



CURRICULUM INFORMATION

YEAR 11, 2023 - YEAR 12, 2024

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Senior Education Profile

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

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

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

Statement of results

Students are issued with a statement of results in the December following the completion of Year 12.

Queensland Certificate of Education (QCE)

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

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program with the Wavell Support Centre (WSC). At the end of the senior phase of learning, eligible students achieve a QCIA.

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR. Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course. Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

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

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.

Senior External Examination

The Senior External Examination consists of individual subject examinations provided across Queensland in October and November each year by the QCAA.

Underpinning factors

All senior syllabuses are underpinned by:

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

General syllabuses

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

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

Applied syllabuses

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

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

Vocational education and training (VET)

Students can access VET programs through the school if it:

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

Australian Tertiary Admission Rank (ATAR) eligibility

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

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

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

English requirement

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

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

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

General syllabuses**Structure**

The syllabus structure consists of a course overview and assessment.

General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

Extension syllabuses course overview

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

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

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In most cases, Unit 1 and 2 assessment will mirror Units 3 and 4 internal assessment.

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

Units 1 and 2 assessments

Wavell is required to report satisfactory completion of Units 1 and 2 to the QCAA, and will report levels of achievement to students and parents/carers using grades and descriptive statements.

Units 3 and 4 assessments

Students complete a total of *four* summative assessments — three internal and one external — that count towards the overall subject result in each General subject. Faculties will develop *three* internal assessments for each senior subject to reflect the requirements described in Units 3 and 4 of each General syllabus. The three summative internal assessments need to be endorsed by the QCAA before they are used in schools. Students' results in these assessments are externally confirmed by QCAA assessors. These confirmed results from internal assessment are combined with a single result from an external assessment, which is developed and marked by the QCAA. The external assessment result for a subject contributes to a determined percentage of a students' overall subject result. For most subjects this is 25%; for Mathematics and Science subjects it is 50%.

Instrument-specific marking guides

Each syllabus provides instrument-specific marking guides (ISMGs) for summative internal assessments. The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument. Schools cannot change or modify an ISMG for use with summative internal assessment.

External assessment

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

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

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

Applied syllabuses**Structure**

The syllabus structure consists of a course overview and assessment.

Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study. Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners. Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

Assessment

Applied syllabuses use *four* summative internal assessments from Units 3 and 4 to determine a student's exit result. Applied syllabuses do not use external assessment.

Instrument-specific standards matrixes

For each assessment instrument, an instrument-specific standards matrix will address the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument.

Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

Summative internal assessment — instrument-specific standards

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

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

QCAA senior syllabuses

Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics

English

General

- English
- Literature
- English & Literature Extension

Applied

- Essential English

Humanities

General

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

Applied

- Social & Community Studies

Technologies

General

- Design
- Digital Solutions
- Engineering
- Food & Nutrition

Applied

- Fashion
- Furnishing Skills
- Industrial Graphics Skills
- Industrial Technology Skills
- Information & Communication Technology
- Hospitality Practices

Health and Physical Education

General

- Health
- Physical Education

Applied

- Sport & Recreation

Science

General

- Biology
- Chemistry
- Earth & Environmental Science
- Physics

Applied

- Science in Practice

Languages

General

- French
- German
- Japanese

The Arts

General

- Dance
- Drama
- Film, Television & New Media
- Music
- Music Extension (Composition)
- Music Extension (Musicology)
- Music Extension (Performance)
- Visual Art

Applied

- Dance in Practice
- Drama in Practice
- Media Arts in Practice
- Visual Arts in Practice

Senior Course Prerequisites

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

English		
English	General	C in Extension/ B in Core English
Literature	General	C in Extension/ B in Core English
English & Literature Extension	General	By invitation – Year 12 only
Essential English	Applied	---

Mathematics		
General Mathematics	General	C in Extension Maths B in Core Maths
Mathematical Methods	General	A in Extension Maths
Specialist Mathematics*	General	A in Extension Maths Mathematical Methods
Essential Mathematics	Applied	---
* Specialist Mathematics must be studied with Mathematical Methods		

Business & Information Technology (IT)		
Accounting*	General	C in Extension/Core English B in Business and Accounting Studies
Business*	General	C in Extension/Core English
Digital Solutions	General	C in Extension/Core English C in Core/Extension Maths
Information & Communication Technology	Applied	---
Certificate III in Business	VET Qualification	C in Core / Extension English
*Recommended Business Studies in either Year 9 or Year 10		

Home Economics		
Food and Nutrition	General	C in Extension/Core English C in Science
Fashion	Applied	---
Hospitality Practices	Applied	---
Certificate III in Early Childhood Education & Care	VET Qualification	---

HPE		
Health	General	C in Extension/Core English
Physical Education	General	C in Extension/Core English
Sport & Recreation (General)	Applied	---
Sport & Recreation (Rugby League)	Applied	By invitation
Certificate III in Sport & Recreation (General)	VET Qualification	---
Certificate III in Sport & Recreation (Netball)	VET Qualification	By invitation

Humanities		
Ancient History	General	C in Extension/Core English C in Social Science
Modern History	General	C in Extension/Core English C in Social Science
Economics	General	C in Extension/Core English C in Social Science

Geography	General	C in Extension/Core English C in Social Science
Legal Studies	General	B in Extension/Core English C in Social Science
Social & Community Studies	Applied	---
Certificate IV in Crime & Justice Studies	VET Qualification	C in Extension/Core English C in Social Science

Industrial Technology & Design (ITD)		
Design	General	C in Extension/Core English C in Extension/Core Maths C in Science Recommended C in VDT Recommended C in EDE
Engineering	General	B in Maths Extension B in Science
Furnishing Skills*	Applied	---
Industrial Graphics Skills*	Applied	---
Industrial Technology Skills*	Applied	---
Certificate II in Engineering Pathways**	VET Qualification	---
*Recommended INS or EDE in either Year 9 or Year 10		
** Recommended C in English and Maths		

Languages		
French*	General	C in French
German*	General	C in German
Japanese*	General	C in Japanese
*Prerequisite standard may be met for native or background speakers		

Science		
Biology	General	B in Science C in Extension Maths B in Core Maths
Chemistry	General	B in Science B in Extension Maths A in Core Maths
Earth & Environmental Science	General	B in Science C in Extension Maths B in Core Maths
Physics	General	B in Science B in Extension Maths A in Core Maths
Science in Practice	Applied	---
Certificate III in Allied Health	VET Qualification	---

The Arts		
Dance	General	Recommended Junior Dance
Drama	General	C in Extension/Core English Recommended Junior Drama
Film, Television & New Media	General	C in Extension/Core English
Music	General	C in Extension/Core English C in Junior Music
Visual Art	General	C in Extension/Core English Recommended Year 10 Art
Dance in Practice	Applied	Audition only
Drama in Practice	Applied	Audition only C in Drama
Media Arts in Practice	Applied	---
Visual Arts in Practice	Applied	---

Senior Subject Selection Policy

Year 11 and 12 students:

- must study a minimum of 5 General subjects if an ATAR is required
- must study either English, Literature or Essential English
- must study either Mathematical Methods, General Mathematics or Essential Mathematics
- must study 6 subjects, or the equivalent, in both Year 11 and Year 12
- students electing to undertake Essential English should have a vocational pathway
- students wanting to study Specialist Mathematics must also study Mathematical Methods

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

Queensland Certificate of Education (QCE)

Wavell State High School expects all students completing Year 12 to attain a QCE as a minimum qualification standard, unless they are working towards a QCIA. The Queensland Certificate of Education (QCE) qualification will be awarded to eligible students by the Queensland Curriculum and Assessment Authority (QCAA).

QCE Credit and Duplication of Learning

Applied subjects offered at Wavell State High School and Certificate II level VET qualifications that have similar subject matter and learning goals (as determined by the QCAA) are considered duplication of learning as outlined in the following table. Therefore, QCE credits are not awarded for all learning.

Applied Subject	VET Qualification	Max QCE Credit
Fashion	MST20616 Certificate II in Applied Fashion Design and Technology	4
Furnishing Skills	MSM20516 Certificate II in Furniture Making Pathways	4
Hospitality Practices	SIT20316 Certificate II in Hospitality	4
Industrial Technology Skills	MSM20216 Certificate II in Manufacturing Technology	4
Information & Communication Technology	ICT20115 Certificate II in Information, Digital Media & Technology	4
Sport & Recreation	SIS20115 Certificate II in Sport and Recreation	4
Visual Arts in Practice	CUA20715 Certificate II in Visual Arts	4

GENERAL MATHEMATICS**GENERAL SENIOR SUBJECT**

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Pathways

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

Objectives

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

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

Prerequisites

General Mathematics students must have achieved at least a 'C' in Year 10 Extension Maths or a 'B' in Core Maths. General Mathematics is not recommended for students in Foundation Maths.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

MATHEMATICAL METHODS**GENERAL SENIOR SUBJECT**

Mathematical Methods' major domains are Algebra, Functions, relations and their graphs, Calculus and Statistics. Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Pathways

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

Objectives

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

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

Prerequisites

Mathematical Methods students must have achieved at least an 'A/B+' in Year 10 Extension Maths. Mathematical Methods is not recommended for students from Core or Foundation Maths.

Structure

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

Assessment

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

SPECIALIST MATHEMATICS**GENERAL SENIOR SUBJECT*****(can only be studied in conjunction with Mathematical Methods)***

Specialist Mathematics' major domains are Vectors and Matrices, Real and Complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours. Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Pathways

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

Objectives

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

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

Prerequisites

Specialist Mathematics students must have achieved at least an 'A/B+' in Year 10 Extension Maths. Specialist Mathematics is to be undertaken in conjunction with Mathematical Methods.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	15%
<ul style="list-style-type: none"> • Problem-solving and modelling task 		<ul style="list-style-type: none"> • Examination 	
Summative internal assessment 2 (IA2):	15%		
<ul style="list-style-type: none"> • Examination 			
Summative external assessment (EA): 50% <ul style="list-style-type: none"> • Examination 			

ENGLISH**GENERAL SENIOR SUBJECT**

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts. Students are offered opportunities to interpret, respond to 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 explore how a diverse range of literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 21st century skills learnt in English will contribute towards preparing students for higher education, work and engagement in a complex and rapidly changing world. These skills are embedded in the syllabus objectives, unit objectives, subject matter and Instrument Specific Marking Guides (ISMGs).

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. General English is not recommended for students from Foundation English.

Structure

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

Assessment

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

LITERATURE**GENERAL SENIOR SUBJECT**

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility. 21st century skills learnt in Literature will contribute towards preparing students for higher education, work and engagement in a complex and rapidly changing world. These skills are embedded in the syllabus objectives, unit objectives, subject matter and Instrument Specific Marking Guides (ISMGs).

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. Literature is not recommended for students from Foundation English.

Structure

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

Assessment

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

ENGLISH & LITERATURE EXTENSION**GENERAL SENIOR SUBJECT**

English & Literature Extension is an extension of both the English and the Literature syllabuses and therefore offers more challenge than other English courses as it builds on the study students have already undertaken. English & Literature Extension provides a theorised study of literature, 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. 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 & 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

Prerequisites

This is an invitation only subject. Invitations are sent out in term 4 of Year 11.

Structure

To study English & 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 & Literature Extension concurrently with Units 3 and 4 of English and/or Units 3 and 4 of Literature.

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

Assessment

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%

ACCOUNTING**GENERAL SENIOR SUBJECT**

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations. Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Pathways

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

Objectives

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

- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems

Prerequisites

Students must have achieved at least a 'C' in Year 10 Core English and Core Maths.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting <ul style="list-style-type: none"> • Accounting for a service business — cash, accounts receivable, accounts payable and no GST • End-of-month reporting for a service business 	Management effectiveness <ul style="list-style-type: none"> • Accounting for a trading GST business • End-of-year reporting for a trading GST business 	Monitoring a business <ul style="list-style-type: none"> • Managing resources for a trading GST business — non-current assets • Fully classified financial statement reporting for a trading GST business 	Accounting — the big picture <ul style="list-style-type: none"> • Cash management • Complete accounting process for a trading GST business • Performance analysis of a listed public company

Assessment

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

ANCIENT HISTORY**GENERAL SENIOR SUBJECT**

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion. Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses. Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Social Science.

Structure

The proposed topics to be studied are outlined below, but are subject to change.

Unit 1	Unit 2	Unit 3	Unit 4
Investigating the ancient world <ul style="list-style-type: none"> • Digging up the past • Ancient societies — Beliefs, rituals and funerary practices 	Personalities in their time <ul style="list-style-type: none"> • Hatshepsut • Cleopatra 	Reconstructing the ancient world <ul style="list-style-type: none"> • Fifth Century Athens (BCE) • Philip II and Alexander III of Macedon 	People, power and authority <ul style="list-style-type: none"> • Ancient Rome — Civil War and the breakdown of the Republic • Augustus

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> • Examination — essay in response to historical sources 	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> • Investigation — historical essay based on research 	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> • Independent source investigation 	25%	Summative external assessment (EA): <ul style="list-style-type: none"> • Examination — short responses to historical sources 	25%

BUSINESS**GENERAL SENIOR SUBJECT**

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs. Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Core Maths.

Structure

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

Assessment

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%

ECONOMICS**GENERAL SENIOR SUBJECT**

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being. Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions. Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Social Science.

Structure

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

Assessment

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

GEOGRAPHY**GENERAL SENIOR SUBJECT**

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices. Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Social Science.

Structure

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

Assessment

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

LEGAL STUDIES**GENERAL SENIOR SUBJECT**

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues. Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Pathways

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Social Science.

Structure

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

Assessment

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

MODERN HISTORY**GENERAL SENIOR SUBJECT**

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Social Science.

Structure

The proposed topics to be studied are outlined below, but are subject to change.

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Women's movement • Anti-apartheid movement in South Africa, 1948–1991 	National experiences in the modern world <ul style="list-style-type: none"> • Germany, 1914–1945 • China, 1931–1976 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Cold War, 1945–1991

Assessment

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

DESIGN**GENERAL SENIOR SUBJECT**

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas. Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English, Maths, and Science. It is also recommended that they have achieved a 'C' in Year 10 Visual Design Technologies or Engineering Design.

Structure

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

Assessment

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

Additional Information

- **Expectations and Homework** - Students will need to purchase individual equipment, such as a visual diary, pens, pencils, colouring pencils/markers and erasers for use at home to enhance their presentations. Students can obtain copies of the CAD package used at school, for design purposes free of charge. An average 30 minutes of homework is required per night, for the three nights when you have a Design lesson, including sketching, research, design challenges, folio preparation and revision.
- **Levy** - An annual levy of \$50.00 will be charged to cover costs of a wide variety of materials and equipment.

DIGITAL SOLUTIONS**GENERAL SENIOR SUBJECT**

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives. Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming. Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Maths.

Structure

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

Assessment

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

ENGINEERING**GENERAL SENIOR SUBJECT**

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Objectives

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

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Prerequisites

Students must have achieved at least a 'B' in Year 10 Extension Maths and Science or a 'A' in Year 10 Core Maths and Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Engineering fundamentals and society <ul style="list-style-type: none"> • Engineering communication and history • The problem-solving process in Engineering • Introduction to Engineering mechanics and materials 	Emerging technologies <ul style="list-style-type: none"> • Emerging needs • Emerging processes and machinery • Emerging materials • Exploring autonomy 	Statics of structures and environmental considerations <ul style="list-style-type: none"> • Application of the problem-solving process in Engineering • Civil structures, the environment, materials and forces 	Machines and mechanisms <ul style="list-style-type: none"> • Machines in society • Materials • Machine control

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

Additional Information

- **Safety Requirements & Risk Assessment** - Students selecting this subject must adhere to Safety Standards (wearing safety equipment and following instructions), have self-discipline and show the co-operation that is required in a test or laboratory situation. In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Section 28-36 of the Workplace Health and Safety Act teachers and **students are obliged to be safe around themselves and others. Departmental WH&S concerns may exclude students from the Industrial Technology and Design practical environment for a time.** Mandatory Personal Protective Equipment will be required. **Students must have shoes with leather uppers** to enter the practical workspaces.
- **Levy** - An annual levy of \$50.00 will be charged to cover costs of a wide variety of materials and equipment.

FOOD & NUTRITION**GENERAL SENIOR SUBJECT**

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering concepts of waste management, sustainability and food protection. Students explore the chemical and functional properties of nutrients to create food solutions that maintain nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that produces high quality, nutritious solutions with an extended shelf life. Studies of the food system include the sectors of production, processing, distribution, consumption, research and development. Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Pathways

A course of study in Food & Nutrition can establish a basis for further education and employment in the fields of science, technology, engineering and health.

Objectives

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

- recognise and describe food and nutrition facts and principles
- explain food and nutrition ideas and problems, analyse problems, information and data, determine solution requirements and criteria
- evaluate and refine ideas and solutions to make justified recommendations for enhancement
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English and Science.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Food science of vitamins, minerals and protein <ul style="list-style-type: none"> • Introduction to the food system • Vitamins and minerals • Protein • Developing food solutions 	Food drivers and emerging trends <ul style="list-style-type: none"> • Consumer food drivers • Sensory profiling • Labelling and food safety • Food formulation for consumer markets 	Food science of carbohydrate and fat <ul style="list-style-type: none"> • The food system • Carbohydrate • Fat • Developing food solutions 	Food solution development for nutrition consumer markets <ul style="list-style-type: none"> • Formulation and reformulation for nutrition consumer markets • Food development process

Assessment

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

HEALTH**GENERAL SENIOR SUBJECT**

Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. NB: Students taking **Essential English** are recommended not to take Health. **To succeed in Health, students need to have:** an interest in health issues and health promotion; very good skills in reading, comprehension (research) and writing; very good organisational skills and a desire to undertake further tertiary studies would be beneficial. Students who did not study HPE in Year 10 are not excluded from this subject choice but will need to show evidence of ability to succeed.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Resilience as a personal health resource	Peers and family as resources for healthy living <ul style="list-style-type: none"> • Alcohol (elective) • Body image (elective) 	Community as a resource for healthy living <ul style="list-style-type: none"> • Homelessness (elective) • Road safety (elective) • Anxiety (elective) 	Respectful relationships in the post-schooling transition

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Investigation — action research	25%	Summative internal assessment 3 (IA3): • Investigation — analytical exposition	25%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination	25%

PHYSICAL EDUCATION**GENERAL SENIOR SUBJECT**

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. Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies. Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. NB: Students taking **Essential English** are encouraged not to take Physical Education. Practical participation is expected and sound motor skills are recommended. Students who did not study HPE in Year 10 are not excluded from this subject choice but will need to show evidence of ability to succeed.

A minimum B in 10HPE is recommended.

Structure

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

Assessment

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

This subject may incur an excursion fee of up to \$50.

BIOLOGY**GENERAL SENIOR SUBJECT**

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.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'B' in Year 10 Science and Core Maths or a 'C' in Extension Maths. Students will need to work consistently both in class and at home over the full two years of the course. Biology may be taken by itself or in conjunction with Physics, Earth & Environmental Science or Chemistry. A Senior Mathematics from the General Subjects should be included to provide the necessary mathematical background for data analysis.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment – Data Test	10%	Summative internal assessment - Research investigation	20%
Summative internal assessment - Student experiment	20%		
Summative external assessment – Examination - 50%			

CHEMISTRY**GENERAL SENIOR SUBJECT**

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

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'B' in Year 10 Science and Extension Maths or an 'A' in Core Maths. This does not guarantee success in Chemistry; students must also be prepared to work consistently in school and at home through both years of the course and seek help whenever they experience difficulties. Chemistry may be taken by itself or in conjunction with Biology, Earth & Environmental Science or Physics.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment - Data test	10%	Summative internal assessment - Research investigation	20%
Summative internal assessment - Student experiment	20%		
Summative external assessment – Examination - 50%			

EARTH & ENVIRONMENTAL SCIENCE**GENERAL SENIOR SUBJECT**

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere. Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments. Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'B' in Year 10 Science and Core Maths or a 'C' in Extension Maths as well as average or better reading comprehension and an interest in the environment and geology. Students will need to work consistently both in class and at home over the full two years of the course.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment - Data test	10%	Summative internal assessment - Research investigation	20%
Summative internal assessment - Student experiment	20%		
Summative external assessment – Examination - 50%			

PHYSICS**GENERAL SENIOR SUBJECT**

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.

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:

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

Prerequisites

Students must have achieved at least a 'B' in Year 10 Science and Extension Maths or an 'A/B+' in Core Maths. Students should be well motivated, prepared to work consistently at school and at home and be able to analyse and present ideas clearly. Physics students must also select Mathematical Methods as this gives them the mathematical tool kit that they will require in Physics. Physics is often selected with Specialist Mathematics, Engineering or Chemistry as these subjects complement one another. Physics may be taken by itself or in conjunction with Biology, Earth & Environmental Science or Chemistry.

Structure

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

Assessment

Unit 3		Unit 4	
Summative internal assessment - Data test	10%	Summative internal assessment - Research investigation	20%
Summative internal assessment - Student experiment	20%		
Summative external assessment – Examination - 50%			

FRENCH**GENERAL SENIOR SUBJECT**

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Pathways

French is recognised as an important language for young Australians to learn as Australia continues to engage with Europe. Current links between Australia and the French-speaking world are strong: they include bilateral relationships in trade and investments, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives and communications, and strategic and defence priorities. France is a leading destination for Australian travellers and a partner in work-exchange opportunities in hospitality, tourism and international relations. A bilingual or multilingual capability is the norm in most parts of the world.

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 French. The prerequisite may be met by native or background speakers.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of French culture to the world 	Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Excursions & Trips

Typically, students will participate in excursions in Years 11 and/or 12, such as to *A Taste of French* at UQ and the French Film Festival. Subject to COVID-19 restrictions, students may also have the opportunity to take part in a trip to France.

Levy

Year 11 students will be expected to purchase an eBook which they will use in both years. Fees will be published at the start of 2023.

GERMAN**GENERAL SENIOR SUBJECT**

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Pathways

German is recognised as an important language for young Australians as Australia continues to engage with Europe. German is one of the three procedural languages for the European Union and the first language of 120 million Europeans. In particular, the interplay between culture and language can be seen in the global influence of the past and contemporary achievements of German-speaking communities in architecture, the arts, engineering, philosophy, recreational pursuits and scientific innovations, particularly those related to environmental sustainability. A bilingual or multilingual capability is the norm in most parts of the world.

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 German. The prerequisite may be met by native or background speakers.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of German culture to the world 	Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Excursions & Trips

Typically, students will participate in excursions and incursions in Years 11 and/or 12, such as a meal at a German restaurant, *A Taste of German* at UQ or the German Film Festival. Subject to COVID-19 restrictions, students may also have the opportunity to take part in a trip to Germany.

JAPANESE**GENERAL SENIOR SUBJECT**

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts, including a range of text types. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Japanese. The prerequisite may be met by native or background speakers.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
My world <ul style="list-style-type: none"> • Family/carers and friends • Lifestyle and leisure • Education 	Exploring our world <ul style="list-style-type: none"> • Travel • Technology and media • The contribution of Japanese culture to the world 	Our society <ul style="list-style-type: none"> • Roles and relationships • Socialising and connecting with my peers • Groups in society 	My future <ul style="list-style-type: none"> • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

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

Excursions & Trips

Typically, students will participate in excursions and incursions in Years 11 and/or 12, such as to *A Taste of Japanese* at UQ, or a meal at a Japanese restaurant. Subject to COVID-19 restrictions, students may also have the opportunity take part in a trip to Japan.

Levy

Year 11 students will be expected to purchase an eBook which they will use in both years. Fees will be published at the start of 2023.

DANCE**GENERAL SENIOR SUBJECT**

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 tasks and experiences. Students study Dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about Dance today and explore its origins across time and cultures. Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and kinaesthetic intelligence, and personal and social skills.

Pathways

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

Objectives

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

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

Prerequisites

It is advantageous to have studied Dance in Years 9 and 10. Though not essential, studio training is encouraged.

Structure

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

Assessment

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			

Additional Information

- **Expectations and Homework** - It is essential that students display a high level of commitment to this course. Students will engage in out-of-school rehearsals in the lead-up to scheduled performances.
- **Uniform** - Students will be required to purchase a dance uniform for class and practical assessments.
- **Dance Levy** - A levy of \$100 per student, per year will be charged to assist with workshops, costumes hire and other resources. Some extra costs will need to be incurred by the students.

DRAMA**GENERAL SENIOR SUBJECT**

Drama fosters creative and expressive communication. Students develop vital skills by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works. Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They study a range of forms, styles and theatre 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. 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, creative industries and cultural institutions, including arts administration and management, communication, law, education and public relations.

Companion Subjects - Students with a strong interest in Drama and have a particular passion for performance, may also study Drama in Practice (Excellence Program).

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. Though not essential, it is recommended that students have studied Drama in Years 9 and 10.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? <ul style="list-style-type: none"> • Cultural inheritances of storytelling, oral history and emerging practices 	Reflect How is drama shaped to reflect lived experience? <ul style="list-style-type: none"> • Realism, including Magical Realism, Australian Gothic 	Challenge How can we use drama to challenge our understanding of humanity? <ul style="list-style-type: none"> • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre 	Transform How can you transform dramatic practice? <ul style="list-style-type: none"> • Contemporary performance

Assessment

Unit 3		Unit 4	
Summative internal assessment 1 (IA1):	20%	Summative internal assessment 3 (IA3):	35%
<ul style="list-style-type: none"> • Performance 		<ul style="list-style-type: none"> • Project — practice-led project 	
Summative internal assessment 2 (IA2):	20%		
<ul style="list-style-type: none"> • Project — dramatic concept 			
Summative external assessment (EA): 25% <ul style="list-style-type: none"> • Examination — extended response 			

Additional Information

- **Expectations and Homework** - Students will be required to spend some of their own time learning lines and rehearsing for performance tasks. Students require a high degree of commitment to this course and should be prepared to attend rehearsals in their own time in the lead-up to assessment and performance events.
- **Drama Levy** - A levy of \$50 per student, per year will be charged to assist with workshops conducted by specialist practicing artists.
- **Drama excursion and viewing live theatre** – A key component to the Drama course is viewing live theatre. Each year students may attend a live theatre production or will view a touring performance at school. These excursions will cost approximately \$45 per year.

FILM, TELEVISION & NEW MEDIA**GENERAL SENIOR SUBJECT**

Film, Television & New Media fosters creative and expressive communication. It explores the five key concepts of technologies, representations, audiences, institutions and languages. Students learn about film, television and new media as our primary sources of information and entertainment. They understand that these mediums are important channels for educational and cultural exchange, and are fundamental to our self-expression and representation as individuals and as communities. Students creatively apply the key concepts to individually and collaboratively make moving-image media products, and investigate and respond to moving-image media content and production contexts. Students develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of contexts. They develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis, and digital and ethical citizenship.

Pathways

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

Companion Subject

Media Arts in Practice may be studied in conjunction with Film, Television & New Media.

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Foundation <ul style="list-style-type: none"> • Concept: Technologies How are tools and associated processes used to create meaning? • Concept: Institutions How are institutional practices influenced by social, political and economic factors? • Concept: Languages How do signs and symbols, codes and conventions create meaning? 	Story forms <ul style="list-style-type: none"> • Concept: Representations How do representations function in story forms? • Concept: Audiences How does the relationship between story forms and meaning change in different contexts? • Concept: Languages How are media languages used to construct stories? 	Participation <ul style="list-style-type: none"> • Concept: Technologies How do technologies enable or constrain participation? • Concept: Audiences How do different contexts and purposes impact the participation of individuals and cultural groups? • Concept: Institutions How is participation in institutional practices influenced by social, political and economic factors? 	Identity <ul style="list-style-type: none"> • Concept: Technologies How do media artists experiment with technological practices? • Concept: Representations How do media artists portray people, places, events, ideas and emotions? • Concept: Languages How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Assessment

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

MUSIC**GENERAL SENIOR SUBJECT**

Music fosters creative and expressive communication. The development of musicianship through Making (composition and performance) and Responding (musicology) is at the centre of the study of music. Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. They resolve music ideas to convey meaning and/or emotion to an audience. In Performance, students demonstrate their practical music skills through refining solo and/or ensemble performances and realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In Musicology, students explain the use of music elements and concepts, analyzing music in a variety of contexts, styles and genres and evaluate music through the synthesis of analytical information to justify a viewpoint.

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, health and science and technology.

Companion Subjects

Music Extension may be studied in conjunction with Music and is a two-semester course taken in Year 12

Objectives

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

- demonstrate technique and refinement of practical skills to convey emotion and meaning in a performance
- demonstrate knowledge and understanding of compositional devices and interpretation of music elements and concepts
- analyze a variety of contexts, styles and genres of music specific to the unit of study
- evaluate music to justify a viewpoint
- apply a variety of literacy skills to engage in a multimodal world

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. Entry to the senior course is by either successful completion of the Junior Music course or by being a practicing musician with at least 4 years of experience. Students who have not studied Year 10 Music should discuss the course requirements with the Head of Department.

Structure

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

Assessment

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			

MUSIC EXTENSION (Composition)**GENERAL SENIOR SUBJECT**

Music Extension (Composition) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialization only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music extension encourages students to investigate music concepts and ideas relevant to their specialization. In the Composition specialization, students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

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, film and online games and science and technology.

Companion Subjects

Students **must** also study the General Subject of Music.

Objectives

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

- apply literary skills to engage in a multimodal world
- demonstrate knowledge and understanding of compositional devices and interpretation of music elements and concepts
- analyze a variety of contexts, styles and genres of music specific to the unit of study
- examine and evaluate music and ideas about music
- express meaning, emotion or ideas about music
- manipulate music elements and concepts

Prerequisites

Students must have already achieved an appropriate level of compositional skills in Year 11 to undertake this modality in Year 12. Entry to this course is in consultation with the student's class music teacher and appraisal of their composition tasks.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key Idea 1: Initiate Best Practice • Key Idea 2: Consolidate Best Practice 	Emerge <ul style="list-style-type: none"> • Key Idea 3: Independent Best Practice

Assessment

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			

Additional Information

- **Expectations**
 1. A high degree of written communication skills is required for this modality.
 2. Students are expected to continue to research their chosen tasks in their own time.
 3. A high level of commitment is required for this modality.

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MUSIC EXTENSION (Musicology)**GENERAL SENIOR SUBJECT**

Music Extension (Musicology) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialization. In the Musicology specialisation, students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research.

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.

Companion Subjects

Students **must** also study the General Subject of Music.

Objectives

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

- evaluate music to justify a viewpoint
- apply a variety of literacy skills to engage in a multimodal world
- examine and evaluate music and ideas about music
- express meaning, emotion or ideas about music
- analyze and investigate music
- synthesise information

Prerequisites

Entry into this course is by application and audition. Students must have achieved at least a 'C' or higher in Year 11 Music and English. Students must also study Music.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key idea 1: Initiate Best Practice • Key idea 2: Consolidate Best Practice 	Emerge <ul style="list-style-type: none"> • Key idea 3: Independent Best Practice

Assessment

Unit 3	Unit 4
Summative Internal Assessment 1 (IA1) 20% <ul style="list-style-type: none"> • Investigation 1 	Summative Internal Assessment 3 (IA3) 35% <ul style="list-style-type: none"> • Musicology Project
Summative Internal Assessment 2 (IA2) 20% <ul style="list-style-type: none"> • Investigation 2 	
Summative External assessment (EA): 25% <ul style="list-style-type: none"> • Examination - Extended Response 	

Additional Information

- **Expectations**
 1. A high degree of English communication skills is required for this modality.
 2. Students are expected to continue to research their chosen tasks in their own time.
 3. A high level of commitment is required for this modality.

MUSIC EXTENSION (Performance)**GENERAL SENIOR SUBJECT**

Music Extension (Performance) is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, and follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation. In the Performance specialisation, students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Pathways

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

Companion Subjects

Students **must** also study the General Subject of Music.

Objectives

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

- demonstrate their practical music skills through refining solo and/or ensemble performances
- apply a variety of literacy skills to engage in a multimodal world
- examine and evaluate music and ideas about music
- express meaning, emotion or ideas in a variety of contexts and styles
- demonstrate technical skills and understanding
- interpret music elements and concepts

Prerequisites

Entry into this course is by application and audition. Students must have achieved at least a 'C' or higher in Year 11 Music and English. Students must also study Music.

Structure

Unit 3	Unit 4
Explore <ul style="list-style-type: none"> • Key Idea 1: Initiate Best Practice • Key Idea 2: Consolidate Best Practice 	Emerge <ul style="list-style-type: none"> • Key Idea 3: Independent Best Practice

Assessment

Unit 3	Unit 4
Summative Internal Assessment 1 (IA1) 20% <ul style="list-style-type: none"> • Investigation 1 	Summative Internal Assessment 3 (IA3) 35% <ul style="list-style-type: none"> • Performance Project
Summative Internal Assessment 2 (IA2) 20% <ul style="list-style-type: none"> • Investigation 2 	
Summative External Assessment (EA): 25% <ul style="list-style-type: none"> • Examination - Extended Response 	

Additional Information

- **Expectations**
 1. Students must be prepared to rehearse in their own time for performance tasks and scheduled chamber concerts, as per school calendar.
 2. Daily practice is advisable.
 3. It is recommended that students be a member of the Instrumental Music Program and ensembles or an outside ensemble.

VISUAL ART**GENERAL SENIOR SUBJECT**

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts.

Pathways

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

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
- be innovative problem solvers

Companion Subject

Visual Arts in Practice

Prerequisites

Students must have achieved at least a 'C' in Year 10 Extension/Core English. Though not essential, it is recommended that students have studied Visual Art in Years 9 and 10. Students who have not studied Year 10 Visual Art should discuss the course requirements with the Head of Department.

Structure

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

Units may be offered in an alternate sequence.

Assessment

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

- **Visual Art Levy** – A levy of \$25 per student, per year, will be charged to assist with workshops conducted by professional artists.

ESSENTIAL MATHEMATICS**APPLIED SENIOR SUBJECT**

Essential Mathematics' major domains are Number, Data, Location and Time, Measurement and Finance. Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes. Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Pathways

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

Objectives

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

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

Prerequisites

Students are more likely to experience success in Essential Mathematics if they have achieved at least a 'C' standard in Year 10 Core or Foundation Maths. Students who have not achieved this standard will find the course difficult and may be required to complete the short-course in numeracy.

Structure

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

Assessment

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

ESSENTIAL ENGLISH**APPLIED SENIOR SUBJECT**

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts. Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They 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 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. 21st century skills learnt in Essential English will contribute towards preparing students for study, work and engagement in a complex and rapidly changing world. These skills are embed in the syllabus objectives, unit objectives, subject matter and Instrument Specific Standards. (ISS).

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

Prerequisites

Nil. All students are welcome to study this subject.

Structure

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

Assessment

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

SOCIAL & COMMUNITY STUDIES**APPLIED SENIOR SUBJECT**

Social & Community Studies focuses on personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future. Students develop personal, interpersonal, and citizenship skills, encompassing social skills, communication skills, respect for and interaction with others, building rapport, problem solving and decision making, self-esteem, self-confidence and resilience, workplace skills, learning and study skills. Students use an inquiry approach in collaborative learning environments to investigate the dynamics of society and the benefits of working with others in the community. They are provided with opportunities to explore and refine personal values and lifestyle choices and to practise, develop and value social, community and workplace participation skills.

Pathways

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

Objectives

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

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

Prerequisites

Nil. All students are welcome to study this subject.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Personal skills – Growing and developing as an individual • Interpersonal skills – Living with and relating to other people • Citizenship skills – Receiving from and contributing to community 	<ul style="list-style-type: none"> • Today's society • Australia's place in the world • Legally, it could be you • The world of work • Money management • Science and technology

Assessment

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

FASHION**APPLIED SENIOR SUBJECT**

Fashion has a practical focus where students learn through doing as they engage in a design process to plan, generate and produce fashion items. Students investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They will also investigate fashion merchandising and marketing, while appraising and critiquing fashion items and trends as well as their own products. Through undertaking this course students will be challenged to use their imagination to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts. Fashion explores what underpins fashion culture, technology and design. It incorporates the study of three core topics – ‘Fashion culture’, ‘Fashion technologies’ and ‘Fashion design’. Fashion is economically important to all. Advances in technology have enabled more efficient textile manufacture and garment production, and together with media and digital technologies, have made fashion a global industry.

Pathways

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

Objectives

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

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

Prerequisites

Nil, but it is recommended that students have achieved at least a ‘C’ in Year 10 English. Having studied some Home Economics or having some basic textile sewing skills would be an advantage.

Structure

The core of this subject is Fashion fundamentals and consists of three topics.

Core topic 1 – Fashion Culture	Core topic 2 – Fashion Technologies	Core topic 3 – Fashion Design
<ul style="list-style-type: none"> • Fashion history and trends • Fashion careers 	<ul style="list-style-type: none"> • Textiles and materials • Technical skills 	<ul style="list-style-type: none"> • Design process • Visual literacies

Assessment

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students’ own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	This technique assesses the production of fashion solutions, which may be a fashion item/s, visual folio or fashion display and will be the outcome of applying a range of cognitive, technical, physical and/or creative/ expressive skills. Product assessments involve student application of identified skill/s in fashion technologies and design processes.
A project consists of a product and performance component and one other component from the following: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3-6 minutes • product and performance: continuous class time 	Presented in one of the following modes: Written: 600-1000 words Spoken: 3-4 minutes Multimodal: 4-7 minutes	<ul style="list-style-type: none"> • Presented in one of the following modes: • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal: 4-7 minutes 	<ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

FURNISHING SKILLS

APPLIED SENIOR SUBJECT

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

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

Objectives

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

- describe industry practices in manufacturing tasks
- 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
- evaluate industry practices, production processes and products, and make recommendations
- demonstrate fundamental production skills
- plan and adapt production processes
- create products from specifications

Prerequisites

Nil, but it is recommended that students have studied Year 10 Industrial Skill.

Structure

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

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

Assessment

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

Additional Information

- **Safety Requirements & Risk Assessment** - Students selecting this subject must adhere to Safety Standards (wearing safety equipment and following instructions), have self-discipline and show the co-operation that is required in a workshop setting. In an effort to support safety in the Industrial Technology and Design Department there are several WH&S procedures implemented that are linked to those of Industry practices. Under Section 28-36 of the Workplace Health and Safety Act teachers and **students are obliged to be safe around themselves and others. Departmental WH&S concerns may exclude students from the Industrial Technology and Design practical environment for a time.** Mandatory Personal Protective Equipment will be required. **Students must have shoes with leather uppers** to enter the practical workspaces. **Parents** need to be aware that the products made by the students do not and were never intended to conform with the Australian Standards and should not be used for normal use.
- **Levy** – An annual levy of \$80 per student per year will be charged. This will cover the cost of materials, equipment and tool maintenance costs.

INDUSTRIAL GRAPHICS SKILLS

APPLIED SENIOR SUBJECT

The Industrial Graphics Skills subject focuses on the underpinning industry practices and drafting processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

Pathways

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

Objectives

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

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

Prerequisites

Nil, but it is recommended that students have studied Year 9 or 10 Technologies.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Drafting processes 	<ul style="list-style-type: none"> • Building and Construction drafting • Engineering drafting • Furnishing drafting

Assessment

Project	Practical demonstration	Examination
A project occurs over a set period of time. Students may use class time and their own time to develop a response.	This technique assesses the practical application of a specific set of teacher-identified drawing skills and procedures. Responses are completed individually in a set timeframe.	This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.
A project involves students demonstrating and documenting 'Industry practices' and 'Drafting processes' when creating a technical drawing to industry requirements.	A practical demonstration involves students demonstrating drawing skills and procedures over a set period of time. Students are given requirements (such as a sketch, template or written instructions) and use class time under teacher supervision. Examples of practical demonstrations in Industrial Graphics Skills include: <ul style="list-style-type: none"> • preparing orthographic views from a digital model • developing an animation 	Short response tests typically consist of a number of items that may include students responding to some or all of the following activities: <ul style="list-style-type: none"> • drawing, labelling or interpreting equipment, graphs, tables or diagrams • calculating using algorithms • responding to seen or unseen stimulus materials • interpreting ideas and information
A project consists of a technical drawing component (which may include a model) and at least one of the following components: <ul style="list-style-type: none"> • written • spoken • multimodal 		

Additional Information

- Students enrolling in this course will be required to purchase drawing and drafting equipment and bring this equipment to each lesson.
- **Levy** – An annual levy of \$50.00 per student per year will be charged. This will cover the cost of some materials and equipment.

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INDUSTRIAL TECHNOLOGY SKILLS**APPLIED SENIOR SUBJECT**

Industrial Technology Skills focuses on the practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications. Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in civil, residential or commercial building and construction fields. These include roles such as bricklayer, plasterer, concreter, painter and decorator, carpenter, joiner, roof tiler, plumber, steel fixer, landscaper and electrician.

Objectives

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

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

Prerequisites

Nil, but it is recommended that students have studied Year 9 or 10 Materials and Technologies Specialisations.

Structure

The Industrial Technology Skills course is designed around:

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

Core topics	Industry area	Elective topics
<ul style="list-style-type: none"> • Industry practices • Production processes 	Building and Construction	<ul style="list-style-type: none"> • Carpentry • Concreting • Landscaping • Bricklaying
	Industrial Graphics	<ul style="list-style-type: none"> • Building and construction drafting

Assessment

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

Additional Information

- **Mandatory Outdoor Construction White Card requirement** – Each student must complete a **Building and Construction White Card**. This course will be delivered at the school and is covered in the school levy.
- **Safety Requirements & Risk Assessment** – Under Sections 28 – 36 of the Workplace Health and Safety Act, teachers and students have obligations. **It is extremely important for parents to be aware of their students' obligations to be safe around themselves and others. Failure of students to comply unfortunately means that departmental WH&S concerns may exclude them from the Industrial Technology and Design practical environment for a time. Students must have shoes with leather uppers to enter the practical workspaces.** Students are to wear long sleeve shirts, work shorts, hat and appropriate footwear for the outdoor construction component of this course. A locker is provided for students.
- Parents need to be aware that the products made by the students do not and were never intended to conform with the Australian Standards and should not be used for normal use.
- **Levy** – An annual levy of \$90.00 per student per year will be charged. This will cover the cost of white card training, materials, equipment and tool maintenance costs.

ENGINEERING SKILLS

APPLIED SENIOR SUBJECT

The Engineering Skills subject focuses on the underpinning industry practices and production processes required to create, maintain and repair predominantly metal products in the engineering manufacturing industry. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Pathways

A course of study in Engineering Skills can establish a basis for further education and employment. With additional training and experience, potential employment opportunities may be found in engineering trades as, for example, a sheet metal worker, metal fabricator, welder, maintenance fitter, metal machinist, locksmith, air-conditioning mechanic, refrigeration mechanic or automotive mechanic

Objectives

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

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

Prerequisites

Nil, but it is recommended that students have studied year 9 or 10 Materials and Technologies Specialisations

Structure

- The Engineering Skills course is designed around:
- Core topics, which are integrated throughout the course
- Elective topics, organised in industry areas, and manufacturing tasks related to the chosen electives.

Core topics	Elective topics
<ul style="list-style-type: none"> • Industry practices • Production processes 	<ul style="list-style-type: none"> • Fitting and Machining • Sheet metal working • Welding and Fabrication

Assessment

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

Equipment

Because this course is a trade preparation course it is necessary that each student have **safety glasses, steel cap boots, long sleeve cotton shirt and long cotton pants or overalls**. Each student enrolled in this course will be issued a locker where this equipment can be stored on a term by term basis

Levy

An annual levy of approximately \$70 per student per year will be charged. This will cover the cost of materials, equipment and tool maintenance costs.

INFORMATION & COMMUNICATION TECHNOLOGY**APPLIED SENIOR SUBJECT**

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today. Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions. Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information & Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

Objectives

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

- identify and explain hardware and software requirements related to ICT problems
- identify and explain the use of ICT in society
- analyse ICT problems to identify solutions
- communicate ICT information to audiences using visual representations and language conventions and features
- apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- synthesise ICT concepts and ideas to plan solutions to given ICT problems
- produce solutions that address ICT problems
- evaluate problem-solving processes and solutions, and make recommendations

Prerequisites

All students are welcome to study this subject.

Structure

The Information & Communication Technology course is designed around:

- core topics integrated into modules of work
- using a problem-solving process
- three or more elective contexts

Core topics	Elective contexts
<ul style="list-style-type: none"> • Hardware • Software • ICT in society 	<ul style="list-style-type: none"> • Animation • Application development • Audio and video production • Data management • Digital imaging and modelling • Document production • Network fundamentals • Online communication • Website production

Assessment

Project	Extended response
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.
<p>A project consists of a product component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: continuous class time 	<p>Presented in one of the following modes:</p> <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes

HOSPITALITY PRACTICES**APPLIED SENIOR SUBJECT**

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector. Students develop skills in food and beverage production and service. They work as individuals and as teams to plan and implement events in hospitality. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Pathways

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

Objectives

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

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

Prerequisites

It is recommended that students have achieved at least a 'C' in Year 10 English. A genuine preparedness to commit to extra curricula event/function activities is required.

Structure

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

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

Assessment

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

SPORT & RECREATION (General Strand)**APPLIED SENIOR SUBJECT**

The Sport & Recreation General Strand is designed for students who are interested in developing their skills both on and off the field. It will assist students in other areas with a view to making them active participants in the recreation community including as an official and organiser of sporting events. Students examine sports relevance and active recreation in Australian culture, employment growth, health and wellbeing. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They also examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information in, through and about physical activities and performances, including planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance. Additionally this subject provides students with links to industry partnerships for a variety of career paths.

Objectives

By the conclusion of the course of sport and recreation study, students should:

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

Prerequisites

It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics based pursuits is expected and sound motor skills are recommended.

Structure

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

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

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

Additional Information

- **Incompatible Subject** - Students may not take Sport & Recreation (Rugby League or Netball Strand.)

SPORT & RECREATION (Rugby League Excellence Strand)**APPLIED SENIOR SUBJECT**

The Sport & Recreation Rugby League Excellence Strand is designed for students who are interested in developing their skills both on and off the field. It will assist students in other areas with a view to making them more competent not only as a player but as a person, manager, trainer or official. A high standard in behaviour, effort, attendance and self-discipline are required to be accepted into this subject. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities. Students examine sports relevance and active recreation in Australian culture, employment growth, health and wellbeing. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance additionally this subject provides students with links to industry partnerships for a variety of career paths, both within and outside the sport of Rugby League.

Objectives

By the conclusion of the course of sport and recreation study, students should:

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

Prerequisites

This is an invitation only subject. Invitations are sent out in Term 3 of Year 10. It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics based pursuits is expected and sound motor skills are recommended. Students must meet certain criteria in regards to behaviour, effort and attendance on their Semester Two Year 10 report. A strong interest in Rugby League; above average strength/fitness and skills and a desire to improve in both areas and a willingness to be involved in all aspects of the course, including representing the school in elite competitions. Students must complete an Excellence Application through the Rugby League Excellence Coordinator.

Structure

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

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

Assessment

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

Additional Information

- **Incompatible Subject** - Students may not take Sport & Recreation (General or Netball.)
- This subject incurs a program fee.

SPORT & RECREATION (Netball Excellence Strand)**APPLIED SENIOR SUBJECT**

The Sport & Recreation Netball League Excellence Strand is designed for students who are interested in developing their skills both on and off the field. It will assist students in other areas with a view to making them more competent not only as a player but as a person, manager, trainer or official. A high standard in behaviour, effort, attendance and self-discipline are required to be accepted into this subject. Sport & Recreation provides students with opportunities to learn in, through and about sport and active recreation activities. Students examine sports relevance and active recreation in Australian culture, employment growth, health and wellbeing. Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes. Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

Pathways

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance additionally this subject provides students with links to industry partnerships for a variety of career paths, both within and outside the sport of Netball.

Objectives

By the conclusion of the course of sport and recreation study, students should:

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

Prerequisites

This is an invitation only subject. Invitations are sent out in Term 3 of Year 10. It is recommended that students have achieved at least a 'C' in Year 10 English. Optimum practical participation across a variety of sports including aquatics based pursuits is expected and sound motor skills are recommended. Students must meet certain criteria in regards to behaviour, effort and attendance on their Semester Two Year 10 report. A strong interest in Netball; above average strength/fitness and skills and a desire to improve in both areas and a willingness to be involved in all aspects of the course, including representing the school in elite competitions. Students must complete an Excellence Application through the Netball Excellence Coordinator.

Structure

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

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

Assessment

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

Additional Information

- **Incompatible Subject** - Students may not take Sport & Recreation (General or Netball.)
- This subject incurs a program fee.

SCIENCE IN PRACTICE**APPLIED SENIOR SUBJECT**

Science in Practice focuses on the skills and practices that are necessary to understand scientific issues in the modern world. Studying science contributes to the development of a sense of wonder and engagement with the modern world. Involvement in Science in Practice will help students develop an informed understanding about some of the issues facing our future and enable students to participate in shaping the future. As Science and Technology play an increasingly important part in the way our world operates, it is relevant that students have an understanding of the way that Science operates. Science in Practice modules have strong practical and applied elements involving at least one off site activity each year.

Pathways

Science in Practice caters for a wide variety of students with a variety of backgrounds, interests and career aspirations. It can form part of an ATAR pathway or be a component of a non-ATAR course of study. It provides skills that can feed into a wide range of pathways. It is important to note that Science in Practice DOES NOT satisfy the requirements for Senior Science for Primary School teaching.

Objectives

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

- be able to describe and explain scientific information
- be able to describe and explain scientific skills, methods and risks
- be able to analyse data and relationships
- be able to apply knowledge and skills to generate solutions
- be able to communicate the knowledge and skills
- be able to plan and conduct investigations
- be able to evaluate the reliability of investigations and data
- be able to draw conclusions and make recommendations

Prerequisites

It is recommended that students have achieved at least a 'C' in Year 10 Science, Core Maths and English.

Structure

Topics	
<ul style="list-style-type: none"> • Science in the Workplace • Energy and Sustainability • Environments 	<ul style="list-style-type: none"> • Resources • Health and Lifestyle • Discovery and Change

Assessment

For each year of study, students will undertake four pieces of assessment. There will be at least one investigation where an experiment is conducted, an examination and a project or collection of work. There will be at least one off site activity per year.

Project	Investigation	Extended response	Collection of Work	Examination
A response to a single task, situation and/or scenario.	This assesses investigative practices and the outcomes of applying these practices.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	This assesses a response to a series of tasks on a single topic.	This assesses a variety of cognitions under supervised conditions and a fixed time frame.
A project will contain any two of the following forms of assessment:- <ul style="list-style-type: none"> • written • spoken • multimodal • demonstration • product 	The investigation may be presented in these ways: <ul style="list-style-type: none"> • report • article • essay • review • letter to the editor • field trip/site visit report 	Materials can come from a variety of sources and a written response is created. This response can be in a variety of formats	<ul style="list-style-type: none"> • A collection of work will contain any three of the following forms of assessment:- • written • spoken • multimodal • demonstration • product 	<ul style="list-style-type: none"> • A variety of question styles may be used

Additional Information

Students must be able to meet Science Workplace Health & Safety requirements. The ability to identify and manage risk is an important aspect of the course. Assessment tasks will have a substantial in-class component and students must be prepared to work meaningfully in class and complete tasks in order to complete assessment. There will be a cost associated with some field work.

DANCE IN PRACTICE (Excellence Program)**APPLIED SENIOR SUBJECT**

Dance in Practice focuses on experiencing and understanding the role of dance in and across communities and, interacting with practising performers, choreographers and designers. Students create, perform and produce dance works in class, school and community contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences. Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance and investigate ways to solve problems.

Pathways

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

Objectives

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

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

Prerequisites

Entry into course is by application and audition.

Companion Subjects

Students who are accepted into this subject may also study the Senior subject Dance which provides vital skills, background knowledge and understanding.

Structure

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

Core topics		Elective topics			
• Dance performance	• Dance production	• Dance literacies	• Contemporary	• Jazz	• Popular dance

Assessment

Project A response to a single task, situation and/or scenario.	The Project in Dance in Practice requires <ul style="list-style-type: none"> • a dance performance: 1 ½ - 2 minutes • at least one other component from the following: written: 500-900 words, spoken: 2 ½ - 3 ½ minutes, multimodal, non-presentation: 8 x A4 pages, presentation: 3-6 minutes; product: variable conditions
Performance A technique that assesses the physical demonstration of identified skills.	<ul style="list-style-type: none"> • Dance performance: 2-3 minutes • Production performance: variable conditions • Teacherin performance: variable conditions
Product A technique that assesses the production of a design solution and folio or choreographic work.	<ul style="list-style-type: none"> • Design solution and folio: variable conditions • Choreographic work: 2 – 3 minutes
Extended response A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600-1000 words • spoken: 3-4 minutes • multimodal non-presentation: 10 x A4 pages max (or equivalent) presentation: 4-7 minutes
Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: <ul style="list-style-type: none"> • Written: 600-1000 words • Spoken: 3-4 minutes • Multimodal non-presentation: 10 x A4 pages max (or equivalent) presentation : 4-7 minutes

Additional Information

- **Uniform** - Students will be required to purchase a uniform. This will be required for dance class and practical assessments.
- **Levy** - A levy of approximately \$150 per student, per year will be charged for workshops and/or choreographers, as well as costumes hire and other resources. Some extra costs will be incurred by the students.
- **Expectations** - Students require a high degree of commitment to this course and should be prepared to attend rehearsals outside of school hours in the lead up to assessment.

DRAMA IN PRACTICE (Excellence Program)**APPLIED SENIOR SUBJECT**

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings. Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience. Students also learn essential workplace health and safety procedures.

Pathways

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

Objectives

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

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

Prerequisites

Students must have achieved at least a 'C' in Year 10 Drama. Entry into course is by **application and audition**. Applicants must also study the Senior Subject of Drama.

Companion Subjects

Students who are accepted into this subject **must also study the senior subject Drama** which provides vital skills and background knowledge and understanding

Structure

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

Core topics		Elective topics			
• Dramatic principles	• Acting (stage and screen)	• Contemporary theatre	• Script Writing	• The theatre industry	• World theatre
• Dramatic practices	• Community theatre	• Play building	• Technical design and production	• Theatre through the ages	

Assessment

Project A response to a single task, situation and/or scenario.	At least two different components from the following: <ul style="list-style-type: none"> • written: 500-900 words; spoken: 2 ½ - 3 ½ minutes multimodal: non-presentation: 8 x A4 pages max (or equivalent); presentation: 3-6 minutes, performance onstage (stage acting): 2-4 minutes: individual; 1 ½ - 3 minutes: group, performance onstage (screen acting): 2-3 minutes: individual; 1 ½ - 2 ½ minutes: group • performance offstage (directing, designing), 4-6 minutes: individual
Performance A technique that assesses the physical demonstration of identified skills.	<ul style="list-style-type: none"> • acting performance (stage) 3–5 minutes: individual; 2–4 minutes: group • acting performance (screen): 2½–3½ minutes: individual; 2–3 minutes: group • directing performance: 5–7 minutes: individual (excluding actors delivering text)
Product A technique that assesses the production of a design solution.	<ul style="list-style-type: none"> • variable conditions
Extended response A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words; spoken: 3–4 minutes multimodal: non-presentation: 10 A4 pages max (or equivalent) ; presentation: 4–7 minutes
Investigation A response that includes locating and using information beyond students' own knowledge and the data they have been given.	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words; spoken: 3–4 minutes multimodal: non-presentation: 10 A4 pages max (or equivalent) presentation: 4–7 minutes

Additional Information

- **Expectations** - Students require a high degree of commitment to this course and should be prepared to attend rehearsals in their own time (after school and weekends) in the lead-up to assessment public performances.
- **Levy** - A levy of approximately \$150 per student, per year will be charged to assist in providing specialist tutors for workshops, some excursion costs, course production materials, scripts and costumes. Some extra costs will need to be met by the students. Students will not pay the Drama Levy (General Subject) of \$50 as this levy covers the visiting artist who works with both classes.
- An additional cost to attend live theatre viewing of \$45 will also be required.

MEDIA ARTS IN PRACTICE**APPLIED SENIOR SUBJECT**

Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight and become advocates of ethical and responsible use of digital technologies. Students learn how to apply media technologies in real-world contexts to solve technical and/or creative problems. When engaging with school and/or local community activities, they gain an appreciation of how media communications connect ideas and purposes with audiences. They use their knowledge and understanding of design elements and principles to develop their own works and to evaluate and reflect on their own and others' art-making processes and aesthetic choices.

Pathways

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

Companion Subject

Film, Television & New Media may be studied in conjunction with Media Arts in Practice.

Objectives

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

- identify and explain and evaluate media art-making processes, concepts and ideas
- interpret information about media arts concepts and ideas for particular purposes
- demonstrate practical skills, techniques and technologies required for media arts that convey meaning to audiences
- organise and apply media art-making processes, concepts and ideas
- plan and modify media artworks using media art-making processes to achieve purposes and analyse problems within media arts contexts
- use literacies to communicate ideas and information about media arts, according to context and purpose

Prerequisites

All students are welcome to study this subject.

Structure

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

Core topics	Elective topics
<ul style="list-style-type: none"> • Media technologies • Media communications • Media in society 	<ul style="list-style-type: none"> • Curating • Graphic design • Moving images

Assessment

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

VISUAL ARTS IN PRACTICE

APPLIED SENIOR SUBJECT

Visual Arts in Practice focuses on students engaging in art-making processes. Visual artworks are created for a purpose and in response to individual, group or community needs. Students explore and apply the materials, technologies and techniques used in art-making. They use information about design elements and principles to influence their own aesthetic. Students integrate skills to create artworks. They learn and apply safe visual art practices.

Pathways

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

Objectives

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

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

Prerequisites

Nil

Structure

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

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

Assessment

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

- **Levy** - A levy of \$25 to cover workshops conducted by professional artists.

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (HLT33015)

PATHWAY PROGRAM – A Nationally Recognised Qualification
Registered Training Organisation – DIVTEC (Code 32535)



Certificate III in Allied Health Pathway Program is taught at Wavell High in school time in a current partnership with DIVTEC Training and Further Education (Registered Training Organisation (RTO)). Students electing to study this certificate will be provided with a high quality pathway leading to formal vocational qualifications. The course is delivered both at Wavell SHS and DIVTEC campus in Strathpine. Upon successful completion, students are certified with **eight (8) Queensland Certificate of Education (QCE) Credits**.

Year 1: HLT23215 – Certificate II in Health Support Services

Students will complete the **HLT23215 – Certificate II in Health Support Services**. There is no cost for students who meet the eligibility criteria for VET in School funding as the course is subsidised by the Queensland Government. To successfully complete the course and progress towards Year 2 of the Allied Health Pathway Program, students must achieve competency in 12 units which will include workbooks and practical assessment activities. In each school term, students will complete three units and will need to allocate time for self-study alongside the timetabled sessions. Work placement is not a requirement of the course; however, students will be required to participate in offsite practical activities that will be conducted during school hours. This practical experience is a mandatory requirement to complete the qualification.

National	Unit of Competency Title	Core/Elective
CHCCOM005	Communicate and work in health or community services*	Core
CHCDIV001	Work with diverse people*	Core
HLTINF001	Comply with infection prevention and control policies and procedures*	Core
HLTWHS001	Participate in workplace health and safety*	Core
BSBOPS101	Use business resources	Elective
BSBCUS201	Deliver a service to customers	Elective
BDBINM201	Process and maintain workplace information	Elective
BSBITU201	Produce simple word-processed documents	Elective
BSBWOR202	Organise and complete daily work activities	Elective
BSBWOR203	Work effectively with others	Elective
BSBWOR204	Use business technology	Elective
CHCCS010	Maintain a high standard of service*	Elective

*Upon completion of the five (5) Units of Competency these will be credited towards the HLT33015 – Certificate III in Allied Health Assistance which is the second year of the Allied Health Pathway Program.

Year 2: HLT33015 – Certificate III in Allied Health Assistance

Students will complete the **HLT33015 – Certificate III in Allied Health Assistance**. This qualification is not subsidised by the Queensland Government and there is an \$800.00 Tuition Fee payable by Term 2 of the school year. Flexible (non-refundable) payment plans are available. In order to successfully complete the course, students must have completed Year 1 of the Allied Health Pathway Program and achieve competency in a further five units. By the end of the course, students will have completed the total 11 units needed for the qualification.

National Code	Unit of Competency Title	Core/Elective
BSBMED301	Interpret and apply medical terminology appropriately	Core
HLTAAP001	Recognise health body systems	Core
HLTAHA001	Assist with an allied health program	Core
CHCCS002	Assist with movement	Elective
HLTAID009	Provide cardiopulmonary resuscitation	Elective
HLTAID011	Provide first aid	Elective
	*Five units from Certificate II in Health Support Services	

Vocational placement: There is a mandatory requirement for students to complete a minimum of **80 hours of work placement** and the DIVTEC Training Team will support students in finalising these hours. Students who undertake multiple certificates e.g. Allied Health and Early Childhood Studies will be unable to meet Work Placement hours in the scheduled release times for these subjects. Students will need to make arrangements to complete the Work Placements in their own time. Some possible times could include the examination block and holidays.

Mandatory requirement: Students will need to provide evidence that they are fully vaccinated for COVID. Without this evidence they will not be able to complete their Vocational Placement, and in turn, not be able to complete the course.

Pathways into the Health Industry

This Certificate leads directly to employment opportunities to being an assistant to a range of Allied Health Professionals such as Physiotherapist; Speech Pathology Therapist; Occupational Therapist. It is also a pathway for students wishing to pursue further studies in health after completing school such as TAFE, a university qualification in Medicine, Nursing or any of the Health Sciences like Physiotherapy, Podiatry, Speech Pathology and Occupational Therapy.

CERTIFICATE III IN BUSINESS (BSB30120)

A Nationally Recognised Qualification

Registered Training Organisation – Binnacle Training (Code 31319)



This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services). To access Binnacle's PDS, visit: <http://www.binnacletraining.com.au/rto.php> and select 'RTO Files'.

Wavell State High School offers the Certificate III in Business course in partnership with Binnacle Training. The course is delivered over two years during class time at school. Students learn what it takes to become a Business Professional and achieve skills in leadership, innovation, customer service, personal management and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

Upon successful completion, students are certified with **eight (8) Queensland Certificate of Education (QCE) Credits**. Graduates will be able to use their Certificate III in Business as an entry level qualification into the Business Services Industries (e.g. customer service adviser, duty manager, administration officer); to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Business); and to improve their chances of gaining tertiary entrance.

Pre-requisites

Students must have achieved a 'C' in Year 10 English. They must have a passion for and/or interest in working in the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have good quality written and spoken communication skills and an enthusiasm/motivation to participate in a range of projects. A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content.

Topics of Study

YEAR 11			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> Introduction to the Business Services and Travel/Tourism industries eLearning Personal Work Priorities 	<ul style="list-style-type: none"> Contribution to Team Effectiveness 	<ul style="list-style-type: none"> Workplace Health and Safety 	<ul style="list-style-type: none"> Design and Produce Spreadsheets Financial Literacy – Be MoneySmart
YEAR 12			
TERM 1	TERM 2	TERM 3	TERM 4
<ul style="list-style-type: none"> Knowledge of the Australian Financial System or Social Media Tools 	<ul style="list-style-type: none"> Create Electronic Presentations Provide a Service to a Customer Group Report on Service Delivery 	<ul style="list-style-type: none"> Plan and develop business documents Plan, draft and finalise promotional material 	

Learning and Assessment

A range of teaching/learning strategies will be used to deliver the competencies. These include practical tasks/experience, hands-on activities involving customer service, group work and e-Learning projects. Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.

Pathways

The Certificate III in Business will be used by students seeking to enter the Business Services industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business).

Cost

There is a cost of \$265.00 charged by Binnacle Training. Payment details are issued to students by their class teacher at the beginning of the course and payments are to be made to the school office.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30120)

A Nationally Recognised Qualification

Registered Training Organisation – Deception Bay State High School (Code 30380)



This course provides students with the opportunity to explore Early Childhood and gain a qualification that is recognised Australia-wide through a partnership with Deception Bay SHS as the Registered Training Organisation. The final certificate or statement of attainment will be issued by Deception Bay State High School. **Upon successful completion, students are certified with eight (8) Queensland Certificate of Education (QCE) Credits.**

The course comprises three assessment focuses: theory, vocational work placement and simulated training. The content of the course will be delivered in the classroom face to face, supported by vocational work placement. Once competency is reached and the qualification is achieved students are then fully prepared to work with children in the Childcare Industry.

Participation in a compulsory Vocational Placement for a minimum of 160 hours in a regulated education and care service is necessary for successful completion of the Certificate.

The cost for this course includes a course fee payable to Deception Bay State High School of \$200. Also, an additional cost for class resources of \$50.00 is payable to Wavell State High School.

All students enrolled in this qualification are required to hold a valid blue card prior to commencing child-related work or activities and be COVID vaccinated. Applications will be processed through the school. Students must provide two original identification documents that show full name, date of birth and a signature, for example a birth certificate and a student card. Blue cards for students are valid for the duration of the course.

Prerequisites

It is recommended that students have achieved a 'C' in Year 10 English.

Pathways

Successful completion of this course provides you with the opportunity to be employed in a variety of in-home and centre-based roles such as Childhood Educator Assistant, Out of School Hours Aide, Preschool Assistant, Centre Based Educator, Nanny, Creche Worker or a Home-based Care Provider. As an educator, you may work under direct supervision or autonomously in a range of Early Childhood Education settings which may be centre-based or home-based. Certificate III provides a pathway for further study, Diploma in Early Childhood Education and Care.

Structure

SENIOR UNITS	
<ul style="list-style-type: none"> Work with Diverse People. Care for babies and children 0 – 12 years. Understand children's developmental stages Provide support within a childcare setting. 	<ul style="list-style-type: none"> Health and Safety including workplace, illness, accident, emergency and food. Work Legally and Ethically. Children at risk of harm.

Assessment

Students will complete the following competencies in class and on the job.

CHC30120	Certificate III in EARLY CHILDHOOD EDUCATION AND CARE	RTO: DBSHS
CODE	TITLE	CORE/ELECTIVE
HLTWHS001	Participate in work health and safety	Core
CHCPRP003	Reflect on and improve own professional practice	Elective
HLTFSE001	Follow basic food safety practices	Elective
CHCECE030	Support inclusion and diversity	Core
CHCECE031	Support children's health, safety and wellbeing	Core
CHCECE032	Nurture babies and toddlers	Core
CHCECE033	Develop positive and respectful relationships with children	Core
CHCECE034	Use an approved learning framework to guide practice	Core
CHCECE035	Support the holistic learning development of children	Core
CHCECE036	Provide experiences to support children's play and learning	Core
CHCECE037	Support children to connect with the natural environment	Core
CHCECE038	Observe children to inform practice	Core
CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander Peoples culture	Core
CHCECE055	Meet legal and ethical obligation in children's education & care	Core
CHCECE056	Work effectively in children's education and care	Core
CHCPRT001	Identify and respond to children and young people at risk	Core
HLTAID012	Provide an emergency first aid response in an education and care setting	Core

CERTIFICATE IV IN JUSTICE STUDIES (10971NAT)

A Nationally Recognised Qualification



Registered Training Organisation – Unity College (Code 32123)

Certificate IV in Justice Studies is offered at Wavell State High School in a current partnership with an external Registered Training Organisation (RTO). The course is delivered to students during class time and teachers support and facilitate students in completing the certificate independently through an online learning portal. Students are also able to access and complete their work from home using the internet. On successful completion of the Certificate IV in Justice Studies, students are awarded **eight (8) credit points** towards their Queensland Certificate of Education.

Prerequisites

Students must have achieved a 'C' in Year 10 Extension/Core English and Social Science. Students also need to demonstrate independent learning skills.

Pathways

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations. Furthermore if students would prefer to continue to study as opposed to gaining entry level employment they can elect to continue the qualification after Year 12 and complete a Diploma of Justice Studies (10971NAT)). This qualification is recognised by some universities and can be used to gain credit towards qualifications such as the Bachelor of Criminology and Criminal Justice.

Structure

Students will study the following ten units of competency (six core and four elective units*):

Unit Code	Unit Name
1. NAT10971001	Provide information and referral advice on justice-related issues
2. NAT10971002	Prepare documentation for court proceedings
3. NAT1097003	Analyse social justice issues
4. BSBXCM401	Apply communication strategies in the workplace
5. PSPREG003	Apply Regulatory Powers
6. BSBLEG421	Apply understanding of the Australian Legal System
7. BSBPEF402	Develop personal work priorities
8. BSBLEG523	Apply legal principles in tort law matters
9. PSPREG010	Prepare a brief of evidence
10. BSBLDR414 or PSPREG012	Lead team effectiveness or gather Information through interviews

Assessment

Assessment is competency based. Students are provided with opportunities to meet the competency standards in each unit by undertaking a variety of assessment tasks which are based on theoretical situations and practical situations requiring students to meet the standard of performance required in the workplace. Students are required to complete all of the assessment items to a satisfactory level.

Expectations and Enrolment Charge

- An upfront fee of \$750.00 is charged by the RTO for the two-year course. This is a heavily reduced price for school students only and it would cost significantly more to complete the course as an adult through an RTO.
- Students need to have a mature and responsible attitude towards independent learning and will regularly be expected to complete assessment tasks for homework requiring internet and computer access.

EXTERNAL TAFE COURSES

Students have the opportunity to complete a nationally recognised VET (Vocational Education and Training) qualification while completing their senior studies at Wavell. Successful completion would give students skills, experience and an advantage over other school leavers.

The opportunity involves your child attending a TAFE Queensland campus up to one day per week during the school year. It is your responsibility to organise transport.

These courses are particularly useful for students not going for an ATAR or School-based Apprenticeship. Completion, or partial completion, of the qualification would have the added benefit of credit towards the Queensland Certificate of Education.

Many people use TAFE as a way to gain entry into university. In many cases students will have university credits awarded from completion of their Diploma level TAFE studies.

Please note, applying for a course does not mean a student will automatically gain entry. Positions must be available and many courses will have full enrolments.

The courses offered differ between TAFE Queensland Institutions. Please note that Wavell SHS does not have any control over changes to courses and enrolments. We merely facilitate the relationship between the student and TAFE. Students will need to listen carefully to school notices and submit enrolment forms as required, to be considered for a course.

TAFE Queensland Brisbane and TAFE Queensland SkillsTech

Courses offered at these campuses vary. Students can only enrol in School-approved courses. If students complete the course they will gain the whole qualification. Students receive credits and gain direct entry in TAFE Queensland Brisbane Diplomas once they complete school. For further information on TAFE courses please access <https://tafeqld.edu.au/courses/ways-to-study/tafe-at-school>

To apply, students **must complete and return a *Parent Consent Form***, available from the Senior Secondary Head of Department.

USI Numbers

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- Creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations
- Will give you access to your training records and transcripts
- Can be accessed online, anytime and anywhere
- Stays with you for life

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have completed. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

In order to create a USI, you must verify your identity using one of the following forms of identification:

- Australian Passport
- Australian Birth Certificate
- Australian Drivers Licence
- Medicare card
- Certificate of Registration by Descent
- Citizenship Certificate
- ImmiCard

All students are required to apply for their own USI number. Link available through student intranet or www.usi.gov.au

Once you have created a USI number you must provide the school with a copy. Email your USI number to usi@wavellshs.eq.edu.au

QUEENSLAND MINERALS AND ENERGY ACADEMY

Wavell State High School is one of the schools in the Queensland Minerals and Energy Academy (QMEA). The QMEA is a partnership between Education Queensland, the Queensland Resources Council and mining and energy providers. The aim of the QMEA is to create and enhance pathways for students into minerals and energy industries in Queensland. This partnership provides opportunities in both the academic and trade paths including work experience, training, vacation studies at operating mines and plants across Queensland and Ambassadorships to interested Wavell students in Years 11 and 12 who have an interest in the mining and energy industries.

The Activities of the QMEA include:

- Embedding industry related content in existing school work programs in Years 7-12
- Raising awareness and encouraging students to consider careers in related industries through visits by professionals, participation in student based conferences and camps
- Developing a highly structured Work Experience program for selected students
- Providing School Based Apprenticeships and Traineeships for selected students
- Student and staff visits to industry
- Industry personnel visits to schools
- Industry-supported Awards that encourages student and teacher participation.

These activities may be of particular interest to students enrolled in the General Subjects of Engineering, Earth & Environmental Science, Chemistry, Physics, Mathematical Methods and Specialist Mathematics as well as the VET pathways of Certificate II in Engineering Pathways and Certificate III in Engineering – Technical CAD.

WAVELL DEVELOPMENT PROGRAM

School subject taken by all students for a half-lesson each week

The Wavell Development Program (WDP) in Years 11 and 12 is a compulsory program for all students and is taken during the scheduled 35-minute WDP lesson each Friday in 2B. This school subject addresses a broad range of issues, including: study skills; time management and plans for the post-secondary-school phase of education. It further develops the skills inherent in the Queensland Curriculum and Assessment Authority (QCAA) Senior Syllabi. Additionally, it raises awareness of relationships, wellbeing, safety and sexual health.

The key topics covered in the program are:

Human Relationship Education

The program is coordinated by our School Nurse and involves topics such as sexual health, sexually transmitted infections, consent, contraception, sexting and sexual identity. Guest speakers and medical professionals are organised to present to the students on the above topics. Presentations by external providers such as Headspace, Zig Zag and Love Bites are also offered.

Students will also partake in lessons on mental health and wellbeing and will learn strategies to ensure a healthy school and life balance, while completing Senior Schooling. Lessons on safe partying, drinking and driving will also be delivered.

Cognitive Verbs

All subjects in the Queensland Curriculum and Assessment Authority (QCAA) Senior Syllabi, internal assessment and external examinations are built around 75 Cognitive Verbs. Cognitive Verbs are the mental actions or processes of acquiring knowledge and understanding. Lessons that work on the most common occurring cognitions are included in WDP lessons. The lessons teach students the process for completing the cognition and provide time to apply and practise doing this. These lessons teach students the transferability of cognitive verbs across subjects and assessment. It is imperative students are able to understand and employ these cognitive verbs to be successful in their senior subjects.

Furthermore, study and time management skills are focused on in WDP lessons. Students are exposed to and encouraged to practise a range of different study strategies, so they can create healthy study and revision habits that will assist them both in their senior schooling and life after school. To build on content covered in WDP in year 10, senior students are further educated about ATAR and non-ATAR pathway options, including: tertiary education; Vet Qualifications; TAFE; School Based Apprenticeships and Traineeships and career options. In year 12, students will be shown how to apply for university through the Queensland Tertiary Admissions Centre (QTAC).

CPR4Life

Another key element of the senior WDP program is CPR4Life. CPR4Life is a program designed to give students a basic understanding on how to conduct CPR in a situation where they may need to. This program is not an official training program and therefore, does not carry a certificate or qualification. It is based on providing students with hands on learning experience that they can take with them after school.

BYOx – Bring your own device

Wavell State High School uses devices in a classroom to enhance pedagogy and support the delivery of a curriculum for 21st century learning.

The **BYOx Program** is available to students from years 7 to 12.

It is a requirement for senior students in Years 10, 11 and 12 to have a laptop device.

Students are required to follow the student BYOx policy, which outlines how the device should be used in class and around the school. All students are expected to have their device at school and charged, along with the books for classes. Student must abide by the standards in the school's Student Code of Conduct.

Updated details including specifications of devices that students require are on the Wavell State High School website.