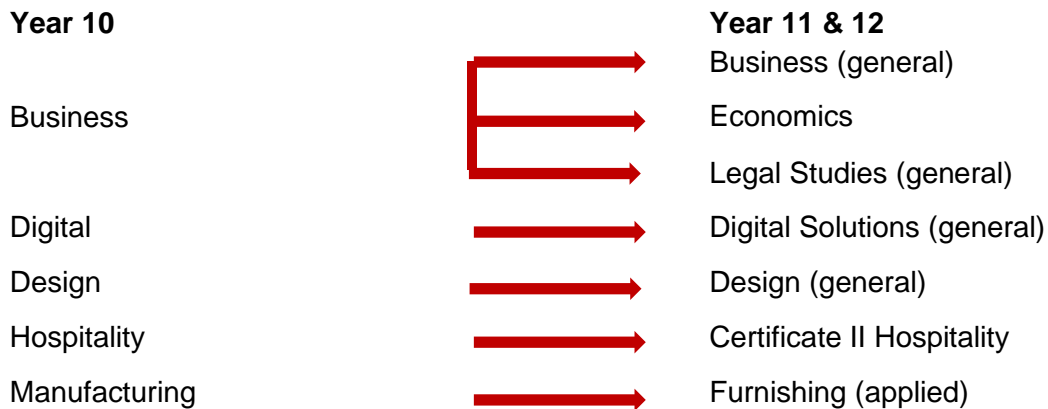
### Physical and Theoretical Assessment:

<b>Physical Activity</b>	At least two sports during Year 11 Semester 1 and 2	One focus sport Semester 1 Year 12	One focus sport Semester 2 Year 12
<b>Physical Assessment</b>	Year 11 Project Folio 1 (9%) Year 11 Project Folio 3 (9%)	Year 12 Project Folio 1 (9%)	Year 12 Project Folio 3 (9%)
<b>Theoretical Assessment</b>	Exam, Project Folio x2 and Investigating Report	Investigating Report and Project Folio	Project Folio and Exam

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): 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%



**Subject Type:** General Senior Subject

### WHY STUDY BUSINESS?

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

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

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

### PATHWAYS

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

### OBJECTIVES

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

- Describe business environments and situations.
- Explain business concepts, strategies and processes.
- Select and analyse business data and information.
- Interpret business relationships, patterns and trends to draw conclusions.
- Evaluate business practices and strategies to make decisions and propose recommendations.
- Create responses that communicate meaning to suit purpose and audience.

### STRUCTURE



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

## ASSESSMENT

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

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

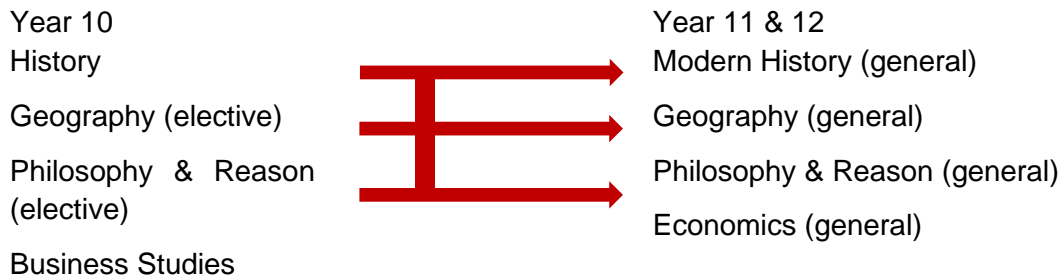
### Summative assessments:

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





**Learning area: Humanities**



**Subject Type:** General Senior Subject

**WHY STUDY ECONOMICS?**

Economics is integral to every aspect of our lives: our employment opportunities, business operations and living standards. An understanding of economic concepts is essential for the understanding of current issues to make informed judgements and participate effectively in society.

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

As decision making in Economics is core, how to allocate and distribute scarce resources to maximise well-being, students develop this skill along with the knowledge and cognitive skills to comprehend, apply analytical processes to theories and data and use economic knowledge.

The subject positions students to think deeply about the challenges that confront individuals, business and government, and provides students with tools to think creatively beyond what is known and predictable. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates.

**PATHWAYS**

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

**OBJECTIVES**

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

- comprehend economic concepts, principles and models
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose.

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will 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): • Examination — extended response	25%
Summative internal assessment 2 (IA2): • Investigation	25%	Summative external assessment (EA): • Examination — combination response	25%

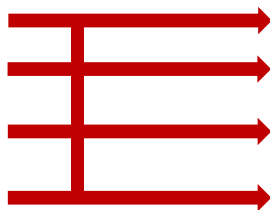
**Learning area: Humanities**

**Year 10**

History

Geography (elective)

Philosophy & Reason  
(elective)



**Year 11 & 12**

Modern History (general)

Economics (general)

Geography (general)

Philosophy & Reason (general)

**Subject Type:** General Senior Subject

**WHY STUDY GEOGRAPHY?**

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. Fieldwork is central to the study of Geography. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

**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.
- Propose action.
- Communicate geographical understanding using appropriate forms of geographical communication.

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will 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): Data report	25%
Summative internal assessment 2 (IA2): Field report	25%	Summative external assessment (EA): Examination — combination response	25%



**Subject Type:** General Senior Subject

### **WHY STUDY LEGAL STUDIES?**

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, and evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

### **PATHWAYS**

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

### **OBJECTIVES**

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

- Comprehend legal concepts, principles and processes.
- Select legal information from sources.
- Analyse legal issues.
- Evaluate legal situations.
- Create responses that communicate meaning.



## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will 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 — analytical essay	25%
Summative internal assessment 2 (IA2): Investigation — inquiry report	25%	Summative external assessment (EA): Examination — combination response	25%





**Subject Type:** General Senior Subject

### **WHY STUDY MODERN HISTORY?**

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

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

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

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

### **PATHWAYS**

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

### **OBJECTIVES**

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

- Devise historical questions and conduct research.
- Comprehend terms, concepts and issues.
- Analyse evidence from historical sources.
- Evaluate evidence from historical sources.
- Synthesise evidence from historical sources.
- Communicate to suit purpose.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<b>Ideas in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Age of Imperialism 1858 – 1914 (Britain’s Scramble for Africa)</li> <li>• Topic 2: Australian Frontier Wars 1788 – 1930s (The nature and extent of the Australian Frontier Wars)</li> </ul>	<b>Movements in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Independence movement in India 1857 – 1947 (The Partition of India 1947)</li> <li>• Topic 2: Anti-apartheid movement in South Africa 1948 – 1991 (Methods used to oppose apartheid)</li> </ul>	<b>National experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: United States of America 1917 – 1945 (Prohibition 1920 – 1933)</li> <li>• Topic 2: Israel since 1917 (The role of conflict in Israel’s national identity)</li> </ul>	<b>International experiences in the modern world</b> <ul style="list-style-type: none"> <li>• Topic 1: Australian engagement with Asia since 1945 (Australia and the Vietnam War).</li> <li>• Topic 2: Cold War and its aftermath, 1945-2014 (Reasons for the end of the Soviet Union, 1980s-1990s)</li> </ul>

\* Topics are subject to change depending on student interest and teacher expertise.

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — extended response	25%	Summative internal assessment 3 (IA3): Investigation	25%
Summative internal assessment 2 (IA2): Investigation	25%	Summative external assessment (EA): Examination — short responses	25%



**Learning area: Japanese**

**Year 10**  
Japanese



**Year 11 & 12**  
Japanese (general)

**Subject Type:** General Senior Subject

**WHY STUDY JAPANESE?**

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. During their course of study students will 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.

Studying Japanese also provides students a platform to communicate with people from Japanese-speaking communities. It allows students the opportunity to understand the purpose and nature of the language, to gain an understanding of linguistic structures through a range of social and cultural settings, and to communicate across a range of contexts for a variety of purposes. Finally, students will 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.

Studying a second language provides students an authentic platform to develop intercultural understandings, empathy and respect for other cultures, and the ability to overcome barriers in communication. These are crucial skills for students to become effective global citizens in today’s increasingly multicultural world.

**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 in both English and Japanese.
- Analyse and evaluate information and ideas to draw conclusions.
- Apply knowledge of Japanese language elements, to construct meaning.
- Structure, sequence and synthesise information to justify opinions and perspectives.
- Communicate using contextually appropriate Japanese.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<b>私の暮らし</b> <b>My world</b> <ul style="list-style-type: none"> <li>Family / carers</li> <li>Peers</li> <li>Education</li> </ul>	<b>私達の世界をたんけんする</b> <b>Exploring our world</b> <ul style="list-style-type: none"> <li>Travel and exploration</li> <li>Social customs</li> <li>The influences around the world</li> </ul>	<b>私達の社会、文化とアイデンティティ</b> <b>Our society</b> <ul style="list-style-type: none"> <li>Lifestyle and leisure</li> <li>The arts, entertainment and sports</li> <li>Groups in society</li> </ul>	<b>私の現在と将来</b> <b>My present; my future</b> <ul style="list-style-type: none"> <li>The present</li> <li>Future choices</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response	20%	Summative internal assessment 3 (IA3): Extended response	30%
Summative internal assessment 2 (IA2): Examination — combination response	25%	Summative external assessment (EA): Examination — combination response	25%

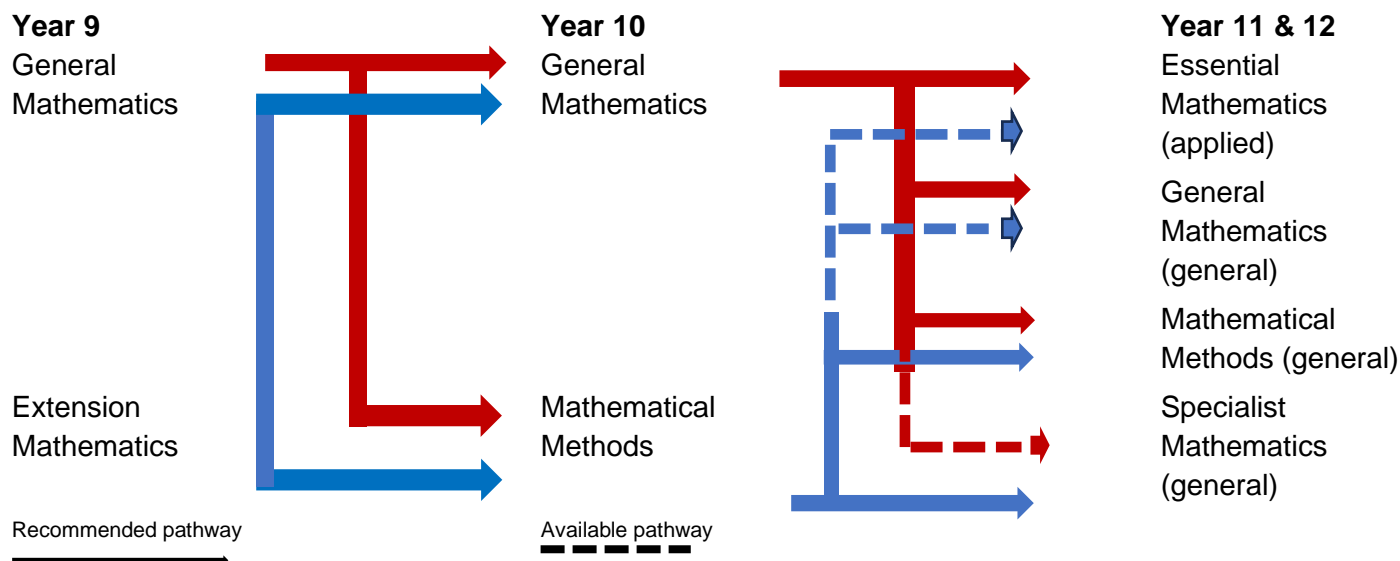
## ADDITIONAL NOTES

- It is highly recommended that students obtain a minimum of a sound achievement in Year 10 Japanese to continue their studies into Year 11 and 12 Japanese.
- Most universities have adjustment schemes that allocate additional ranks for students who successfully complete certain subjects to the Year 12 level. Japanese is often included in these schemes, which vary between different universities.

If a student who has passed Japanese in Year 12 applies to a university that includes Japanese in their adjustment scheme, then that student will be allocated a selection rank that is 2 points higher than their ATAR. The university will use that higher ranking when determining which courses the student is eligible for.



Learning area: Mathematics



**Subject Type:** General Senior Subject

**WHY STUDY GENERAL MATHEMATICS?**

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge.

- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Consumer arithmetic</li> <li>• Shape and measurement</li> <li>• Similarity and scale</li> <li>• Algebra</li> <li>• Linear equations and their graphs</li> </ul>	<ul style="list-style-type: none"> <li>• Applications of linear equations and their graphs</li> <li>• Applications of trigonometry</li> <li>• Matrices</li> <li>• Univariate data analysis 1</li> <li>• Univariate data analysis 2</li> </ul>	<ul style="list-style-type: none"> <li>• Bivariate data analysis 1</li> <li>• Bivariate data analysis 2</li> <li>• Time series analysis</li> <li>• Growth and decay in sequences</li> <li>• Earth geometry and time zones</li> </ul>	<ul style="list-style-type: none"> <li>• Loans, investments and annuities 1</li> <li>• Loans, investments and annuities 2</li> <li>• Graphs and networks</li> <li>• Networks and decision mathematics 1</li> <li>• Networks and decision mathematics 2</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			





**Subject Type:** General Senior Subject

**Note:** A graphics calculator is required for Mathematical Methods (\$230 approx).

### WHY STUDY MATHEMATICAL METHODS?

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Surds and quadratic functions</li> <li>• Binomial expansion and cubic functions</li> <li>• Functions and relations</li> <li>• Trigonometric functions</li> <li>• Probability</li> </ul>	<ul style="list-style-type: none"> <li>• Exponential Functions</li> <li>• Logarithms and logarithmic functions</li> <li>• Introduction to differential calculus</li> <li>• Applications of differential calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiation of exponential and logarithmic functions</li> <li>• Differentiation of trigonometric functions and differentiation rules</li> <li>• Further applications of differentiation</li> <li>• Introduction to integration</li> <li>• Discrete random variables</li> </ul>	<ul style="list-style-type: none"> <li>• Further integration</li> <li>• Trigonometry</li> <li>• Continuous random variables and the normal distribution</li> <li>• Sampling proportions</li> <li>• Interval estimates for proportions</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This allows students to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			



**Subject Type:** General Senior Subject

### **WHY STUDY SPECIALIST MATHEMATICS?**

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.

Universities may offer adjustment factors for successful completion of this subject.

### **OBJECTIVES**

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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## STRUCTURE

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

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>Combinatorics</li> <li>Introduction to proof</li> <li>Vectors in the plane</li> <li>Algebra of vectors in two dimensions</li> <li>Matrices</li> </ul>	<ul style="list-style-type: none"> <li>Complex Numbers</li> <li>Complex arithmetic and algebra</li> <li>Circle and geometric proofs</li> <li>Trigonometry and functions</li> <li>Matrices and transformations</li> </ul>	<ul style="list-style-type: none"> <li>Further complex numbers</li> <li>Mathematical induction and trigonometric proofs</li> <li>Vectors in two and three dimensions</li> <li>Vector calculus</li> <li>Further matrices</li> </ul>	<ul style="list-style-type: none"> <li>Integration techniques</li> <li>Applications of integral calculus</li> <li>Rates of change and differential equations</li> <li>Modelling motion</li> <li>Statistical inference</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This allows students to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			



**Learning area: Science****Year 10**

Science

**Year 11 & 12**

Aquatic Practices (applied)

Biology (general)

Chemistry (general)

Physics (general)

Psychology (general)

**Subject Type:** General Senior Subject**WHY STUDY BIOLOGY?**

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 ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## STRUCTURE

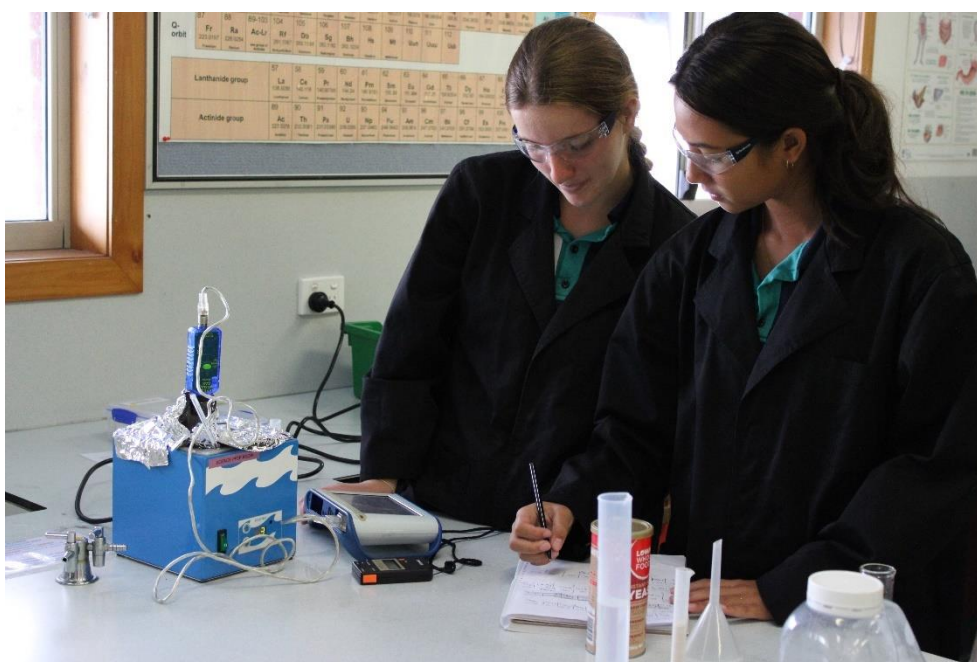
Unit 1	Unit 2	Unit 3	Unit 4
<b>Cells and multicellular organisms</b> <ul style="list-style-type: none"> <li>Cells as the basis of life</li> <li>Exchange of nutrients and wastes</li> <li>Cellular energy, gas exchange and plant physiology</li> </ul>	<b>Maintaining the internal environment</b> <ul style="list-style-type: none"> <li>Homeostasis</li> <li>Infectious diseases and epidemiology</li> </ul>	<b>Biodiversity and the interconnectedness of life</b> <ul style="list-style-type: none"> <li>Describing biodiversity and populations</li> <li>Functioning ecosystems and succession</li> </ul>	<b>Heredity and continuity of life</b> <ul style="list-style-type: none"> <li>Genetics and heredity</li> <li>Continuity of life on Earth</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			





**Subject Type:** General Senior Subject

## **WHY STUDY CHEMISTRY?**

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 reactions. Students also study equilibrium processes and redox reactions and 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; and conduct scientific investigations. They critically evaluate scientific arguments and claims to solve problems and generate informed, responsible, and ethical conclusions, then 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 ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			



**Subject Type:** General Senior Subject

## WHY STUDY PHYSICS?

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

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

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

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

## PATHWAYS

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

## OBJECTIVES

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

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			



**Subject Type:** General Senior Subject

### **WHY STUDY PSYCHOLOGY?**

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 and human consciousness, and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorders 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 ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
<b>Individual development</b> <ul style="list-style-type: none"> <li>• The role of the brain</li> <li>• Cognitive development</li> <li>• Consciousness, attention and sleep</li> </ul>	<b>Individual behaviour</b> <ul style="list-style-type: none"> <li>• Intelligence</li> <li>• Diagnosis</li> <li>• Psychological disorders and treatments</li> <li>• Emotion and motivation</li> </ul>	<b>Individual thinking</b> <ul style="list-style-type: none"> <li>• Brain function</li> <li>• Sensation and perception</li> <li>• Memory</li> <li>• Learning</li> </ul>	<b>The influence of others</b> <ul style="list-style-type: none"> <li>• Social psychology</li> <li>• Interpersonal processes</li> <li>• Attitudes</li> <li>• Cross-cultural psychology</li> </ul>

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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			





**Subject Type:** General Senior Subject

## **WHY STUDY DESIGN?**

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

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

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences. Design focuses heavily on sketching so students must be aware that learning sketching and sketching techniques is an essential part of the course.

## **PATHWAYS**

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

## **OBJECTIVES**

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

- Describe design problems and design criteria.
- Represent ideas, design concepts and design information using drawing and low-fidelity prototyping.
- Analyse needs, wants and opportunities using data.
- Devise ideas in response to design problems.
- Synthesise ideas and design information to propose design concepts.
- Evaluate ideas and design concepts to make refinements.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

Unit 1	Unit 2	Unit 3	Unit 4
Stakeholder-centred design	Commercial design influences	Human-centred design	Sustainable design influences

### Unit 1: Stakeholder-centred design

In Unit 1, students learn about and experience designing in the context of stakeholder-centred design. Fundamental to this context is the principle that design is a purposeful documented process undertaken by design professionals in response to identified needs and wants of a range of stakeholders. Students are introduced to the breadth of design professions, the design process and how designs of the past inform contemporary design practice.

### Unit 2: Commercial design influences

In Unit 2, students will learn about and experience designing in the context of commercial design. Fundamental to commercial design is the principle that design is a commercial endeavour that requires designers to respond to the needs and wants of clients. Students investigate the commercial nature of design when designing for a client. They examine how designers influence and are influenced by economics, society and culture.

### Unit 3: Human-centred design

In Unit 3, students learn about and experience designing in the context of human-centred design (HCD). Fundamental to HCD is the principle that a designer considers human needs and wants as a higher priority than other influences throughout the design process. The success of a design depends on effectively considering the attitudes, expectations, motivations and experiences of humans. Designers use observations, interviews and experiences to acquire data about people and seek to avoid making assumptions about their needs and wants.

### In Unit 4, students learn about and experience designing in the context of sustainable design.

Fundamental to sustainable design is the principle that designers should create new designs that can be supported indefinitely in terms of their economic, social and ecological impact on the wellbeing of humans. Students explore how designers identify design opportunities without working from needs and wants provided by stakeholders.

Where Unit 3 focused on working closely with people to meet their needs and wants, this unit explores how stakeholders are encouraged to accept a designed solution they did not realise they needed prior to its development. Students learn that designers influence and are influenced by sustainability. They identify and explore opportunities to design products, services or environments to improve their sustainability.

## ASSESSMENT

Year 12			
Internal assessment 1 (IA1): Design challenge	20%	Internal assessment 3 (IA3): Project	25%
Internal assessment 2 (IA2): Project	30%	External assessment (EA): Examination — extended response	25%

**Subject Type:** General Senior Subject

### WHY STUDY DIGITAL SOLUTIONS?

In Digital Solutions, students learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. They engage with data, information and applications to generate 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, social and economic impact, and the issues associated with the ethical integration of technology into our daily lives.

Students engage in problem-based learning that enables them to explore and develop ideas, generate digital solutions, and evaluate impacts, components and solutions. They understand that solutions enhance their world and benefit society. To generate digital solutions, students analyse problems and apply computational, design and systems thinking processes. Students understand that progress in the development of digital solutions is driven by people and their needs.

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. Australia's workforce and economy requires people who are able to collaborate, use creativity to be innovative and entrepreneurial, and transform traditional approaches in exciting new ways.

Digital Solutions develops the 21st century skills of critical and creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills that are critical to students' success in further education and life.

### PATHWAYS

Digital Solutions prepares students for a range of careers in a variety of digital contexts. It develops thinking skills that are relevant for digital and non-digital real-world challenges. It prepares them to be successful in a wide range of careers and provides them with skills to engage in and improve the society in which we work and play.

### OBJECTIVES

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

- Recognise and describe elements, components, principles and processes.
- Symbolise and explain information, ideas and interrelationships.
- Analyse problems and information.
- Determine solution requirements and criteria.
- Synthesise information and ideas to determine possible digital solutions.
- Generate components of the digital solution.
- Evaluate impacts, components and solutions against criteria to make refinements and justified recommendations.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Technical proposal	25%	Summative internal assessment 3 (IA3): Digital Solutions	25%
Summative internal assessment 2 (IA2): Digital solution	25%	Summative external assessment (EA): Examination – Combination Response	25%



**Subject Type:** Applied Senior Subject

#### WHY STUDY AQUATIC PRACTICES?

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

Students gain insight into the management of aquatic regions and their ecological and environmental systems, helping them to position themselves within a long and sustainable tradition of custodianship.

Students have opportunities to learn in, through and about aquatic workplaces, events, and other related activities. Additional learning links to an understanding of the employment, study and recreational opportunities associated with communities who visit, live or work on and around our waterways.

#### PATHWAYS

A course of study in Aquatic Practices can establish a basis for further education and employment in the fields of recreation, tourism, fishing and aquaculture. The subject also provides a basis for participating in, and contributing to community associations, events and activities, such as yacht and sailing club races, and competitions and boating shows.

#### OBJECTIVES

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

- Describe concepts and ideas in aquatic contexts.
- Explain concepts and ideas in aquatic contexts.
- Demonstrate skills in aquatic contexts.
- Analyse information, situations, and relationships in aquatic contexts.
- Apply knowledge, understanding and skills in aquatic contexts.
- Use language conventions and features appropriate to aquatic contexts to communicate ideas and information, according to purpose.
- Generate plans and procedures for activities in aquatic contexts.
- Evaluate the safety and effectiveness of activities in aquatic contexts.
- Make recommendations for activities in aquatic contexts.



## STRUCTURE

The Aquatic Practices course is designed around the four areas of study with the core topics for 'Safety and management practices' embedded in each of the four areas of study which include:

- Environmental
- Recreational
- Commercial
- Cultural

Areas of Study	Core Topics	Elective Topics
Environmental	<ul style="list-style-type: none"> <li>• Environmental conditions</li> <li>• Ecosystems</li> <li>• Conservation and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen science</li> </ul>
Recreational	<ul style="list-style-type: none"> <li>• Entering the aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquatic activities</li> </ul>
Commercial	<ul style="list-style-type: none"> <li>• Employment</li> </ul>	<ul style="list-style-type: none"> <li>• Aquaculture, aquaponics, and aquariums</li> <li>• Boat building and marine engineering</li> </ul>
Cultural	<ul style="list-style-type: none"> <li>• Cultural Understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Historical Understandings</li> </ul>
Safety and Management Practices	<ul style="list-style-type: none"> <li>• Legislation, rules, and regulations for aquatic environments</li> <li>• Equipment maintenance and operations</li> <li>• First aid and safety</li> <li>• Management practices</li> </ul>	

## ASSESSMENT

For Aquatic Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including no more than two assessment instruments from any one technique.

### Summative assessments:

Project	Investigation	Extended Response	Examination	Performance
A response to a single task, situation and/or scenario	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.	A technique that assesses physical demonstrations as outcomes of applying a range of cognitive, technical and physical skills.



**Subject Type:** Applied Senior Subject

## WHY STUDY ESSENTIAL ENGLISH?

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 in creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

## PATHWAYS

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

## OBJECTIVES

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

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

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This provides students with an opportunity to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. Students will receive an overall subject result (A-E).

### Summative assessments:

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



**Subject Type:** Applied Senior Subject

**Note:** Essential Mathematics will only be offered if there are sufficient numbers to warrant its inclusion in the curriculum.

## WHY STUDY ESSENTIAL MATHEMATICS?

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:

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge.
- Evaluate the reasonableness of solutions.
- Justify procedures and decisions.
- Solve mathematical problems.

## STRUCTURE

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

## ASSESSMENT

In Units 1 and 2, students complete four formative assessments. This allows students to experience the types of assessment instruments, conditions and specifications that are mandatory in Units 3 and 4. The results from each assessment in Unit 1 and 2 are added together to provide a formative subject score out of 100. Students will receive an overall subject result (A-E).

### Summative assessments:

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



**Subject Type:** Applied Senior Subject

### WHY STUDY FURNISHING SKILLS?

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

### PATHWAYS

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

### OBJECTIVES

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

- Describe industry practices in manufacturing tasks.
- Demonstrate fundamental production skills.
- Interpret drawings and technical information.
- Analyse manufacturing tasks to organise materials and resources.
- Select and apply production skills and procedures in manufacturing tasks.
- Use visual representations and language conventions and features to communicate for particular purposes.
- Plan and adapt production processes.
- Create products from specifications.
- Evaluate industry practices, production processes and products, and make recommendations.





## STRUCTURE

Furnishing Skills is an Applied senior syllabus. It contains at least four QCAA-developed units from which each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment. Students complete the following units

### Unit 1: Furniture-making

In this unit, students demonstrate furniture-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, processes and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

### Unit 2: Production in the domestic furniture industry

In this unit, students demonstrate the domestic furniture industry's fundamental ways of working. They use tools, machinery and equipment safely and recognise that domestic furniture industry products are manufactured, maintained and repaired to a specified quality using a combination of job, batch and mass manufacturing methods. Students demonstrate through practical learning experiences that the expected quality standards of the end product (e.g. size, type and grade of materials, tolerances, fits, finish and joints) are maintained by a range of quality assurance processes, including jigs and fixtures, gauges and production checks. Students evaluate, make decisions about and adapt job, batch and mass production plans, skills and procedures, and products with the knowledge that the quality of end products depends on customer expectations of value, which affects the domestic furniture industry's application and use of particular production processes and manufacturing methods.

### Unit 3: Cabinet-making

In this unit, students demonstrate cabinet-making fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade of cabinet materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.

### Unit 4: Interior furnishing

In this unit, students demonstrate interior furnishing fundamental ways of working. They use tools, machinery and equipment safely and recognise that products are manufactured using drawings and technical information that detail the expected quality standards of the final product, e.g. size, type and grade furniture materials, tolerances, fits, finish and joints. Students evaluate, make decisions about and adapt production plans, skills and procedures and products with the knowledge that the quality of products depends on customer expectations of value, which affects industry production processes.





## VET SUBJECTS

### VET - CERT II SPORT COACHING + CERT III IN FITNESS

S1S30315 – Certificate II Sport Coaching + Certificate III in Fitness

This qualification is delivered by Pacific Lutheran College in partnership with Fit Education.



**Subject Type:** VET (Vocational Education and Training).

**QCE Credits and Time:** Four credits over two years (on successful completion of all units of competency in Year 12)

Please note, simply enrolling in this certification does **not** ensure:

- That the learner will successfully complete a training product by enrolling in the course offered by Pacific Lutheran College
- That the training product can be completed by just meeting the nominal hours listed in the training package or participating in the selected mode of delivery based on skills, knowledge and experience.
- That the learner will obtain a particular employment outcome.

### WHY STUDY FITNESS?

Successful completion of this qualification enables students to work in the fitness industry as an assistant gym instructor, personal trainer or fitness trainer. Students may also pursue career pathways with a Certificate IV in Health and Fitness, or a food and nutrition pathway. Other specific technological qualifications are available at: <https://training.gov.au/>.

### COURSE DESCRIPTION

To attain the Certificate III in Fitness, 9 core units and 7 electives must be achieved over the two year course.

#### Core units:

HLTAID011	Provide first aid.
SISXFAC002	Maintain sport, fitness and recreation facilities.
SISXCAI009	Instruct strength and conditioning techniques.
SSFFIT0047	Use anatomy and physiology knowledge to support safe and effective exercise.
BSBPEF301	Organise personal work priorities.
BSBOPS304	Deliver and monitor a service to customers.
SISFFIT032	Complete pre-exercise screening and service orientation.
SISFFIT033	Compete client fitness assessment.
SISFFIT003	Instruct fitness programs.
SISFFIT052	Provide healthy eating information.
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients.
SISFFIT037	Develop and instruct group movement programs for children.
SISFFIT035	Plan group exercise sessions.
BSBOPS403	Apply business risk management processes.

HLTWHS001 Participate in workplace health and safety.

To attain the Certificate II in Fitness, the units below must be achieved over the two year course.

BSBWOR202	Organise and complete daily work activities.
HLTAID003	Provide first aid.
HLTWHS001	Participate in workplace health and safety.
SISXCA1001	Provide equipment for activities.
SISXCAI002	Assist with activity sessions.
SISXCCS001	Provide quality service.
SISXEMR001	Respond to emergency situations.
SISXFAC001	Maintain equipment for activities.
SISXFAC002	Maintain sport, fitness and recreation facilities.
SISXIND001	Work effectively in sport, fitness and recreation environments.
SISXIND002	Maintain sport, fitness and recreation industry knowledge.
SISSCO001	Conduct sport coaching sessions with foundation level participants.
AHCMER301	Process customer complaints.

## ASSESSMENT

The emphasis in this subject is to complete the tasks in a competent manner. Assessment is undertaken throughout the course both in practical and theory exercises. Assessment is competency based and requires the completion of all projects and assignments written and/or practical as set out within the unit study guides and workbooks. Assessment will be delivered using a variety of techniques including projects, practical activities, computing and digital tasks, and folios of collected evidence.



SIT20322 – Certificate II in Hospitality

**Subject Type:** VET (Vocational Education and Training).

**QCE Credits and Time:** Four credits over two years (on successful completion of all units of competency in Year 12).

Pacific Lutheran College is the Registered Training Organisation for the Certificate II in Hospitality. We are responsible for managing the delivery of the training and assessment and for issuing the qualification certificate or statement of attainment for this certificate.

All fees for this certification are included as part of the school-fee arrangement for Pacific Lutheran College's enrolment. VET FEE-HELP is not available as a result.

Please note, simply enrolling in this certification does not ensure:

- That the learner will successfully complete a training product on Pacific Lutheran College's scope of registration.
- That the training product can be completed by just meeting the nominal hours listed in the training package or participating in the selected mode of delivery based on skills, knowledge and experience.
- That the learner will obtain a particular employment outcome.

### **WHY STUDY HOSPITALITY?**

The Certificate II in Hospitality has been developed to engage learners in a range of contemporary real-life contexts. Hospitality involves a range of experiences that provide students with knowledge, processes and skills to contribute to further vocational pathways.

### **PATHWAYS**

This Hospitality certificate can start students on an exciting and rewarding career path. Completion of this certificate can lead into employment as a bar attendant, café attendant, catering assistant, food and beverage attendant, and front office assistant. It also provides the skills necessary for students to engage in quality part-time employment.

Students may apply for further certificate courses through TAFE or seek school based apprenticeships and work experience within the Hospitality and Tourism trade.

## COURSE DESCRIPTION

This course includes Vocational Units of Competency. Students will be enrolled in the following units of competency:

### Certificate II in Hospitality:

Core units:	Elective units:
BSBTWK201 Work effectively with others	SITXFSA005 Use hygienic practices for food safety
SITHIND006 Source and use information on the hospitality industry	SITHFAB024* Prepare and serve non-alcoholic beverages
SITHIND007 Use hospitality skills effectively	SITHFAB025* Prepare and serve espresso coffee
SITXCCS011 Interact with customers	BSBSUS211 Participate in sustainable work practices
SITXCOM007 Show social and cultural sensitivity	SITHCCC024* Prepare and present simple dishes
SITXWHS005 Participate in safe work practices	SITXINV006 Receive, store and maintain stock

The core study units will allow students to gain a broad picture of the hospitality industry, while the elective units provide the experiences and opportunities to develop practical skills and knowledge.

## ASSESSMENT

Assessment is competency based. Students will be assessed through a variety of tasks such as practical tasks, non-written presentations, response to stimulus tasks, objective and short response tests.

## WORKLOAD AND EXPECTATIONS

Students are expected to wear a chef uniform in the kitchen and will be required to assist at College catering activities, which may occur out of school hours. These additional activities are compulsory.

**Parents and students are advised that all students are expected to complete 12 service periods of work experience at a hospitality provider to complete the course with some of these service periods being conducted outside school hours.**

Students and parents must also be aware that the College has the right to withdraw students from lessons on the grounds of unsafe or unhygienic practices or property damage.



## SCHOOL SUBJECTS

### CHRISTIAN STUDIES

**Subject Type:** School Subject – compulsory for all students.

#### WHY STUDY CHRISTIAN STUDIES?

Pacific Lutheran College is owned and managed by the Lutheran Church of Australia which hopes to instill the history, beliefs and values of the Christian tradition in young people. Christian Studies introduces students to the world of faith and spirituality which are integral to the fabric of all cultures. It aims to give students a clear understanding of the Christian worldview through exploration of Christian texts, history, teachings and responses to social justice issues. Christian Studies acknowledges and respects that all students are on divergent lifelong journeys struggling with deep questions including meaning, purpose, morality and salvation, and seeks to give students a place to discuss these questions.

Christian Studies provides a learning environment where students can explore a range of religious and non-religious perspectives that are encountered in an increasingly pluralistic society. Knowledge of others' belief systems and analysis of factors that contribute to an individual worldview enrich students' ability to make sense of the world and to determine the source of their own beliefs and values.

The aim of the Christian Studies course is to expose and educate students in Christian teachings encouraging them to become intelligent, informed and mature adults, who engage with the world and others positively, with understanding and confidence.

#### COURSE DESCRIPTION

In the subject of Christian Studies, students are given the opportunity to explore the nature of Christianity in particular, and a number of the world religions in general. The course content includes studies of relevant global and local social issues from a Christian perspective. Students explore a range of contemporary issues related to aspects of global justice and human rights, the nature of ethics and decision making, healthy relationships and various world views.

#### ASSESSMENT

A variety of assessment techniques are employed to reflect the most significant elements of the program. Assessment may include:

- Research assignments;
- Short answer tests;
- Essays;
- Document study responses; and / or
- Presentations.

#### WORKLOAD AND EXPECTATIONS

Christian Studies requires the same academic skills as other Humanities subjects in terms of the accumulation of knowledge and understanding of new concepts, the analysis and evaluation of what has been learnt and the effective communication of information. Students have two lessons a week and are expected to complete one piece of assessment each term.

**Subject Type:** School Subject – compulsory for all students.

### WHY STUDY PERSONAL DEVELOPMENT?

Personal Development in the Senior Phase of Learning draws intentionally on the foundational statements within the College's Four Pillars of Learning to support students develop and extend their personal, intellectual, critical thinking and social capacities for success in, and beyond, their final years of schooling.

### COURSE DESCRIPTION

The course learning in Years 11 and 12 will focus on:

- Study skills and exam preparation.
- Positive psychology and positive self-talk.
- Character strengths.
- Goal setting and growth mindset.
- Awareness and acceptance of self.
- Resilience.
- Emotional intelligence (EI).
- Personal and social capacity and responsibility.
- Careers education and planning.
- Leadership of self, others, and beyond the College community.

During Years 11 and 12, students are allocated one lesson per week for structured study.

### ASSESSMENT

There is no summative assessment in this subject.

