# SENIOR SECONDARY COURSE GUIDE

MANGO HILL
STATE SECONDARY COLLEGE

**REAL learning for tomorrow**

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## PRINCIPAL'S WELCOME

Mango Hill State Secondary College is a future-focussed learning community, committed to advancing the individual potential of each student in an innovative, supportive and collaborative learning environment. The core values of the college are the foundation of our purpose, 'Creating a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow'.

Our Senior Secondary curriculum supports 'REAL Learning for Tomorrow'. Students continue to engage with the Australian Curriculum in Year 10, designed to teach students what it takes to be confident and creative individuals, and become active and informed citizens. As a student progresses through the Australian Curriculum learning areas from Year 10 into QCAA Senior Subjects and VET Pathways in Year 11 and 12, they are supported to develop skills for civic, social and economic participation, and have opportunities to make choices about their learning by specialising in areas of interest directly aligned to their chosen pathway.

Our Year 10 learning program focuses on supporting students to develop the necessary knowledge, skills and ways of working needed for their Senior subjects. They have opportunity to continue to develop an understanding of their learning interests and strengths, and engage with the foundation learning supportive of the range of curriculum options they will have available to them for Years 11 and 12. Our pedagogical approach, aligned to New Pedagogies for Deep Learning (NPDL), and the new Art and Science of Teaching (nASOT), positions students to leverage learning opportunities, making them relevant to their stage of learning, interests, and real-world contexts.

The following guide supports students, parents and carers in understanding the course structure and subject offerings available to students in Year 10 as well as the offerings that are being considered for implementation in Year 11 and 12. Information is also provided to support students, parents and carers to develop an understanding of opportunities for students in Year 11 and 12, with key information provided regarding pathway options and considerations related to QCE, QCIA and ATAR eligibility.

I encourage families to explore the choices available when considering elective options for Year 10, and subject choices for year 11and 12, to support your young person to make informed choices regarding their chosen pathway. The 'right' subject for one student may not be right for another. It is important that students consider what they are interested in, passionate about, and want to learn more of, to support them to be REAL learners for the world of tomorrow.

Michael Rogers
Principal

## COURSE ORGANISATION

At Mango Hill State Secondary College, Year 10 is considered the foundation year for Senior Secondary. A compulsory learning program is enhanced through the selection of Year 10 elective offerings. Students engage with the foundational learning required to be successful in their chosen pathway for senior schooling, aligning their elective choices with interest areas.

Our course organisation encourages students to experience the range of learning areas offered under the Australian Curriculum in Years 7-10, inspiring them to think about their interests, face challenges with a growth mindset, and position them to make informed decisions about their pathway for Year 11/12. The progression of our programs is deliberate and intentional, leveraging learning to support every student's potential.


### Course Organisation in Year 10

Students in Year 10 engage in compulsory learning areas of the Australian Curriculum, delivered through a set program of learning. The Elective offerings provide opportunity for students to continue to build on their knowledge gained through their Year 7 - 9 program, and if they wish, engage with new elective offerings that support them to broaden their learning experiences and make decisions regarding Years 11/12. The table below outlines the set program for students in Year 10.

| | **Year 10** | | |
|---|---|---|---|
| **Subject studied Year Long** | - English or English Extension | - Mathematics or Mathematics Extension | - Science or Science Extension |
| **Subject studied for 1 semester only** | - History | - Health & Physical Education | |
| **Electives subjects studied for 1 semester each.** ***Choice of 4 Subjects*** | - Dance<br>- Drama<br>- Music<br>- Visual Arts<br>- Media Arts<br>- Economics & Business<br>- Geography | - Civics & Citizenship (Legal Studies)<br>- Italian* *(year-long elective)*<br>- Digital Technologies<br>- Food Specialisations<br>- Materials & Technologies Specialisations<br>- Engineering Principles & Systems | |
| **Access** | Student wellbeing lesson, studied once a week in all year levels | | |

## Course Organisation in Years 11 and 12

Students in Years 11 and 12 have the opportunity to engage with Queensland Curriculum and Assessment Authority (QCAA) senior subjects as well as a range of VET subject offerings.

Mango Hill State Secondary College offers two types of senior subject syllabuses developed by the QCAA — Applied and General. Results in Applied and General 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.

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.

For more information about specific subjects, schools, students and parents/carers are encouraged to access the relevant senior syllabuses at www.qcaa.qld.edu.au/senior/senior-subjects.

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.

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.

In addition to literacy and numeracy, General syllabuses and Short Course 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 & communication technologies (ICT) skills.

## SUBJECT PATHWAYS

The following Roadmap to Senior Secondary shows the possible progression of learning from Years 7 – 12, informed by the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) Senior General and Applied subjects. Vocational Education and Training (VET) offerings are included as learning options for Years 11/12. As a new school, we aim to ensure a variety of learning pathways for students, and subject offerings will be released as part of our learning program in line with our cohort interests and capacity to provide the subject. Factors that influence if a subject is able to be included in our timetable for a given year include student numbers, teacher availability, resourcing, and requirements for delivery. Decision-making regarding subject offerings is at the discretion of the College.

### Categories of Subjects

The following provides a guide to understanding subject categories listed in the Roadmap to Senior Secondary.

1. **Core Subjects:** These subjects are compulsory Australian Curriculum subjects within the learning program. They provide the necessary prior learning and skills needed to be successful in Senior.
2. **Extension Subjects:** These subjects are available as the compulsory Australian Curriculum offerings for English, Mathematics and Science. Extension subjects address the same Australian Curriculum learnings as Core subjects, while providing greater exposure to the assessment techniques, skills and rigour reflective of General Subjects in Year 11/12. It is highly recommended that students engage with the extension offering in Year 10 if they intend to study some General subject offerings in Year 11/12.
3. **Elective Subjects:** These are Australian Curriculum subjects studied for one term/semester (with the exception of Italian which is a year-long program). Elective offerings in Year 7 and 8 are provided under a set program, with student choice introduced from Year 9. In Year 10, students should choose elective offerings that they are interested in, and can either choose to continue an elective studied in Year 9, or engage with a new offering that supports them for their Senior pathway. It is not necessary that a student has studied an elective offering in Year 9 when selecting it for Year 10. Students should consider the elective offerings that would set them up for success in any intended subjects in Year 11/12.
4. **General Subjects:** These Year 11 /12 subjects are suited to students who are interested in pathways beyond senior schooling that lead primarily to tertiary studies. General subjects contribute to the QCE, have an external assessment component and may contribute to ATAR calculations. If a student intends to be ATAR eligible, a minimum of four General Subjects should be included in their Senior Pathway (however, it is recommended by the College that students seeking an ATAR study at least 5).
5. **Applied Subjects:** Applied subjects are Year 11/12 subjects suited to students who are primarily interested in pathways beyond senior secondary that lead to vocational education and training or work. Applied subjects contribute to a QCE and may contribute to ATAR calculations (a maximum of 1 Applied or Vocational Qualification can contribute to ATAR calculations, and an ATAR eligible student can have a maximum of 2 of these subjects within their course of study to maintain ATAR eligibility).
6. **Vocational Education and Training (VET) Subjects:** VET Subjects are suited to students who are primarily interested in pathways beyond senior secondary that lead to vocational education and training or work. Applied subjects contribute to a QCE and may contribute to ATAR calculations (a maximum of 1 Vocational Qualification can contribute to ATAR calculations and an ATAR eligible student can have a maximum of 2 of these subjects within their course of study to maintain ATAR eligibility). Students may engage with school-based VET offerings provided by the College, or through external providers such as TAFE.

# ROADMAP TO SENIOR SECONDARY

| COMPULSORY | ELECTIVE | GENERAL | APPLIED | VET |
|---|---|---|---|---|

| YEAR 7 & 8 | YEAR 9 | | YEAR 10 | YEAR 11 AND 12 |
|---|---|---|---|---|
| English | English | | English (Core) | Essential English |
| | | | | English<br>*Minimum B Standard in Year 10 English (Core) with HOD approval* |
| | | | Extension English<br>*Minimum B Standard in Year 9 English* | English<br>*Minimum B standard in Year 10 English Extension OR*<br>*Minimum C Standard in English Extension with HOD approval* |
| Mathematics | Mathematics | | Mathematics (Core) | Essential Mathematics |
| | | | | General Mathematics<br>*Minimum B Standard in Mathematics (Core)* |
| | | | Mathematics Extension<br>*Minimum B Standard in Year 9 Mathematics* | General Mathematics<br>*Minimum C Standard in Mathematics Extension* |
| | | | | Mathematical Methods<br>*Minimum B Standard in Mathematics Extension* |
| | | | | Specialist Mathematics<br>*Minimum B Standard in Mathematics Extension AND*<br>*Must be studying Mathematical Methods* |
| Humanities (History and Geography) | History | | History | Ancient History<br>*Demonstrated success in Year 10 History* |
| | | | | Modern History<br>*Demonstrated success in Year 10 History* |
| | | | | Social & Community Studies |
| | Geography Elective | | Geography Elective | Geography<br>*Demonstrated success in Year 10 Geography (if studied); C or greater in Maths.*<br>*If 10 GEG not studied, a minimum C standard in English.* |
| | | | | Social & Community Studies |
| | Civics & Citizenship Elective | | Civics & Citizenship Elective | Legal Studies<br>*Demonstrated success in Year 10 Civics & Citizenship (if studied).*<br>*If 10 CIV not studied, a minimum C standard in English.* |
| | | | | Social & Community Studies |
| | Economics & Business Elective | | Economics & Business Elective | Business<br>*Demonstrated success in Year 10 Economics & Business (if studied).*<br>*If 10 ECB not studied, a minimum C standard in English.* |
| | | | | Certificate III in Business |
| Science | Science | | Science (Core) | Biology<br>*Minimum B Standard in Year 10 Science (Core) with HOD Approval AND*<br>*Minimum B Standard in Mathematics (Core or Extension)* |
| | | | | Chemistry<br>*Minimum B Standard in Year 10 Science (Core) with HOD Approval AND*<br>*Minimum B Standard in Mathematics (Core or Extension)* |
| | | | | Physics<br>*Minimum B Standard in Year 10 Science (Core) with HOD Approval AND Minimum C Standard in* Mathematics *Extension OR*<br>*Minimum B Standard in Mathematics* Core *with HOD Approval*<br>*Must be studying Mathematical Methods* |
| | | | | Science in Practice |
| | | | Science Extension<br>*Minimum B Standard in Year 9 Science* | Biology<br>*Minimum B Standard in* Year *10 Science Extension AND*<br>*Minimum B Standard in* Mathematics *(Core or Extension)* |
| | | | | Psychology<br>*Minimum B Standard in Year 10* Science *Extension*<br>*Minimum B Standard in* Mathematics *(Core or Extension)* |
| | | | | Chemistry<br>*Minimum B Standard in Year 10* Science *Extension AND*<br>*Minimum B Standard in Mathematics (Core or Extension)* |
| | | | | Physics<br>*Minimum B Standard in Year 10* Science *Extension AND Minimum B Standard in Mathematics Extension OR*<br>*Minimum B Standard in Mathematics Core with HOD Approval*<br>*Must be studying Mathematical Methods* |
| | | | | Science in Practice |
| Health & Physical Education | Health & Physical Education | | Health & Physical Education | Sport & Recreation |
| | | | | Certificate III in Fitness |
| Languages (Italian) | Italian | | Italian<br>*Minimum C Standard in Year 9 Italian OR*<br>*Minimum C Standard in Year 7/8 Italian* | Italian<br>Minimum C Standard in Year 10 Italian<br>*Must* have proven proficiency in Italian language if not studied in Year 10 |
| Dance | Visual Arts | Dance | Dance | Dance in Practice |
| | | Visual Arts | Visual Arts | Visual Art |
| | | | Media Art | Film, Television & New Media |
| Drama | Music | Music | Music | Music in Practice |
| | | | Media Art | Film, Television & New Media |
| | | Drama | Drama | Drama |
| Digital Technologies | Digital Technologies | Digital Technologies | Digital Technologies | |
| | | Engineering Principles & Systems | Engineering Principles & Systems<br>*Minimum C Standard in Year 9 Engineering Principles & Systems AND Minimum C Standard in Year 9 Science Minimum C Standard in Year 9 Mathematics* | |
| Materials & Technologies Specialisations | Food Specialisations | Food Specialisations | Food Specialisations | Certificate II Hospitality |
| | | Materials & Technologies Specialisations | Materials & Technologies Specialisations | Industrial Technology Skills |
| | | | | Certificate II Engineering Pathways |

# 2024 Year 11 subject recommendations—quick reference

| 2024 Senior General Subject | Recommended achievement in Year 10 |
|---|---|
| Visual Art | Achieving A or B in 10 Visual Art |
| Drama | Achieving A or B in 10 Drama |
| Film, Television, and New Media | Achieving A or B in 10 Media |
| Italian | Achieving C or greater in 10 Italian |
| General Mathematics | Achieving A or B in 10 Maths |
| Mathematical Methods | Achieving A or B in 10 Maths extension |
| Specialist Mathematics | Achieving A or B in 10 Maths extension |
| Business | Achieving A or B in 10 English |
| Modern History | Achieving C or greater in 10 History **OR**<br>Achieving C or greater in 10 English |
| Ancient History | Achieving C or greater in 10 History **OR**<br>Achieving C or greater in 10 English |
| Geography | Achieving C or greater in 10 English **AND**<br>Achieving C or greater in 10 Maths |
| Legal Studies | Achieving C or greater in 10 Civics **OR**<br>Achieving C or greater in 10 English |
| English | Achieving A or B in 10 English |
| Biology | Achieving A or B in 10 Maths **AND**<br>Achieving A or B in 10 Science Extension |
| Chemistry | Achieving A or B in 10 Maths **AND**<br>Achieving A or B in 10 Science Extension |
| Physics | Achieving A or B in 10 Maths Extension **AND**<br>Achieving A or B in 10 Science Extension |

## CHOOSING SUBJECTS IN YEARS 10, 11 AND 12 & THE SUBJECT SELECTION PROCESS

### For Year 10

Subject selection is a collaborative and informed process. Students will engage in subject offering reviews as part of their Access program in Terms 2 and 3, leading into the Year 10 subject selection process. This ensures students have an awareness of the subjects on offer, why they should choose these subjects, and how they might support or influence their pathways into Year 11/12 and beyond. These Access lessons, along with this course guide, are integral in supporting students to make their subject and pathway choices.

Students are also encouraged to discuss their elective choices with their teachers. College staff have an understanding of students' strengths and areas for development, and will be able to give them guidance on the appropriateness of their subject choices. Most importantly, students should discuss their choices with their parents and carers. At any stage, students needing extra guidance are encouraged to meet with the Head of Department—Senior Schooling or Guidance Officer, who can provide them with further support regarding subject selection.

### How to Choose Subjects for Year 10:

When making subject choices at the Year 10 juncture, students should ask themselves the following questions:

- What subjects do I enjoy?
- What subjects do I perform well in?
- What possible Year 11/12 subjects am I interested in?
- What possible careers am I interested in?
- What courses post-Year 12 am I interested in? (e.g. university or TAFE courses)
- What Year 11/12 subjects are required as tertiary pre-requisites or assumed knowledge, and how could my Year 10 choices support this pathway?
- Am I interested in pursuing a trade or apprenticeship? Will I do this after school or as a school-based option?

### For Years 11 and 12

Students in Year 10 will engage with multiple opportunities throughout the year to review subject offerings and identify those subjects which best support their chosen pathway for Year 11 and 12. The culmination of this work involves creation of their Senior Education and Training Plan (known at SET Planning), completed in Term 3.

### How to Choose Subjects for Year 11/12:

When choosing a subject pathway for Years 11 and 12, students need to consider:

- What possible careers am I interested in?
- What subjects do I enjoy now?
- What subjects do I perform well in now?
- What possible Year 11/12 subjects am I interested in that are being offered?
- What type of pathway will best lead me to my career interests?
    - Am I looking to go to university or on to further study after school?
    - Am I looking to complete a trade after school?
    - Would I like to enter full-time employment after school?
    - Would I like to combine schooling with a TAFE course in Year 11 and 12?
    - Would I like to combine schooling with an apprenticeship or traineeship in Year 11 and 12?

- Do I need to be ATAR eligible and receive an ATAR at the end of Year 12 for my chosen pathway?
- If wanting to go to university - what Year 11/12 subjects do I need as tertiary pre-requisites, or as assumed knowledge?

### Common Mistakes When Choosing Subjects:

- Choosing a subject because your friend chose it – there can be several classes of a subject, so even if you do the same subject, you won't necessarily be in the same class
- Choosing subjects so you can avoid, or have, a particular teacher – there is no guarantee you will have any particular teacher
- Choosing a subject because someone told you that you had to – you should make your own mind up about what you enjoy or think you want to study. Someone else's choice or opinion might not be what is best for you
- Choosing a subject because you think it will be easy – students do best at subjects they are genuinely interested in and want to study. It is important to have a growth mindset, and to choose subjects you know you are interested in, even if you think they might be challenging.
- Choosing a subject you're not very interested in because you think it will help you get a higher ATAR

### Result Recommendations

The College provides a number of result recommendations associated with some Year 10 and Year 11/12 subjects that are reflective of the academic results a student should be demonstrating in order to select the given subject. These are outlined in the Roadmap to Senior Secondary (p. 7), and listed in subject-specific pages. These recommendations are intentional, and founded on an understanding of the level of achievement and prior knowledge a student needs in order to be successful in a subject. Students' most recent Semester results are used to assess if they are currently meeting a result recommendation prior to subject selections. Students who do not meet a result recommendation are encouraged to communicate early with Heads of Department to discuss the suitability of their intended subject choices.

### Choose your subjects carefully

It is important that time is taken to ensure that the subject selection process is an accurate reflection of what a student wants to study in the following year. Year 9s choosing Year 10 subjects can amend their subjects at any time while the subject-selection process is open. Year 10s choosing Year 11/12 subjects must make their final selections during their SET Plan interview (explained on p. 13).

After the selection process closes and SET-Plan interviews are finalised, subject selection information will be the primary data used by the College to confirm subject offerings and timetabling for the next year. Student choices are used to create blocks of subjects within our timetable that are programmed to occur at the same time. Subject changes after this has occurred are not always possible. Requests for changes should be discussed at the earliest convenience with the Head of Department - Senior Schooling. The College is not able to guarantee availability of an elective offering for a student who wishes to change their electives after the process has been finalised and planning for the future year completed.

### How are subject selections completed for Year 10 (Year 9 into 10)?

Subject selections are completed through OneSchool, accessible by students at https:// oslp.eq.edu.au. Students will be able to access the subject selection platform at a specified time in Term 3. Students will be supported to complete their selection process during Access, and will be able to receive guidance on request while the platform is open, to assist them to make their selections.

Subject selections, once completed, are printed and signed by a parent and carer, and returned to the college

via the Administration Building. This process is required to ensure that parents and carers are aware of the choices students are making. It is important to note that any changes made to selections after online submission is completed must be actioned online, and not on the paper copy. Changes to paper copies will not be actioned.

### How are subject selections completed for Year 11 (Year 10 into 11)?

See the Senior Education and Training Plan section on p. 13.

### Confirmation of subject offerings:

Following subject selections closing, the College will review all selections made to confirm subjects for the following year. This decision-making is informed by student interest in subjects, and the staffing capacity of the College. The College will confirm subject offerings for students mid- to late-Term 4, in preparation for the following year.

Whilst every effort is made to accommodate all student subject preferences, scheduling and the availability of resources will mean that not every student can be assigned to their first preference. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, students are asked to select two (2) preferences they are prepared to study as part of the subject selection process that.

Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors. These include:

- The time of submission of elective preferences or changes to preferences
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers
- Selection processes in some subjects (e.g. result recommendations).

### Student Resource Scheme and Subject Fees:

MHSSC operates a Student Resource Scheme (SRS). The SRS is a user-pays scheme operated by schools to provide parents with a mechanism to access individual student resources that are not funded by the government. Schools develop the SRS based on resources needed by students and the programs offered at the school. The fees and inclusions are endorsed annually by the P&C. Parental participation in the SRS is optional. When a parent chooses not to participate, the parent is responsible for providing the resources.

The SRS for Year 10, 11 and 12 includes the requirements of compulsory subjects within the learning program. In addition to the SRS, some subjects operate an additional Subject Fee that is payable if a student elects to study that subject. For VET subjects, additional charges may exist as part of engaging with the RTO provider.

The details of subject fees and VET Costs will be published on our College website later this year once confirmed through our P&C. These fees will also be provided to parents at SET Plan interviews.

Please also note that some subjects also have planned extracurricular and curricular opportunities such as excursions, that will result in additional costs. These opportunities, while not mandatory, are planned to enrich the learning program for students.

### Device Requirements for Senior Secondary

The College engages a BYOx Laptop Device in Senior. Please note that some subject areas have specific device requirements that will be published by the College closer to subject selections, if applicable, beyond the general BYOx device requirements published on our website. Please note, students cannot participate in Certificate III in Fitness or Certificate III in Business without a device. Information about BYOx can be found at https://mangohillssc.eq.edu.au/curriculum/bring-your-own-device

## SENIOR EDUCATION & TRAINING PLAN (SET-P)

During Year 10, students will continue to investigate their chosen pathway for Year 11/12 and beyond schooling. It is expected that students in Year 10 are still developing their understanding of their strengths, areas for development, interests and passions. While we make recommendations about subject choices that students should consider, if they have a strong understanding of their chosen pathway for senior, we also ensure that our learning program does not limit students who are still deciding what they may like to do now and in the future.

During Year 10, students will commence a Senior Education and Training (SET) Plan that supports their decision-making regarding Year 11/12 and beyond. The SET Planning process is scaffolded and viewed as a collaborative process involving students, parents and carers, and the College.

The SET Planning process includes four stages:


Students will engage with the SET Plan process during Access in Term 1, 2 and 3. The completion of the SET Plan is incorporated into the subject selection process for Year 11 and 12, and completed no later than Term 3 of Year 10.

Students complete their SET Plan in OneSchool (https://oslp.eq.edu.au) during Term 3 in Access. This plan outlines their intended pathway, and their pathway portfolio of post-schooling options for work or further study. They will then select their 6 chosen subjects for Years 11 and 12 (and 2 back-ups).

This final subject selection occurs at the SET Plan Interview, which takes place between the student, their parent/s or carer/s and a member of staff from MHSSC during Term 3.

## AT THE END OF YEAR 12

Understanding the goals for the end of year 12 can support students when considering their Year 10 and Years 11/12 options.

Students in Queensland are issued with a Senior Education Profile upon completion of Year 12, which may include:

- **Senior Statement:** a transcript of a student's learning including subject results. Students issued a Senior Statement have satisfied the completion requirements for Year 12 in Queensland.
- **Queensland Certificate of Education (QCE):** Students may be eligible for a QCE at the end of their Senior studies. Students who do not meet the QCE requirements by the end of Year 12 may continue to work towards this post-schooling. To receive a QCE, students must achieve the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements. Senior secondary schooling in Queensland – A guide for parents and carers, outlines the QCE requirements.
- **Queensland Certificate of Individual Achievement (QCIA):** The QCIA recognises the achievements of students who are on individualised learning programs. The certificate is an official record that students have completed at least 12 years of education, and provides students with a summary of their skills and knowledge that they can present to employers and training providers.

## Years 11 and 12 Subject Organisation

The College offers QCAA subjects (General, Applied and Applied (Essential)) and VET subjects.

## General Subjects

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.

## Assessment

## Units 1 and 2

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

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

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

## Unit 3 and 4

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

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

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

## Instrument-specific Marking Guides

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

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

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

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

### External Assessment

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

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

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

## Applied and Applied (Essential) Subjects

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

In this way, the syllabus is not the curriculum. The syllabus is used by teachers to develop curriculum for their school context. The term course of study describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise units, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic applied setting.

### Course structure

Applied and Applied (Essential) syllabuses are four-unit courses of study.

The syllabuses contain QCAA-developed units as options for schools to select from to develop their course of study.

Units and assessment have been written so that they may be studied at any stage in the course. All units have comparable complexity and challenge in learning and assessment. However, greater scaffolding and support may be required for units studied earlier in the course.

### Curriculum

Applied syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Schools have autonomy to decide:

- which four units they will deliver
- how and when the subject matter of the units will be delivered
- how, when and why learning experiences are developed, and the context in which the learning will occur
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills such as literacy, numeracy and 21st century skills
- how the subject-specific information found in this section of the syllabus is enlivened through the course of study.

Giving careful consideration to each of these decisions can lead teachers to develop units that are rich, engaging and relevant for their students.

### Assessment

Applied syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied syllabuses contain assessment specifications and conditions for the two assessment instruments that must be implemented with each unit. These specifications and conditions ensure comparability, equity and validity in assessment.

Schools have autonomy to decide:

- specific assessment task details within the parameters mandated in the syllabus
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

Teachers make A–E judgments on student responses for each assessment instrument using the relevant instrument-specific standards. In the final two units studied, the QCAA uses a student's results for these assessments to determine an exit result.

More information about assessment in Applied senior syllabuses is available in Section 7.3.1 of the QCE and QCIA policy and procedures handbook.

## Essential English and Essential Mathematics: Common Internal Assessment

For the two Applied (Essential) syllabuses, 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 of these subjects 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.

## Essential English and Essential Mathematics: 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.

## RESOURCES TO SUPPORT DECISION-MAKING

As part of the Access program, students in Year 9 engage with a range of resources to support career development, and this will continue in Year 10. A range of College-developed and external resources are available to students, parents and carers, to support decision-making about Year 10 subjects, and pathways for Years 11/12. These include:

### MHSSC Resources:

- **Senior Secondary Course Guide**: this guide includes key information regarding subject choices for Year 10, including subject specific pages that support an understanding of the learning program, assessment techniques, subject requirements and pathway options through Year 11/12 and beyond.
- **Subject Videos**: A range of subject videos are available on ClickView for the elective and extension offerings available in Year 10. These videos showcase the subject offerings, and form part of the Access program throughout the subject selection process. ClickView is accessible by students of the College, and we encourage students to review these with parents and carers to learn more about the subject offerings.
- **Subject Selection Evening**: The College will host an information evening for students, parents and carers that outlines important information about pathways planning, including subject selection processes, QCE and QCIA pathways and ATAR eligibility.

### External Resources:

- **myfuture**: the myfuture website is developed by Education Services Australia. Year 10 students have been using this site as part of the SET Planning process. It assists students in examining career pathways and learning areas that may lead them to their chosen pathway. This is also a great resource for students who are unsure of their chosen career pathway, with survey options that support them to consider a range of careers based on their interests and strengths
- **QCAA Website**: the Queensland Curriculum and Assessment Authority website provides an overview of the subject offerings available to students in Year 11/12, and information to support an understanding of the QCE / QCIA requirements and ATAR eligibility
- **QTAC Website**: the Queensland Tertiary Admissions Centre website details requirements about tertiary courses and institutions. Students who are interested in a particular course should consider the pre-requisites required as these should form part of their Year 11/12 subjects.
- **TAFE QLD:** The TAFE QLD website provides information about TAFE at School courses available from Year 10, and pathways available through TAFE following school.
- **University websites:** students are encouraged to review websites for the range of university providers available to them. Often universities specialise in particular courses, and courses provided across multiple universities may have different requirements for admission. When looking at courses, students should review any admission requirements, including pre-requisite study that must be completed as part of their Year 11/12 pathway. Some local universities are:
    - University of Sunshine Coast
    - Queensland University of Technology
    - University of Queensland
    - Griffith University
    - Australian Catholic University

At MHSSC, we aim to provide a range of pathway options to support all students to achieve a QCE / QCIA at the end of Year 12. Following SET Planning processes in Year 10, a range of monitoring and mentoring processes are implemented to support students to be successful in their senior pathway.

## ATAR: Australian Tertiary Admission Rank

The ATAR is the standard pathway for Queensland students to gain tertiary entry post Year 12. The ATAR is used nationally and indicates a student's position relative to other ATAR-eligible students.

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

- best 5 scaled General subject results or
- best results in a combination of 4 General subject results, plus 1 Applied subject result **or**
- best results in a combination of 4 General subject results, plus a VET qualification at Certificate III level or above.

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 C 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.

Students, parents and carers will have opportunity to learn more about the QCE/QCIA and ATAR throughout Year 10 through the SET Planning process, the Access program, and information evenings provided throughout the year. If you would like to know more now, we encourage you to access the resources available through the QCAA and QTAC websites, or contact seniorschooling@mangohillssc.eq.edu.au.

## Alternative entry points into university

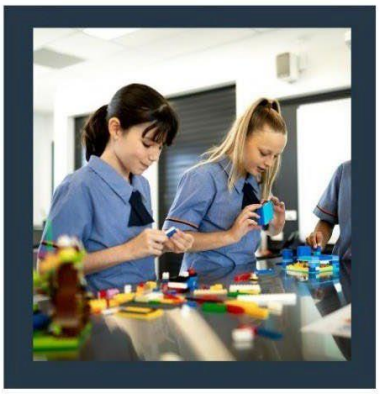
There are a number of alternative entry points into university, other than an ATAR. Universities offer a range of different bridging courses or tertiary preparation programs that also provide entry into bachelor degrees. Successful completion of a VET qualification (Certificate III or higher) may be used on its own to gain entry to a university course, depending on the course and the university. Education institutions may allocate a selection rank depending on the level of VET qualification completed.

## KEY CONTACTS

Parents, carers and students wishing to seek further guidance to support subject selections are encouraged to do so. Below is a summary of key staff who can provide additional support regarding subject offerings, suitability of a subject, or support with the subject selection platform.

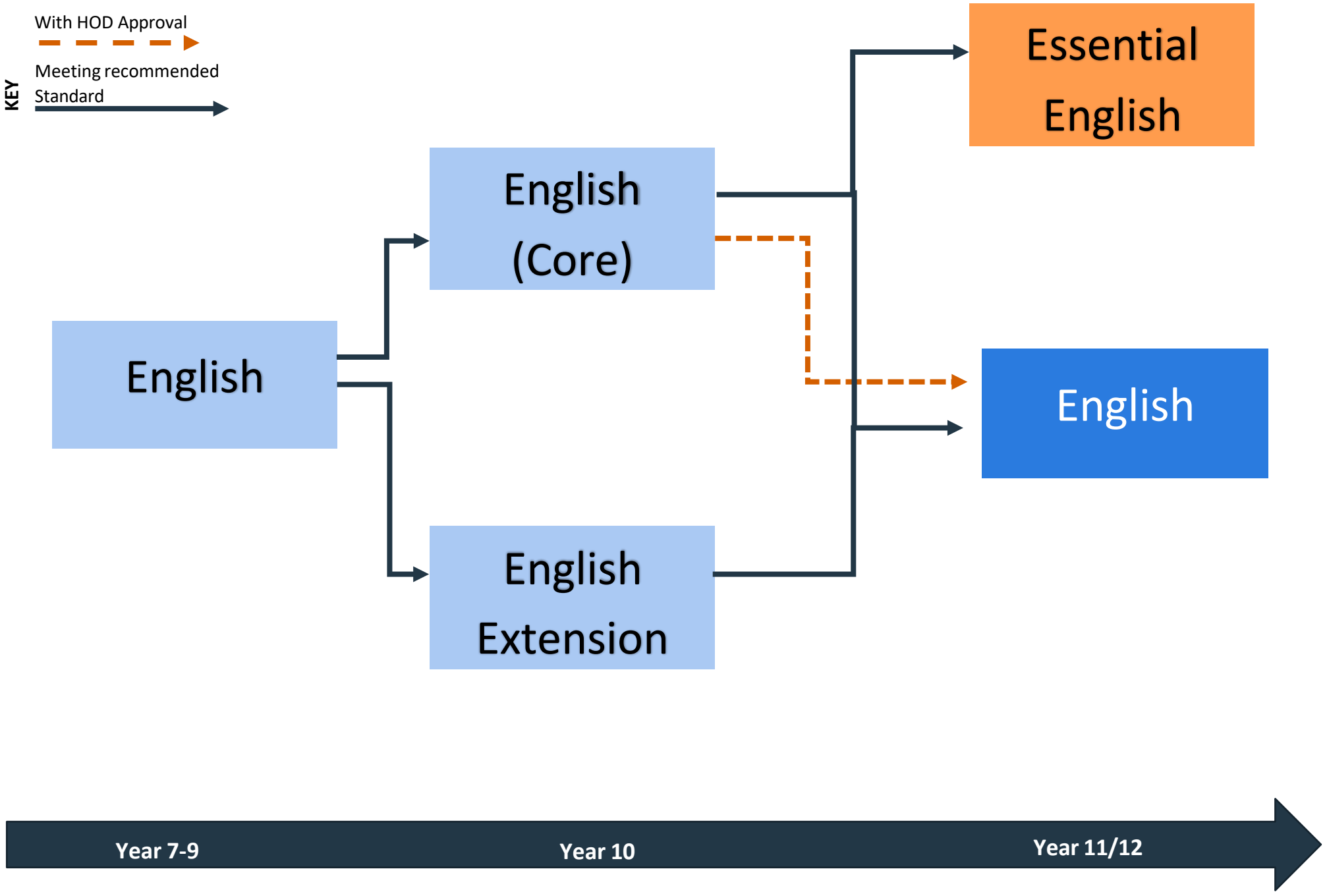
| | |
|---|---|
| Mrs Amanda Wiebe awieb3@eq.edu.au | Deputy Principal – Senior Secondary (Year 9 & 11)<br>*For general support regarding your child's subject selections.* |
| Mrs Jodie Hill jhill489@eq.edu.au | Deputy Principal—Staff Development and Wellbeing (Year 8 & 10)<br>*For general support regarding your child's subject selections.* |
| Ms Angela Radford aradf5@eq.edu.au | Deputy Principal – Junior Secondary (Year 7)<br>*For general support regarding your child's subject selections.* |
| Mr Rick Worsfold rwors2@eq.edu.au | Guidance Officer—Year 7, 9 & 11<br>*For career planning and alignment with subject offerings.* |
| Mrs Mary Vaughan mcvau0@eq.edu.au | Guidance Officer—Year 8 & 10<br>*For career planning and alignment with subject offerings* |
| Ms Danielle Flower<br>seniorschooling@mangohillssc.eq.edu.au | Head of Department – Senior Schooling<br>*For support regarding pathways and subject selections in year 10 - 12* |
| Mrs Jessica Burnett jburn289@eq.edu.au | Head of Special Education Services<br>*For support regarding subject selections for students with a disability.* |
| Mrs Jodie Major jmajo19@eq.edu.au | Head of Department – Student Engagement & Wellbeing<br>*For support regarding subject selections for diverse learners.* |
| *Curriculum Heads of Department – for support regarding specific subject offerings* | |
| Mr Matthew Meredith mmere13@eq.edu.au | Head of Department – Mathematics and Science |
| Ms Freyja Hellqvist fhell8@eq.edu.au | Head of Department – English and Humanities |
| Mrs Erin Rodley erodl1@eq.edu.au | Head of Department – Health and Physical Education, Sport, The Arts |
| Mr Paul Jaffrey pjaff1@eq.edu.au | Head of Department – Digital and Design Technologies |
| Mrs Jess Murphy jpeck13@eq.edu.au | Head of Department – Junior Secondary and Languages |

## ENGLISH AND HUMANITIES DEPARTMENT



# ENGLISH AND HUMANITIES

ENGLISH
HISTORY
GEOGRAPHY
CIVICS & CITIZENSHIP
ECONOMICS & BUSINESS


KEY
With HOD Approval
Meeting recommended
Standard
English
English (Core)
English Extension
Essential English
English
Year 7-9
Year 10
Year 11/12

## ENGLISH & ENGLISH EXTENSION — YEAR 10 CORE SUBJECT

The study of English is central to developing REAL learners. It helps to create confident communicators, imaginative thinkers, and informed citizens. Students learns to analyse, understand, communicate and build relationships with others and the world around them – through engaging with a range of literary and non-literary texts. The Australian Curriculum: English aims to ensure that students can learn to listen to, read, view, speak, write and create increasingly complex and sophisticated texts in a range of modes – spoken, written and multimodal texts.

### Course Outline and Assessment Summary

In Year 10, students will be able to select **either English or English Extension**. In Semester 2, the course will be designed to prepare students for either Senior General English, or Senior Essential English. All students will study and be assessed against the Year 10 English Achievement standard.

| Topic 1 | Topic 2 | Topic 3 | Topic 4 |
|---|---|---|---|
| **Perspectives of Aboriginal and Torres Strait Islander people in film.** | **Representations of individuals, groups and events in various forms of media, including social media.** | **Literary text study – novel - imaginative writing.** | **Analysing texts – adaptations.** |

Assessment Tasks will include:

- Expository opinionative writing
- Spoken persuasive texts
- Imaginative texts
- Extended written analytical texts
- Written exams – short and extended response

Subject Requirements:

- For students interested in selecting **Extension English in Year 10**, you need to have achieved a minimum B standard in Year 9 English. The Extension English class will complete the same course topics, however will have the opportunity to engage in increasingly complex texts and depth of learning experiences to extend their understanding and skills of the English subject area.
- In Semester 2, classes will be either preparing students for Senior General English, or Senior Essential English. Class groupings will be determined using recommendations based on student's Semester 1 Year 10 result, as well as student pathways for their senior course of study.

Extracurricular Opportunities:

- Voices on the Coast Literature Festival (Term 1) – University of the Sunshine Coast
- Brisbane Writer's Festival (Term 3)
- Writing or speaking competitions – student nominated
- Performances related to curriculum – determined as programs are released – e.g. Shake & Stir Theatre Company

*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.*

### REAL learning for Tomorrow

Through a study of English, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Read, listen to, view, comprehend, and appreciate a range of texts – literary and non-literary
- Analyse and evaluate texts
- Communicate ideas in written and spoken forms

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| The study of English is compulsory for students in Year 10 under the Australian Curriculum | Essential English (Applied)<br>English (General) | |

### Possible Careers

A study of English can lead students to career pathways including:

- Entertainment or media field
- Law and justice studies
- Humanities or Creative Industries fields
- Education
- Journalism or marketing
- Business or Tourism

# Essential English

## Applied senior subject

Applied

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

| Unit 3 | Unit 4 |
|---|---|
| Summative internal assessment 1 (IA1):<br>• Extended response — spoken/signed response | Summative internal assessment 3 (IA3):<br>• Extended response — Multimodal response |
| Summative internal assessment 2 (IA2):<br>• Common internal assessment (CIA) — short response examination | Summative internal assessment (IA4):<br>• Extended response — Written response |

# English

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

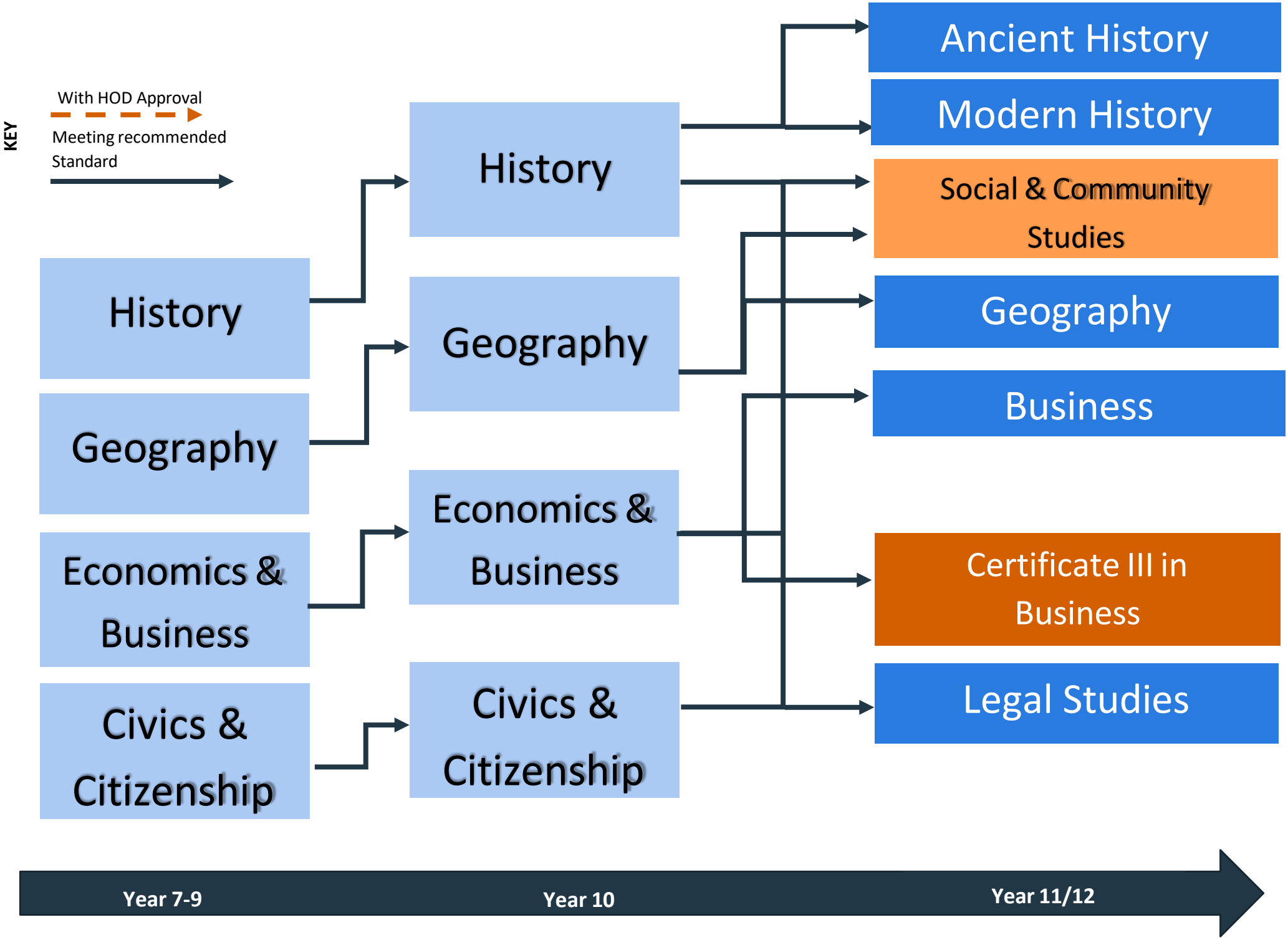
## Assessment

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

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

### Summative assessments

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


KEY
With HOD Approval
Meeting recommended
Standard
History
Geography
Economics & Business
Civics & Citizenship
History
Geography
Economics & Business
Civics & Citizenship
Ancient History
Modern History
Social & Community Studies
Geography
Business
Certificate III in Business
Legal Studies
Year 7-9
Year 10
Year 11/12

## HISTORY — YEAR 10 CORE SUBJECT

The study of History is central to developing REAL learners. It is a process of inquiry into the past that develops students' curiosity and imagination. History promotes the understanding of societies, events, movements and developments that have shaped humanity. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively. The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present day.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 | Topic 3 |
|---|---|---|
| **World War II**<br>Students will investigate the causes, nature and impact of World War II on the world, including Australia's involvement and experiences of war. | **Rights and Freedoms**<br>Students will explore the struggle faced by Aboriginal and Torres Strait Islander people for rights and freedoms in the 20th century. | **Mini Unit – Ancient History Taster**<br>Students will complete a mini unit as a taster for the Senior Ancient History course. |
| Assessment Tasks will include:<br>• Exams – short and extended response to sources<br>• Independent source investigation – inquiry project | | |
| Subject Requirements:<br>• There are no subject specific requirements for this course | | |
| Extracurricular Opportunities:<br>• National History Challenge<br>• Premier's Anzac Prize Competition<br>• Performances related to curriculum – determined as programs are released<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | | |

### REAL learning for Tomorrow

Through a study of History, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Understand the way that groups of people and civilisations develop over time
- Analyse and interpret evidence from the past
- Design and conduct investigations using the inquiry process
- Think critically about the past and the impact of events, groups and individuals on society
- Communicate historical knowledge and the findings of investigations in a range of formats.

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| The study of History is compulsory for students in Year 10 under the Australian Curriculum | Ancient History (General)<br>Modern History (General)<br>Social and Community Studies (Applied) | |

### Possible Careers

A study of History can lead students to career pathways including:

- Archaeology, Anthropology, Sociology
- Law and justice studies
- Humanities or Creative Industries fields
- Education
- Journalism or marketing
- Libraries / Museum / Universities

## GEOGRAPHY — YEAR 10 ELECTIVE SUBJECT

The study of Geography is critical to the wellbeing and sustainability of the environment, and helps our REAL learners develop a holistic understanding of the world. It empowers students to shape change for a socially just and sustainable future. Geography provides students with opportunities to plan inquiries; to collect, evaluate, analyse and interpret data and information; develop information and communication technology skills; and an ability to solve problems and think critically and creatively.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Environmental Change and Management: Climate Change**<br>In this unit, students investigate humans have created changes in our environment that threaten them. They examine how climate change has impacted different environments, such as coastal and marine environments. | **Human Wellbeing**<br>In this unit, students investigate the global, national and local differences in the quality of life of people in a population, and explore the reasons for inequality in wellbeing. They investigate how wellbeing in developing countries is impacted by various factors. |
| Assessment Tasks will include:<br>• Exam – combination of short and extended response<br>• Investigations – field and data report | |
| Subject Requirements:<br>• Field trip excursion to complete field report assessment task<br>• It is recommended that students have demonstrated success in Junior Geography across Years 7 and 8 (or the Year 9 elective) to be successful in Year 10 Geography. It is recommended but not required that students have completed the Year 9 elective Geography course.<br>• Year 10 Geography and Senior Geography is highly recommended for students who have strengths in Science, Mathematics, and Humanities subjects.<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Practical activities in the classroom<br>• Australian Geography Competition<br>• Video competitions e.g.: Citizens of the Great Barrier Reef<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Geography, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Understand the systems and processes of the Earth and how people interact with, and are impacted by them
- Conduct geographical inquiries by collecting, evaluating, analysing and interpreting data and information
- Propose solutions to problems related to the physical and natural environment
- Think critically and creatively through collaboration
- Develop citizenship skills through active and ethical participation in groups and society

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Geography<br>Elective | Geography (General)<br>Social and Community Studies (Applied) | |

### Possible Careers

A study of Geography can lead students to career pathways including:

- Environmental Science
- Conservation / Park Ranger
- Landscape Architect / Town Planning
- Surveyor / Engineer
- Education
- Climate Scientist / Meteorologist

## CIVICS & CITIZENSHIP — YEAR 10 ELECTIVE SUBJECT

Year 10 Civics & Citizenship develops student understanding of Australia's political and legal systems, and explores the nature of citizenship and diversity in contemporary society. Through the study of this subject, students develop transferable skills of inquiry, and skills to question, understand and contribute to the world in which they live. They explore ways that they can actively shape their lives, value their belonging in our society, and positively contribute on a local, national and global level – to become active and informed citizen and decision makers.

This subject is recommended for students who are interested in selecting Legal Studies as part of their senior course and pathway.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Democracy & Citizenship**<br>In this unit, students examine the key features of Australia's system of government, and our roles and responsibilities at a global level (e.g. foreign aid and peacekeeping). Students will also explore the challenges to our democracy. | **Laws & Citizens**<br>In this unit, students investigate the role of the High Court in Australia's legal system, and examine an example of a High Court judgement in applying Australian law. They also examine Australia's international legal obligations. |
| Assessment Tasks will include:<br>• Exam – combination of short and extended response<br>• Written Research Project | |
| Subject Requirements:<br>• It is recommended that students have demonstrated success in Junior English and/or Humanities across Years 7 and 8 (or the Year 9 Civics & Citizenship elective) to be successful in Year 10 Civics & Citizenship. It is recommended but not required that students have completed the Year 9 elective Civics & Citizenship course.<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Excursions related to curriculum content e.g. Court visit<br>• Constitutional Convention for senior students (10 – 12)<br>• Competitions relevant to subject matter<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Civics & Citizenship, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Develop their understanding of being a global citizen
- Think critically to evaluate information and points of view in a range of different scenarios
- Apply knowledge to real life case studies
- Communicate points of view, and empathise with people of diverse backgrounds
- Collaborate to propose solutions to real world problems

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Civics & Citizenship<br>Elective | Legal Studies (General)<br>Social and Community Studies (Applied) | |

### Possible Careers

A study of Civics & Citizenship can lead students to career pathways including:

- Law
- Police / Criminology
- Social Work
- Journalism / Media
- Education
- Politics

## ECONOMICS & BUSINESS — YEAR 10 ELECTIVE SUBJECT

Year 10 Economics & Business gives students the opportunity to further develop their understanding of the Economics & Business discipline towards a senior pathway. Students will consider Australia's economic performance, and standard of living, including the way governments manage our financial landscape. They will explore the consequences of financial decisions for individuals, businesses and corporations, and how businesses manage their workforce.

This subject is recommended for students who are interested in selecting Business or Cert III in Business as part of their senior course / pathway.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Australia's Economic Performance**<br>In this unit, students are introduced to the way the Australian economy works, and the way economic decisions link to people's living standards in different places. They will examine how governments can improve the standard of living of people and communities through economic decisions. | **Financial Management**<br>In this unit, students examine how to manage personal finance, and the long and short-term consequences of financial decision making. They explore how businesses can improve productivity, use technology, and how businesses manage their workforce. |
| Assessment Tasks will include:<br>• Exam – combination of short and extended response<br>• Written Investigation | |
| Subject Requirements:<br>• It is recommended that students have demonstrated success in Junior English and/or Humanities across Years 7 and 8 (or the Year 9 Economics & Business elective) to be successful in Year 10 Economics & Business. It is recommended but not required that students have completed the Year 9 elective Economics & Business course.<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Excursions related to curriculum content<br>• National Business competitions<br>• Contribute to Mango Market day with students in the Year 9 course<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Economics & Business, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Develop practical knowledge and skills to participate and work in a range of business contexts
- Compare and contrast types of businesses and the connection with the Australian economy
- Understand the different types of markets and competitions
- Think critically to evaluate businesses and markets
- Making informed financial decisions

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Economics & Business<br>Elective | Business (General)<br>Cert III in Business (VET) | |

### Possible Careers

A study of Economics & Business can lead students to career pathways including:

- Business owner
- Entrepreneur
- Bank officer
- Accountant / Tax Agent
- Financial Adviser
- Retail Manager / worker

# Social & Community Studies

## Applied senior subject

Applied

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities 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:

- explain personal and social concepts and skills
- examine personal and social information
- apply personal and social knowledge
- communicate responses
- evaluate projects.

## Structure

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

| Unit option | Unit title |
|---|---|
| Unit option A | Lifestyle and financial choices |
| Unit option B | Healthy choices for mind and body |
| Unit option C | Relationships and work environments |
| Unit option D | Legal and digital citizenship |
| Unit option E | Australia and its place in the world |
| Unit option F | Arts and identity |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Social & Community Studies are:

| Technique | Description | Response requirements |
|---|---|---|
| Project | Students develop recommendations or provide advice to address a selected issue related to the unit context. | **Item of communication**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Spoken: up to 4 minutes, or signed equivalent<br>• Written: up to 800 words<br><br>**Evaluation**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 4 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written: up to 500 words |
| Extended response | Students respond to stimulus related to issue that is relevant to the unit context. | One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Spoken: up to 7 minutes, or signed equivalent<br>• Written: up to 1000 words |
| Investigation | Students investigate an issue relevant to the unit context by collecting and examining information to consider solutions and form a response. | One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Spoken: up to 7 minutes, or signed equivalent<br>• Written: up to 1000 words |

2024 EDITION

# BSB30120 CERTIFICATE III IN BUSINESS

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

This qualification reflects the role of individuals in a variety of Business Services job roles.

The program will be delivered through class-based tasks as well as both simulated and real business environments at the school - involving the delivery of a range of projects and services within the school community.

**This program also includes the following:**

- Student opportunities to design for a new product or service as part of our (non-accredited) Entrepreneurship Project - Binnacle Boss
- Students examine business opportunities and participate in an Industry discovery

An excellent work readiness program where students develop a range of essential workplace skills.

## SKILLS ACQUIRED

- Leadership, innovation and creative thinking
- Customer service and teamwork
- Inclusivity and effective communication
- WHS and sustainability
- Financial literacy
- Business documentation

## CAREER PATHWAYS


## WHAT DO STUDENTS ACHIEVE?

- BSB30120 Certificate III in Business (max. 8 QCE Credits)
- Successful completion of the Certificate III in Business may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

FLEXIBLE PROGRAMS | PROJECT-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

# BSB30120 CERTIFICATE III IN BUSINESS

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetable Line

***Please consult Binnacle Training to discuss Fast-Track options.***

**Units of Competency:**
13 (6 Core Units, 7 Elective Units)

**Suitable Year Level(s):**
Year 11 and 12

**Study Mode:**
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**
**$265.00** per person

**QCE Outcome:**
Maximum 8 QCE Credits

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 and to identify support measures as required.

| | |
|---|---|
| **TERM 1** | **TOPICS**<br>› Introduction to the Business Services Industry<br>› Personal Wellbeing in the Workplace<br>› Organise Personal Work Priorities<br>**PROJECTS**<br>› Wellbeing in the Workplace |
| **TERM 2** | **TOPICS**<br>› Develop and Apply Knowledge of Personal Finances<br>**PROJECTS**<br>› Knowledge of Personal Finances |
| **TERM 3** | **TOPICS**<br>› Workplace Health and Safety<br>› Sustainable Work Practices<br>**PROJECTS**<br>› WHS Processes at the 'Go! Regional' Travel Expo |
| **TERM 4** | **TOPICS**<br>› Inclusive Work Practices<br>› Engage in Workplace Communication<br>**PROJECTS**<br>› Inclusivity and Communication in the Workplace |
| **TERM 5** | **TOPICS**<br>› Work in a Team<br>› Critical Thinking Skills<br>**PROJECTS**<br>› Critical Thinking at Go! Travel |
| **TERM 6** | **TOPICS**<br>› Create Electronic Presentations<br>› Creating Presentations Using PowerPoint<br>› Write Simple Documents<br>**PROJECTS**<br>› Binnacle Boss (Part 1) – Business Proposal |
| **TERM 7** | **TOPICS**<br>› Critical Thinking and Problem Solving<br>**PROJECTS**<br>› Binnacle Boss (Part 2) - Market Day / Entrepreneurship Expo |

| UNITS OF COMPETENCY | |
|---|---|
| BSBPEF201 | Support personal wellbeing in the workplace |
| BSBPEF301 | Organise personal work priorities |
| FNSFLT311 | Develop and apply knowledge of personal finances |
| BSBWHS311 | Assist with maintaining workplace safety |
| BSBSUS211 | Participate in sustainable work practices |
| BSBXCM301 | Engage in workplace communication |
| BSBTWK301 | Use inclusive work practices |
| BSBXTW301 | Work in a team |
| BSBCRT311 | Apply critical thinking skills in a team environment |
| BSBTEC301 | Design and produce business documents |
| BSBWRT311 | Write simple documents |
| BSBTEC303 | Create electronic presentations |
| BSBOPS304 | Deliver and monitor a service to customers |

# Business

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Geography

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Legal Studies

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Beyond reasonable doubt**<br>• Legal foundations<br>• Criminal investigation process<br>• Criminal trial process<br>• Punishment and sentencing | **Balance of probabilities**<br>• Civil law foundations<br>• Contractual obligations<br>• Negligence and the duty of care | **Law, governance and change**<br>• Governance in Australia<br>• Law reform within a dynamic society | **Human rights in legal contexts**<br>• Human rights<br>• The effectiveness of international law<br>• Human rights in Australian contexts |

## Assessment

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

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

### Summative assessments

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

# Ancient History

## General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, 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 evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Investigating the ancient world**<br>• Digging up the past<br>• Ancient societies —Beliefs, rituals and funerary practices | **Personalities in their time**<br>• Alexander the Great<br>• Boudica | **Reconstructing the ancient world**<br>• Fifth Century Athens (BCE)<br>• Pompeii and Herculaneum | **People, power and authority**<br>• Ancient Rome — Civil War and the breakdown of the Republic<br>QCAA will nominate one topic that will be the basis for an external examination from:<br>• Augustus |

## Assessment

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

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

### Summative assessments

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

# Modern History

## General senior subject

General

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

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

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

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

## Pathways

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

## Objectives

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

- comprehend terms, concepts and issues
- devise historical questions and conduct research
- analyse evidence from historical sources to show understanding
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning to suit purpose.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **Ideas in the modern world**<br>• Australian Frontier Wars, 1788–1930s<br>• French Revolution, 1789–1799 | **Movements in the modern world**<br>• Anti-apartheid movement in South Africa, 1948 - 1991<br>• African-American civil rights movement, 1954 - 1968 | **National experiences in the modern world**<br>• Germany,1914–1945<br>• United States of America, 1917–1945 | **International experiences in the modern world**<br>• Australian engagement with Asia since 1945 - Vietnam War<br>• Genocides and ethnic cleansings since the 1930s |

## Assessment

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

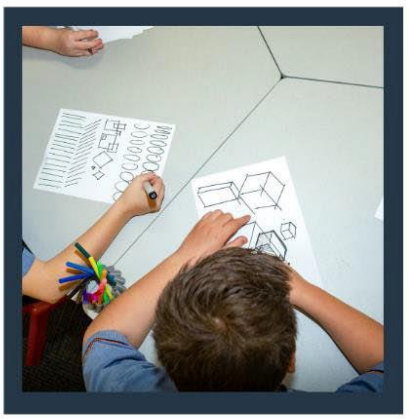
In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

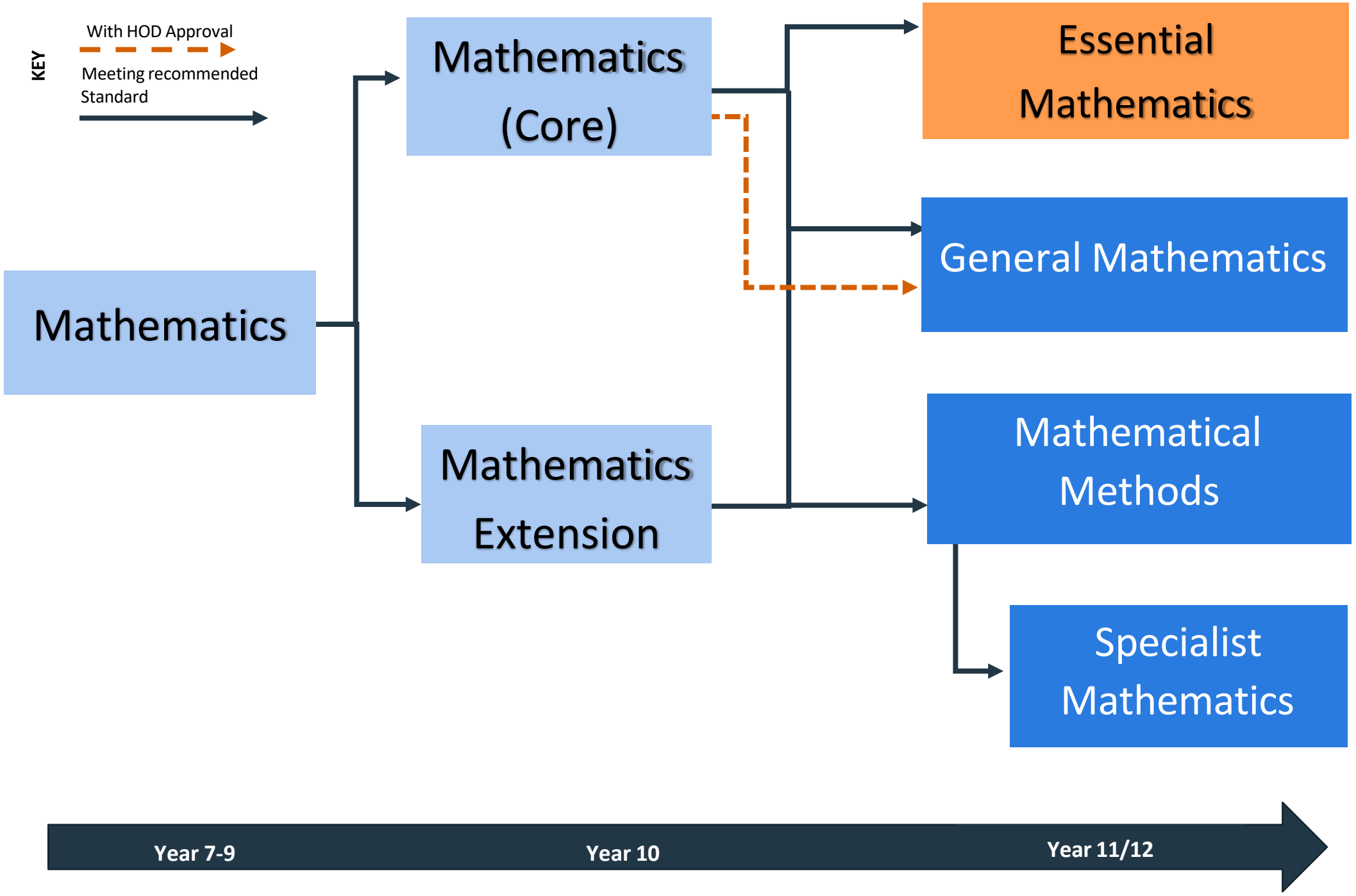
### Summative assessments

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

**MATHEMATICS AND SCIENCE DEPARTMENT**

# MATHEMATICS AND SCIENCE




KEY
With HOD Approval
Meeting recommended
Standard
Mathematics
Mathematics (Core)
Mathematics Extension
Essential Mathematics
General Mathematics
Mathematical Methods
Specialist Mathematics
Year 7-9
Year 10
Year 11/12

## MATHEMATICS & MATHEMATICS EXTENSION — YEAR 10 CORE SUBJECT

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

### Course Outline and Assessment Summary

In Year 10, students will be able to select **either Mathematics or Mathematics Extension**.

| Topic 1 | Topic 2 | Topic 3 | Topic 4 |
|---|---|---|---|
| **Number** | **Algebra** | **Measurement and Geometry** | **Statistics and Probability** |
| Assessment Tasks will include:<br>• Problem Solving and Modelling Task<br>• Examinations | | | |
| Subject Requirements:<br>• For students interested in selecting **Extension Mathematics in Year 10**, it is recommended that you have achieved a minimum B standard in Year 9 Mathematics. The Extension mathematics class will complete a similar course of topics, however will include additional extended material for each of the 4 topics (Number, Algebra, Measurement and Geometry, Statistics and Probability) | | | |
| Extracurricular Opportunities:<br>• School Mathematics Competitions<br>• Other various excursions that may arise to complement learning<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | | | |

### REAL learning for Tomorrow

Through a study of mathematics, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- 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
- 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

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| The study of Mathematics is compulsory for students in Year 10 under the Australian Curriculum | Essential Mathematics (Applied)<br>General Mathematics (General)<br>Mathematical Methods (General)<br>Specialist Mathematics (General) | |

### Possible Careers

A study of mathematics can lead students to career pathways including:

- Engineering
- Finance
- Teaching
- Data and Research
- IT/Computer Programming
- Science
- Medical/Health
- Trades (e.g. Electrician)

# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# General Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Mathematical Methods

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

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

## Assessment

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

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

### Summative assessments

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<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
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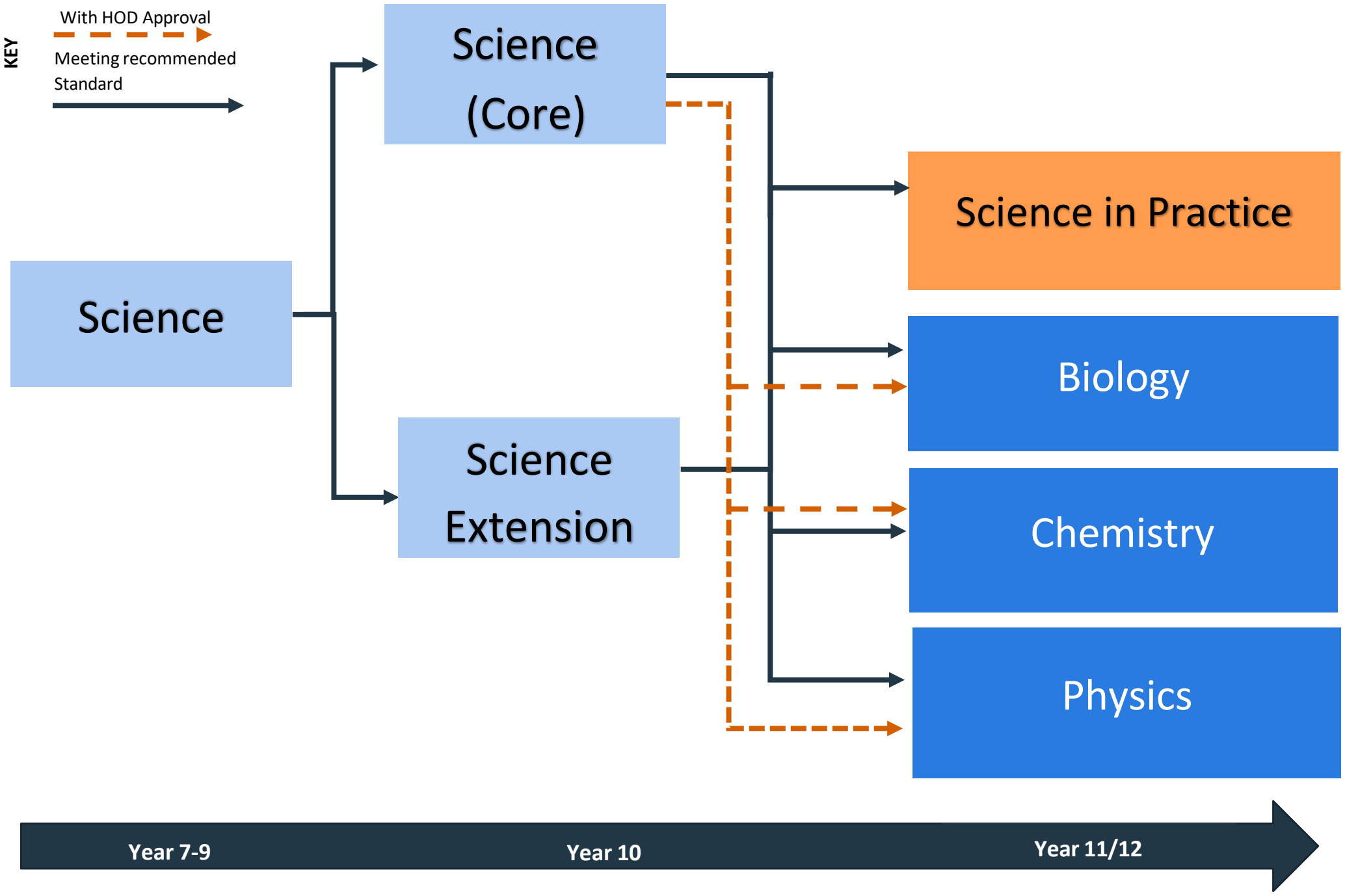
<tr><td>Summative internal assessment 2 (IA2):<br>• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>


KEY
With HOD Approval
Meeting recommended
Standard
Science
Science (Core)
Science Extension
Science in Practice
Biology
Chemistry
Physics
Year 7-9
Year 10
Year 11/12

## SCIENCE & SCIENCE EXTENSION — YEAR 10 CORE SUBJECT

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

### Course Outline and Assessment Summary

In Year 10, students will be able to select **either Science or Science Extension**.

| Topic 1 | Topic 2 | Topic 3 | Topic 4 |
|---|---|---|---|
| **Physics** | **Chemistry** | **Biology** | **Earth and Space** |
| Assessment Tasks will include:<br>• Examinations<br>• Data Examinations<br>• Experimental inquiries<br>• Research Task | | | |
| Subject Requirements:<br>• For students interested in **selecting Extension Science in Year 10**, you need to have achieved a minimum B standard in Year 9 Science. The Extension science class will complete a similar course of topics, however will include additional extended material for each of the 4 topics Physics, Chemistry, Biology, Earth and Space. | | | |
| Extracurricular Opportunities:<br>• Various excursions as they arise to complement learning<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | | | |

### REAL learning for Tomorrow

Through a study of science, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Describe and explain scientific concepts, theories, models and systems and their limitations
- Apply understanding of scientific concepts, theories, models and systems within their limitations
- Analyse evidence and interpret evidence
- Investigate phenomena
- Evaluate processes, claims and conclusions
- Communicate understandings, findings, arguments and conclusions

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| The study of Science is compulsory for students in Year 10 under the Australian Curriculum | Science in Practice (Applied)<br>Biology (General)<br>Chemistry (General)<br>Physics (General) | |

### Possible Careers

A study of science can lead students to career pathways including:

- Engineering
- Teaching
- Research
- Medical/Health
- Forensic Science
- Lab technician

# Science in Practice

## Applied senior subject

Applied

Science in Practice provides opportunities for students to explore, experience and learn concepts and practical skills valued in multidisciplinary science, workplaces and other settings. Learning in Science in Practice involves creative and critical thinking; systematically accessing, capturing and analysing information, including primary and secondary data; and using digital technologies to undertake research, evaluate information and present data.

Science in Practice students apply scientific knowledge and skills in situations to produce practical outcomes. Students build their understanding of expectations for work in scientific settings and develop an understanding of career pathways, jobs and other opportunities available for participating in and contributing to scientific activities.

Projects and investigations are key features of Science in Practice. Projects require the application of a range of cognitive, technical and reasoning skills and practical-based theory to produce real-world outcomes. Investigations follow scientific inquiry methods to develop a deeper understanding of a particular topic or context and the link between theory and practice in real-world and/or lifelike scientific contexts.

By studying Science in Practice, students develop an awareness and understanding of life beyond school through authentic, real-world interactions to become responsible and informed citizens. They develop a strong personal, socially oriented, ethical outlook that assists with managing context, conflict and uncertainty. Students gain the ability to work effectively and respectfully with diverse teams to maximise understanding of concepts, while exercising flexibility, cultural awareness and a willingness to make necessary compromises to accomplish common goals. They learn to communicate effectively and efficiently by manipulating appropriate language, terminology, symbols and diagrams associated with scientific communication.

The objectives of the course ensure that students apply what they understand to explain and execute procedures, plan and implement projects and investigations, analyse and interpret information, and evaluate procedures, conclusions and outcomes.

Workplace health and safety practices are embedded across all units and focus on building knowledge and skills in working safely, effectively and efficiently in practical scientific situations.

## Pathways

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

## Objectives

By the conclusion of the course of study students should:

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects.

## Structure

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

| Unit option | Unit title |
|---|---|
| Unit option A | Consumer science |
| Unit option B | Ecology |
| Unit option C | Forensic science |
| Unit option D | Disease |
| Unit option E | Sustainability |
| Unit option F | Transport |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Science in Practice are:

| Technique | Description | Response requirements |
|---|---|---|
| Applied investigation | Students investigate a research question by collecting, analysing and interpreting primary or secondary information. | One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 7 minutes, 10 A4 pages, or equivalent digital media<br>• Written: up to 1000 words |
| Practical project | Students use practical skills to complete a project in response to a scenario. | **Completed project**<br>One of the following:<br>• Product: 1<br>• Performance: up to 4 minutes<br>**Documented process**<br>Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media |

# 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.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>

# Chemistry

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

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

# 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.

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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### Summative assessments

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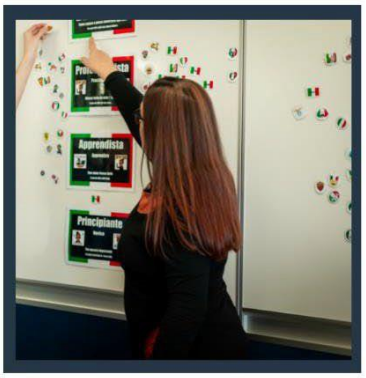
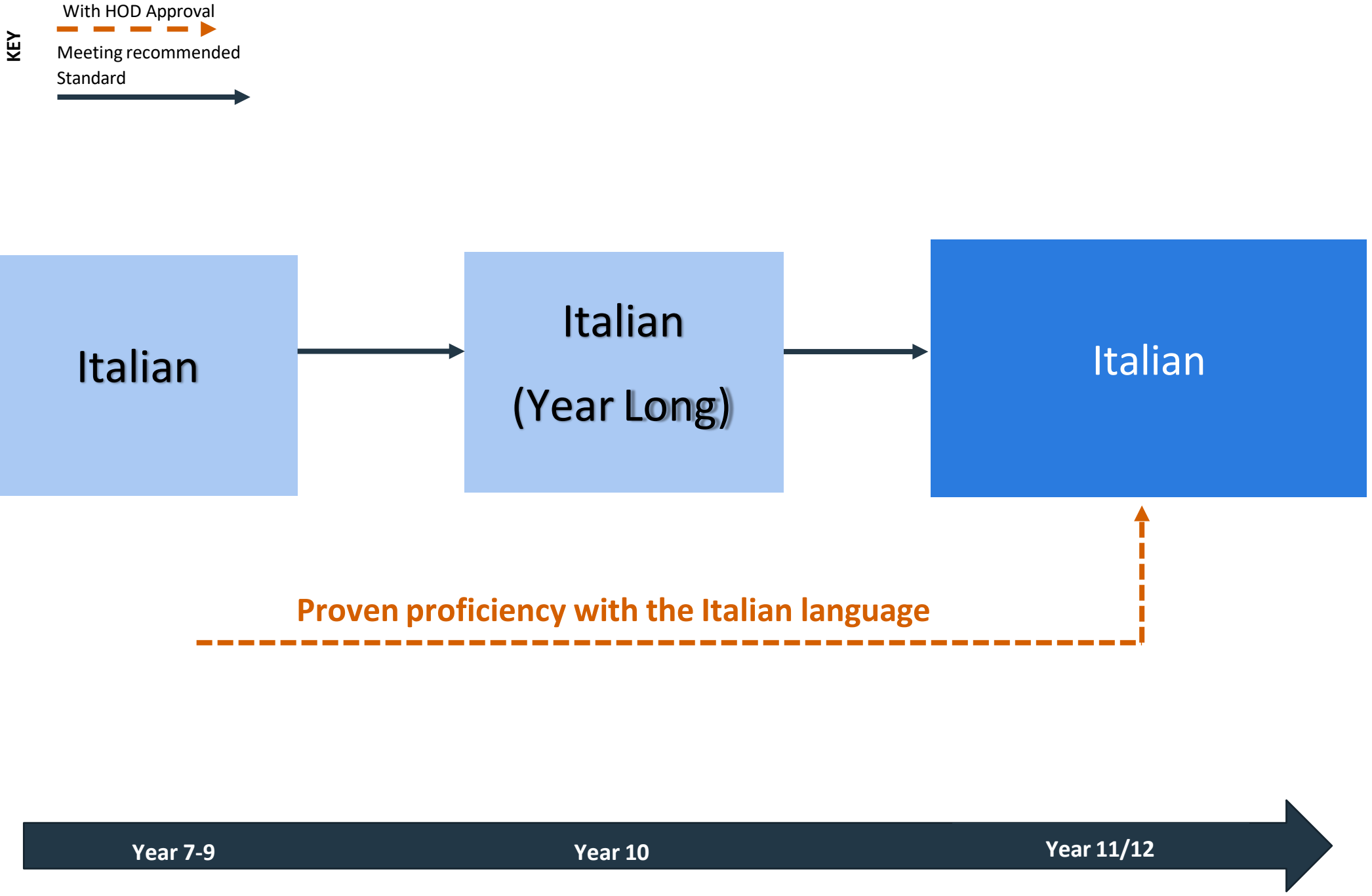
<tr><td>Summative internal assessment 2 (IA2):<br>• Student experiment</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%<br>• Examination</td></tr>
</table>



# LANGUAGES

# ITALIAN

*TO LEARN A LANGUAGE IS TO HAVE ONE MORE WINDOW TO LOOK AT THE WORLD*


KEY
With HOD Approval
Meeting recommended
Standard
Italian
Italian
(Year Long)
Italian
Proven proficiency with the Italian language
Year 7-9
Year 10
Year 11/12

## ITALIAN – YEAR 10 ELECTIVE (YEAR LONG) YEAR 10 ELECTIVE SUBJECT

This subject extends on language and communicative skills established in Year 7-9 Italian. Students who continue a language learning pathway build a greater understanding of culture and diversity which is essential in today's globally connected world. The mental flexibility that studying Italian provides to students will also see them improve in other subject areas that require problem solving and critical thinking skills. Through an immersive language focus, students will develop communicative competence to use conversational Italian in both written and spoken form, whilst also learning skills to translate and interpret simple written and spoken texts in Italian.

### Course Outline and Assessment Summary

<table>
<tr><th colspan="2">Year 10 Italian</th></tr>
<tr><th>Unit 1</th><th>Unit 2</th></tr>
<tr><td>What are Social Issues?<br>In this unit students explore contemporary social issues in Italy and Australia. Students will focus on the difference between issues faced by teens in rural areas compared with those in city areas.</td><td>Fashion and the Seasons<br>In this unit, students will explore the world of fashion and cultural attire. They will understand how language and culture influence communication within the world of fashion. They will explore functional language related to clothing, fabrics and accessories with a focus on suitable outfits for the four seasons.</td></tr>
<tr><th>Unit 3</th><th>Unit 4</th></tr>
<tr><td>What is Advertising?<br>In this unit, students explore the features of advertising in Italy and Australia. Students will focus on developing skill with persuasive language by analysing and comparing real world advertisements.</td><td>What is Environmental Conservation?<br>In this unit students explore the issue of animal conservation and environmental conservation in Italy and Australia. They will further develop their language skills by analysing different perspectives of conservation.</td></tr>
<tr><td colspan="2">Assessment Tasks will include:<ul><li>Extended multimodal responses – combination of short and extended response in spoken and written language</li><li>Examinations – seen and unseen Italian language stimulus in both visual and aural form</li></ul></td></tr>
<tr><td colspan="2">Subject Requirements:<ul><li>Italian is a year long elective for Year 10. Students selecting Italian must select it twice, ensuring they are enrolled for the full year course.</li><li>An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4.</li></ul></td></tr>
<tr><td colspan="2">Extracurricular Opportunities:<ul><li>Local and regional speaking competitions</li><li>Lead Learner excursions to primary school Italian celebrations</li><li>Italian Language Centre excursion</li><li>Senior Italian Tour (tentative)</li></ul>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</td></tr>
</table>

### REAL Learning for Tomorrow

Through studying Italian, students will develop the ability to:

- Read, listen to, view, comprehend, and appreciate a range of texts
- Communicate their ideas in Italian through written and spoken forms
- Develop natural sounding Italian speech with correct pronunciation, intonation and flow
- Participate in class, group and independent activities

### Pathways through Secondary

<table>
<tr><th rowspan="2">YEAR 10</th><th colspan="2">POSSIBLE SENIOR SCHOOLING SUBJECTS</th></tr>
<tr><th>YEAR 11</th><th>YEAR 12</th></tr>
<tr><td>Italian<br>Elective<br>(Year Long)</td><td colspan="2">Italian (General)</td></tr>
</table>

### Possible Careers

A study of Italian can lead to career pathways including:

- Education
- Travel Industry
- Healthcare
- Airline Industry
- Interpreter / Translator
- Journalism
- Hospitality
- Customer Service

# Italian

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

- comprehend Italian 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 Italian 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 Italian.

## Structure

| Unit 1 | Unit 2 | Unit 3 | Unit 4 |
|---|---|---|---|
| **La mia vita**<br>**My world**<br>• Family/carers and friends<br>• Lifestyle and leisure<br>• Education | **Esplorando il mondo**<br>**Exploring our world**<br>• Travel<br>• Technology and media<br>• The contribution of Italian culture to the world | **La nostra societa**<br>**Our society**<br>• Roles and relationships<br>• Socialising and connecting with my peers<br>• Groups in society | **Il mio futuro**<br>**My future**<br>• Finishing secondary school, plans and reflections<br>• Responsibilities and moving on |

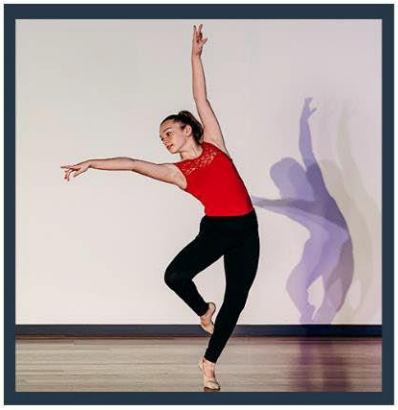
## Assessment

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

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

### Summative assessments

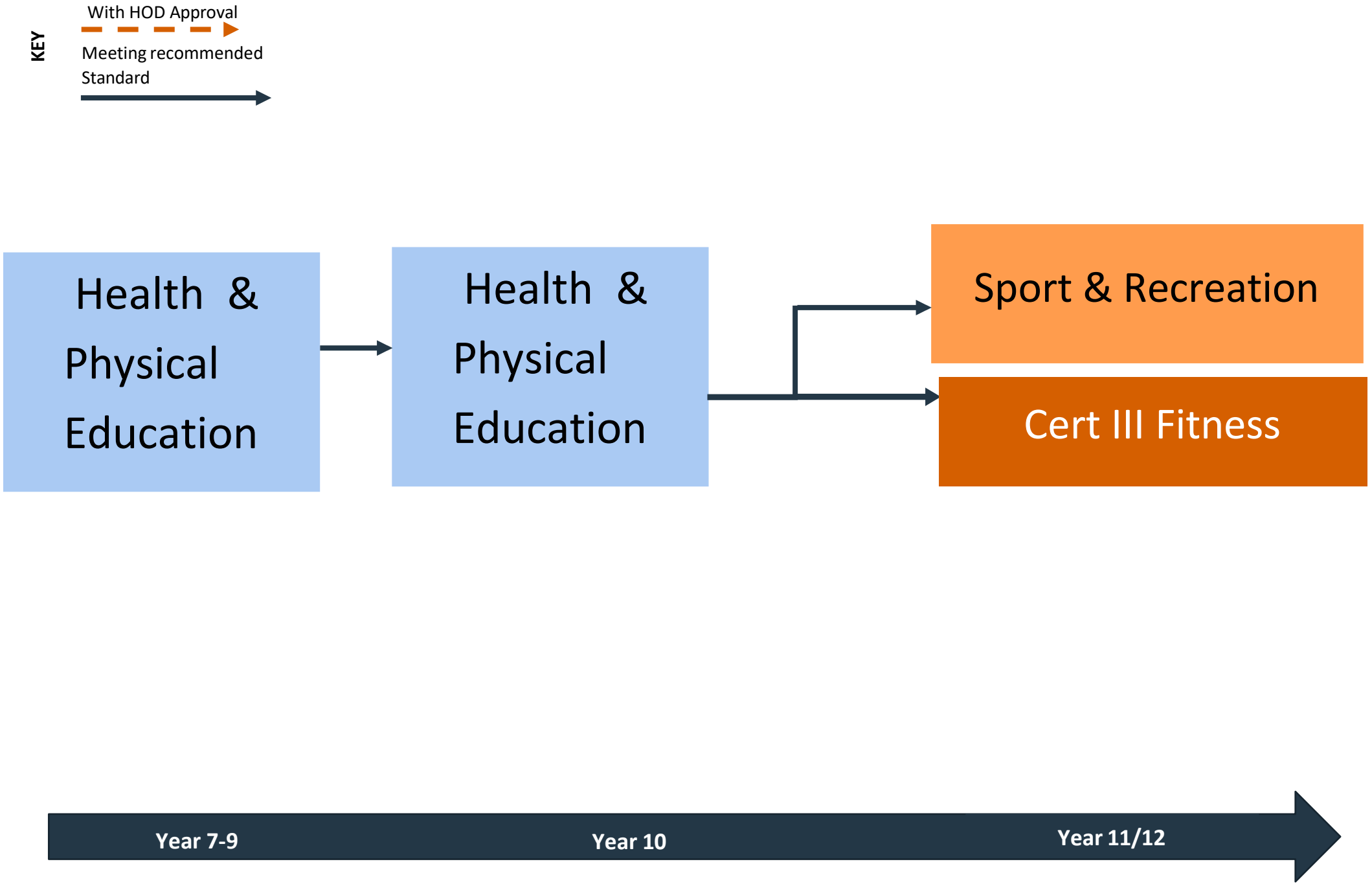
| Unit 3 | | Unit 4 | |
|---|---|---|---|
| Summative internal assessment 1 (IA1):<br>• Examination — short response | 15% | Summative internal assessment 3 (IA3):<br>• Extended response | 30% |
| Summative internal assessment 2 (IA2):<br>• Examination — combination response | 30% | Summative external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



# HEALTH PHYSICAL EDUCATION THE ARTS

## HEALTH & PHYSICAL EDUCATION

## DANCE
## DRAMA
## MUSIC
## VISUAL ART


KEY
With HOD Approval
Meeting recommended
Standard
Health & Physical Education
Health & Physical Education
Sport & Recreation
Cert III Fitness
Year 7-9
Year 10
Year 11/12

## HEALTH AND PHYSICAL EDUCATION — YEAR 10 CORE SUBJECT

n Year 10 Health and Physical Education students will investigate how to plan for and achieve health and fitness related goals related to nutrition, training and sports psychology. They will learn to critically analyse information provided through a multitude of sources and learn to make sensible decisions to make and implement personalised plans for increasing and maintaining healthy and active habits. Students will participate in team and individual sports, aiming to improve their contribution to the team, and increase their skill levels and confidence to participate.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Eat, Sleep, Lift, Repeat**<br>Students will plan and design nutrition and training plans to support their participation and improve skill levels in Touch and Gaelic Football. | **Psych out**<br>Through participating in and running singles and doubles Badminton competitions, students will learn the value of Sport Psychology for sporting performance, and experience the organisational requirements of organising sporting competitions. |
| Assessment Tasks will include:<br>• Practical performance<br>• Response to stimulus exam<br>• Folio of work<br>• Inquiry tasks | |
| Subject Requirements:<br>• Students will be required to participate in all aspect of the course to the best of their ability<br>• Students will be required to supply a USB for transfer of video files | |
| Extracurricular Opportunities:<br>• Students will have the opportunity to run a tournament for the Mango Hill State Secondary Community as part of Unit 2. This will require out of school hours commitment that will be dependent on the student's tournament schedule.<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Health and Physical Education, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Introduction to and experience in the following senior subjects: Health, Physical Education, Sport and Recreation, Certificate III in Fitness and Certificate III in Health Assistance Services.
- Learning cognitive processes that align to the Inquiry model of Senior syllabi
- Partnerships with community organisations and stakeholders for future voluntary and employment opportunities

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Health and Physical Education is a compulsory subject as part of the Australian Curriculum.<br>It is studied for one semester. | Sport and Recreation (Applied)<br>Certificate III Fitness (VET) | |

### Possible Careers

A study of HPE can lead students to career pathways including:

- HPE teacher
- Sports Scientist
- Fitness instructor
- Personal Trainer
- Early childhood care
- Out of school hours care
- Physiotherapist
- Aged care support
- Health services administration
- Patient care in hospital and health facilities

# Sport & Recreation

## Applied senior subject

Applied

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time. Participation in sport and recreation can make positive contributions to a person's wellbeing.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Sport is defined as activities requiring physical exertion, personal challenge and skills as the primary focus, along with elements of competition. Within these activities, rules and patterns of behaviour governing the activity exist formally through organisations. Recreation activities are defined as active pastimes engaged in for the purpose of relaxation, health and wellbeing and/or enjoyment and are recognised as having socially worthwhile qualities. Active recreation requires physical exertion and human activity. Physical activities that meet these classifications can include active play and minor games, challenge and adventure activities, games and sports, lifelong physical activities, and rhythmic and expressive movement activities.

Active participation in sport and recreation activities is central to the learning in Sport & Recreation. Sport & Recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

## Pathways

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

## Objectives

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

- Investigate activities and strategies to enhance outcomes
- plan activities and strategies to enhance outcomes
- perform activities and strategies to enhance outcomes

  evaluate activities and strategies to enhance outcomes.

## Structure

Sport & Recreation is a four-unit course of study. This syllabus contains 12 QCAA-developed units as options for schools to select from to develop their course of study.

| Unit option | Unit title |
|---|---|
| Unit option A | Aquatic recreation |
| Unit option B | Athlete development and wellbeing |
| Unit option C | Challenge in the outdoors |
| Unit option D | Coaching and officiating |
| Unit option E | Community recreation |
| Unit option F | Emerging trends in sport, fitness and recreation |
| Unit option G | Event management |
| Unit option H | Fitness for sport and recreation |
| Unit option I | Marketing and communication in sport and recreation |
| Unit option J | Optimising performance |
| Unit option K | Outdoor leadership |
| Unit option L | Sustainable outdoor recreation |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Sport & Recreation are:

| Technique | Description | Response requirements |
|---|---|---|
| Performance | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | **Performance**<br>Performance: up to 4 minutes<br>**Investigation, plan and evaluation**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written: up to 500 words |
| Project | Students investigate, plan, perform and evaluate activities and strategies to enhance outcomes in the unit context. | **Investigation and session plan**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written: up to 500 words<br>**Performance**<br>Performance: up to 4 minutes |

| | | |
|---|---|---|
| | | **Evaluation**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media<br>• Spoken: up to 3 minutes, or signed equivalent<br>• Written: up to 500 words |

2024 EDITION

# SIS30321 CERTIFICATE III IN FITNESS

Binnacle Training (RTO Code 31319)

## HOW DOES IT WORK

This qualification provides a pathway to work as a fitness instructor in settings such as fitness facilities, gyms, and leisure and community centres.

Students gain the entry-level skills required of a Fitness Professional (Group Exercise Instructor or Gym Fitness Instructor).

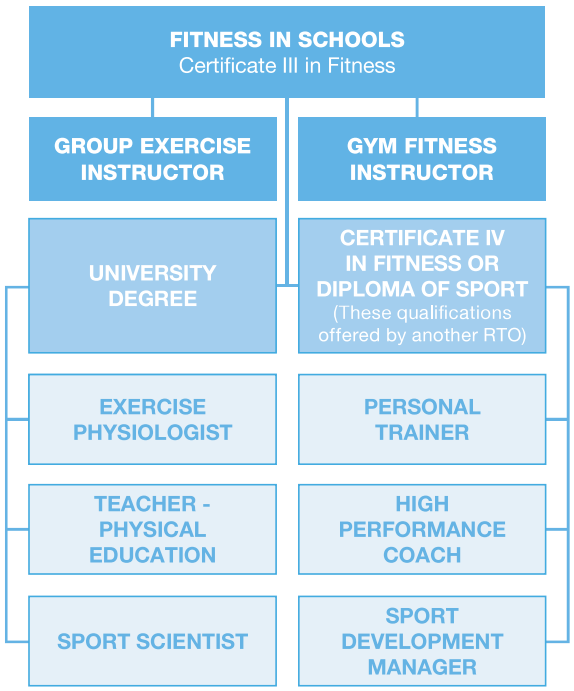
Students facilitate programs within their school community including:

- Community fitness programs
- Strength and conditioning for athletes and teams
- 1-on-1 and group fitness sessions with male adults, female adults and older adult clients

## WHAT DO STUDENTS ACHIEVE?

- SIS30321 Certificate III in Fitness (max. 8 QCE Credits)
- The nationally recognised First Aid competency - HLTAID011 Provide First Aid
- Community Coaching - Essential Skills Course (non-accredited), issued by Australian Sports Commission
- A range of career pathway options including pathway into SIS40221 Certificate IV in Fitness; or SIS50321 Diploma of Sport - These qualifications offered by another RTO.
- Successful completion of the Certificate III in Fitness may contribute towards a student's Australian Tertiary Admission Rank (ATAR)

## CAREER PATHWAYS




## SKILLS ACQUIRED

- Client screening and health assessment
- Planning and instructing fitness programs
- Deliver 1-on-1 and group fitness programs
- Exercise science and nutrition
- Anatomy and physiology

FLEXIBLE PROGRAMS | PRACTICAL-BASED LEARNING | RESOURCES PROVIDED

Binnacle Training
RTO CODE 31319

1300 303 715
admin@binnacletraining.com.au
binnacletraining.com.au

# SIS30321 CERTIFICATE III IN FITNESS

Registered Training Organisation:
**Binnacle Training (RTO 31319)**

**Delivery Format:**
2-Year Format

**Timetable Requirements:**
1-Timetabled Line

**Units of Competency:**
15 Units

**Suitable Year Level(s):**
Year 11 and 12

**Study Mode:**
Combination of classroom and project-based learning, online learning (self-study) and practical work-related experience

**Cost (Fee-For-Service):**
**$365.00** per person **(+ First Aid $55.00)**

**QCE Outcome:**
Maximum 8 QCE Credits

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 and to identify support measures as required.

## TERM 1

**TOPICS**

- Binnacle Lounge Induction
- The Sport, Fitness and Recreation (SFR) Industry
- Apply Knowledge of Coaching Practices

**PROGRAMS**

- Coaching Program (Student Delivery): Plan and Deliver Coaching Sessions
- SFR Coaching Program (Supervisor): Assist with Delivering Coaching Sessions

## TERM 2

**TOPICS**

- Perform Research and Create a Group Presentation
- Organise and Complete Work Tasks

**PROGRAMS**

- Group Nutrition Presentation: Create and Deliver a Presentation to your Peers
- Community SFR Program #1: Plan and Conduct Community SFR Sessions for Participants

## TERM 3

**TOPICS**

- Cardio and Conditioning Programs
- Anatomy and Physiology
- The SFR Industry

**PROGRAMS**

- One-on-One Cardio Program
- Group Conditioning Sessions for Adolescent Participants

## TERM 4

**TOPICS**

- Anatomy and Physiology
- First Aid Course: HLTAID011 Provide First Aid

**PROGRAMS**

- Bootcamp Program (Teacher Facilitated): Assist with Delivering Bootcamp Sessions
- Community SFR Program #2: Plan and Conduct Community SFR Sessions for Participants

## TERM 5

**TOPICS**

- Anatomy and Physiology
- Health and Nutrition Consultations

**PROGRAMS**

- One-on-One Gym Program: Adolescent Client
- Conduct Consultations with a Client (Peer)
- Plan and Conduct Sessions (Scenario Clients)

## TERM 6

**TOPICS**

- Screening and Health Assessments
- Specific Population Clients
- Older Clients

**PROGRAMS**

- Fitness Orientation Program: Client Orientation
- Gentle Exercise Program: Participate in Gentle Exercise Sessions
- Mobility Program: Plan and Instruct Mobility Sessions

## TERM 7

**TOPICS**

- Older Clients
- Specific Populations

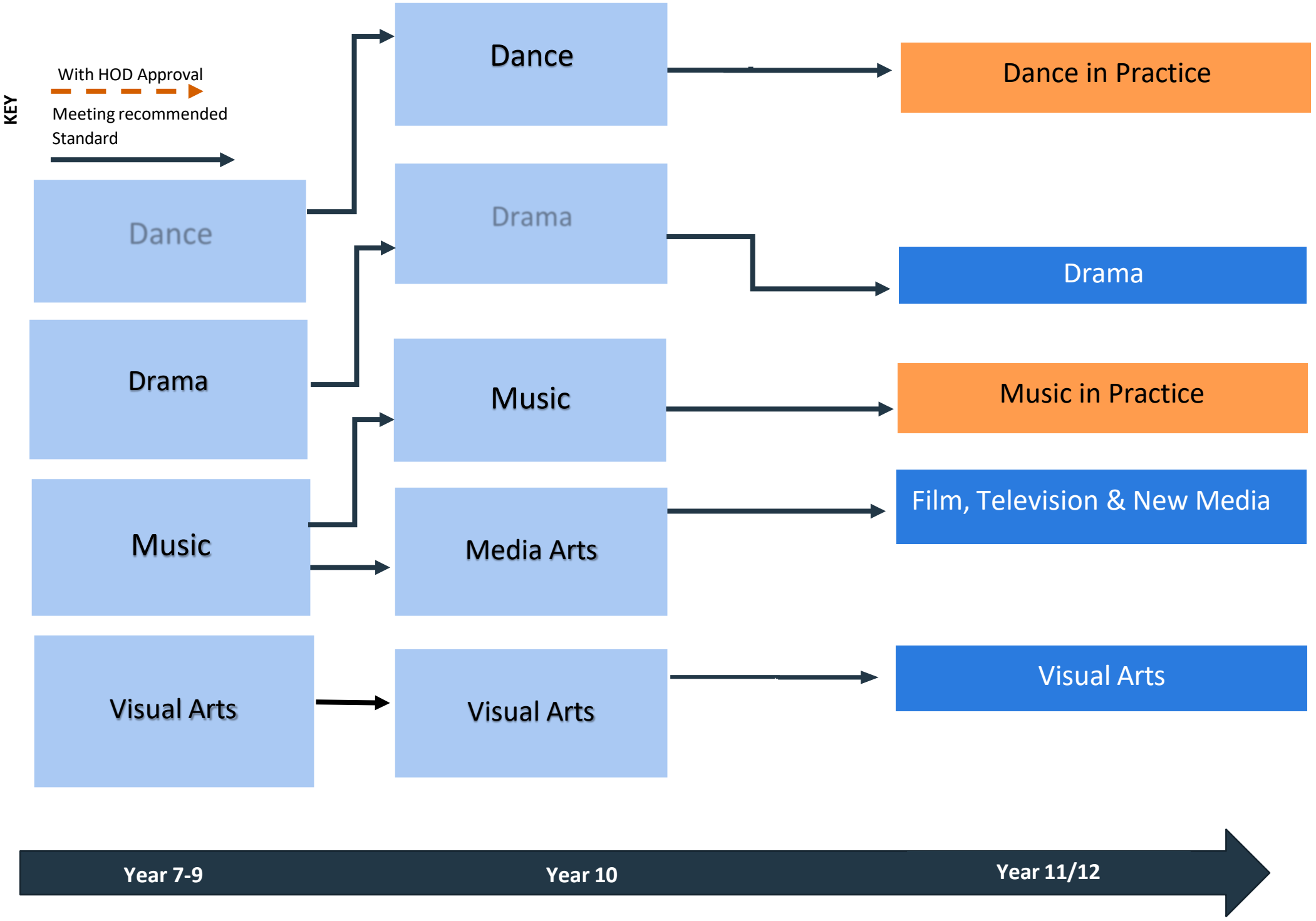
**PROGRAMS**

Group Exercise and Gym-based One-on-One Sessions:

- Female and Male Adults aged 18+; and
- Older adults aged 55+

## UNITS OF COMPETENCY

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


KEY
With HOD Approval
Meeting recommended
Standard
Dance
Drama
Music
Visual Arts
Dance
Drama
Music
Media Arts
Visual Arts
Dance in Practice
Drama
Music in Practice
Film, Television & New Media
Visual Arts
Year 7-9
Year 10
Year 11/12

## DANCE — YEAR 10 ELECTIVE SUBJECT

Learning in Year 10 Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. Dance involves improvising, choreographing, comparing and contrasting, refining, interpreting, practising, rehearsing and performing. With increasing experience students develop analytical skills and aesthetic understanding. The theory component in Dance is equally weighted and involves students appreciating their own and others' dance works through analysis. They engage with different types of dance and examine dance from diverse viewpoints to build their knowledge and understanding.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **LIGHTS, CAMERA, ACTION**<br>Students will delve into the world of Musical Theatre, learning a multitude of different genres from different times. | **DANCE & TECHNOLOGY**<br>Students will begin to explore how technology can enhance and aide the intended theme. |
| Assessment Tasks will include:<br>• Musical Theatre Performance<br>• Musical Theatre Choreography<br>• Peer review<br>• Choreographic task incorporating the use of technology<br>• In class exam | |
| Subject Requirements:<br>• Passing grade in Year 9 Dance (if studied)<br>• Students will be required to participate in ALL aspect of the course to the best of their ability.<br>• Black full-length tights, costumes for student choreographic tasks<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Performance opportunities<br>• Viewing of professional dance shows<br>• Guest teachers and performances<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Dance, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Introduction to and experience in the following senior subjects: Dance (General), Dance in Practice (Applied), Certificate III in Dance, Certificate III in Assistant Dance Teaching
- Learning cognitive processes that align to the Inquiry model of Senior syllabi
- Actively participate as dancers, choreographers and audiences to promote wellbeing and social inclusion
- Build technical and expressive skills to communicate through movement confidently, creatively and intelligently
- Explore of the basic components of dance by using the body to communicate and express meaning

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Dance<br>Elective | Dance in Practice (Applied) | |

### Possible Careers

A study of Dance can lead students to career pathways including:

- Dancer / Choreographer
- Fitness / Pilates instructor
- Education – teacher / lecturer / studio owner
- Examiner / Talent agent
- Dance videographer / photographer
- Costume / lighting / set designer

## DRAMA YEAR 10 ELECTIVE SUBJECT

Students will analyse the elements of drama, forms and performance styles, and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They will perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. Students will select and use the elements of drama, narrative and structure in directing and acting to engage audiences, through the exploration of traditional and contemporary theatrical styles. They will refine performance and expressive skills in voice and movement to convey dramatic action.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **REALism**<br>Students will study Stanislavski's methods of actor training, with a focus on how to create a realistic performance for an audience. We will explore a text in detail, and perform to communicate meaning to engage audiences. | **Let's Get Physical (Theatre)**<br>A unit of study based around the styles of Commedia Dell'Arte and Greek Theatre. Students will explore the styles of theatre, and analyse a performance using the Elements of Drama and Conventions of Physical Theatre. |
| Assessment Tasks will include:<br>• Performance tasks<br>• Analysis task in response to own and others' work<br>• Script writing and devising | |
| Subject Requirements:<br>• Students are required to provide a set of Stage Blacks (black clothing for performances) and their own costumes for performances.<br>• Students will be required to view and experience professional performances to complete assessment, these may be in the form of incursions and excursions. Fees associated with these performances will be communicated closer to the event.<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Drama Troupe<br>• Theatre Sports<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Drama, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- A thorough understanding of the elements of Drama
- Skills and confidence in performances and script writing tasks
- 21st century skills, such as critical and creative thinking, and interpersonal skills
- Teamwork and communication skills
- Confidence and self-esteem to explore, take creative risks and challenge themselves

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Drama<br>Elective | Drama (General) | |

### Possible Careers

A study of Drama can lead students to career pathways including:

- Actor
- Journalist
- Education
- Screenwriter
- Performer
- Stage manager
- Theatrical producer
- Director
- Writer
- Production

## MEDIA ARTS — YEAR 10 ELECTIVE SUBJECT

Media Arts is designed as an introductory study to Senior Film, Television and New Media. By studying Media Arts, students will develop knowledge and understanding of how the key media concepts - languages, technologies, audiences, institutions, and representations – underpin media texts. Media Arts engages, inspires and encourages students to express their imagination and creativity. The course involves students making and responding to media arts individually and in production groups. Students will explore and implement the stages of production through design proposals and production of short films, as well as apply analysis and critical thinking skills of media representations.

### Course Outline and Assessment Summary

| Unit 1 | Unit 2 |
|---|---|
| **Production Fundamentals**<br>Students will be introduced to the art of filmmaking and film language. The unit focuses on technical and symbolic film codes and conventions and the technological processes used to construct and communicate meaning in media texts. Students will learn how to analyse these conventions in a range of media texts as well as analyse how social and cultural values and alternative points of view are manipulated to make representations and meaning. | **Representations of Teens**<br>Students will explore alternative points of view in media artworks with a focus on teenagers. Students will learn how to use knowledge, skills, techniques, processes, and technologies to make their own production that communicates ideas and intentions. They will collaboratively apply design and production processes to produce representations of teens by manipulating the genre and media conventions for specific audiences. |
| Assessment Tasks will include:<br>• Responding: Extended written analysis of technical and symbolic film codes and conventions<br>• Making: Plan, design and produce a short film for a teen audience | |
| Subject Requirements:<br>• USB (min 32 GB), Earphone/headphones, SD card (if requested)<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• MHSSC Film Club<br>• Filming of school events both during and outside school hours e.g. ANZAC Day ceremony, Sports Days, Awards Night<br>• Editing and producing videos for MHSSC Parades, Access program, special events<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Media Arts, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- creative development and expression
- appreciation of diverse and changing media texts
- awareness of different experiences of people in different cultural contexts
- analysis and critical thinking
- developing media literacy
- communication
- planning
- time management
- designing, creating and producing media projects
- using technologies such as production equipment and editing software (Adobe Premiere Pro)
- working collaboratively with peers

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Media Arts Elective | Film, Television and New Media (General) | |

### Possible Careers

A study of Media Arts can lead students to career pathways including:

- Information Technologies
- Creative Industries
- Cultural Institutions
- Advertising / Journalism
- Communication
- Design
- Education
- Film and Television / Radio
- Public Relations

Students in Year 10 Music respond to, perform and compose music. They continue to learn about music elements, develop aural, technical and expressive skills, within the contexts of each unit. They will develop viewpoints about music, informed by the analysis and evaluation of music repertoire. The design of this subject allows students to engage in learning activities that could be experienced in both pathways of senior music: General Music (ATAR) and Music in Practice (applied).

## Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Songwriting**<br>Explore a variety of music styles to develop songwriting techniques used by 21st Century musicians. Explore how professionals use these techniques to express themselves and ideas. | **Song to Stage**<br>This project-based unit allows students to analyse and evaluate a song of their choice, identifying how it's designed to communicate meaning. Students will then learn the song on their instrument and perform it! |
| Assessment Tasks will include:<br>• Composition – creation of original music that conveys style and meaning (Unit 1)<br>• Performance – rehearse and present a music performance (Unit 2)<br>• Extended Written Response – music analysis of performance repertoire (Unit 2) | |
| Subject Requirements:<br>• Demonstrated success in Year 8 and/or Year 9 Music.<br>• An additional subject fee may be required as part of the Year 10 SRS.<br>• Device Requirements and specifications: 4GM Ram (minimum); USB 2/3.0 and 3.5mm stereo headphone connectivity; Apple Macbook encouraged but not compulsory. | |
| Extracurricular Opportunities:<br>• Excursions to view professional music performances (e.g. QSO Educational Concerts)<br>• Masterclasses and workshops<br>• Instrumental Music Program (co-curricular)<br>• Tech Crew (MPAC)<br>• Contemporary music ensembles<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

## REAL learning for Tomorrow

Through a study of Music, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Foundational skills and knowledge required for senior Music subjects.
- Critical and Creative Thinking, Personal and Social, and ICT skills (music technology)

## Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Music<br>(Elective) | Music in Practice (Applied) | |

## Possible Careers

A study of Music can lead students to career pathways including:

- Musician
- Music Producer, Engineer or Technician
- Composer
- Music Business & Management
- Marketing, Advertising & Publishing
- Music Therapist

## VISUAL ARTS — YEAR 10 ELECTIVE SUBJECT

Learning in Year 10 Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms and styles. Students make representations of their ideas and intended meanings in different forms selecting the visual effects they want to create through problem-solving. The theoretical component in Visual Arts is equally weighted and involves students analysing and evaluating their own and others' visual artworks.

### Course Outline and Assessment Summary

| Topic 1 | Topic 2 |
|---|---|
| **Collect & Collections**<br>Students will explore a large range of different media focusing on their drawing and mixed media techniques. | **Places & Objects**<br>Students will look through a different lens and outside of the traditional ways of creating art through photography and lino cutting. |
| Assessment Tasks will include:<br>• Folio of experimental work<br>• Artist statement<br>• Photography folio<br>• Lino cut design and print<br>• In class exam | |
| Subject Requirements:<br>• Passing grade in Year 9 Art (if studied)<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4. | |
| Extracurricular Opportunities:<br>• Art gallery excursions<br>• Guest Art teachers<br>• Participation in exhibitions and competitions<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* | |

### REAL learning for Tomorrow

Through a study of Visual Arts, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Introduction to and experience in the following senior subjects: Visual Arts (General), Visual Arts in Practice (Applied), Certificate III in Visual Art (VET).
- Learning cognitive processes that align to the Inquiry model of Senior syllabi
- Partnerships with community organisations and stakeholders for future voluntary and employment opportunities

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Visual Arts<br>Elective | Visual Arts (General) | |

### Possible Careers

A study of Visual Arts can lead students to career pathways including:

- Visual Artist
- Photographer
- Graphic designer
- Digital design specialist
- Illustrator
- Curator
- Gallery owner
- Education

# Dance in Practice

## Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Dance is a unique art form and a powerful medium for communication that uses movement as a means of personal expression. It affects a wide range of human activities, including personal, social, cultural, health, artistic and entertainment pursuits. Dance is a growing art form that reflects Australia's cultural diversity while also allowing students to engage with established and progressive worldwide dance genres and styles. In Dance in Practice, students actively engage in dance in school and community contexts. Students are provided with opportunities to experience and build their understanding of the role of dance in and across communities.

Where possible, students interact with practising performers, choreographers and dance-related artists. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can collaborate to solve problems and complete project-based work in various contexts.

In Dance in Practice, students are involved in making (choreographing and performing) and responding to dance works in class, school and the community. Students also respond to their own and others' dance works by examining aesthetic codes and symbol systems and using their senses as a means of understanding. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students explore and apply dance practices safely to communicate dance ideas for particular purposes and contexts, including audiences. They gain an understanding of terminology specific to dance; interpret and express ideas and intention in their own dance and the dance of others; identify problems and investigate ways to solve them; and evaluate choices made to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.

## 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:

- use dance practices
- plan dance works
- communicate ideas
- evaluate dance works.

## Structure

Dance in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---|---|
| Unit option A | Celebration |
| Unit option B | Industry |
| Unit option C | Health |
| Unit option D | Technology |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Dance in Practice are:

| Technique | Description | Response requirements |
|---|---|---|
| Choreography | Students choreograph a dance for an identified group by adapting the choreography from the performance project to be suitable for a new group. | **Choreography of dance**<br>Choreography (live or recorded): up to 4 minutes |
| Choreographic project | Students plan, choreograph and evaluate a dance, dance work or dance video for a focus for the unit. | **Choreography of dance/dance work**<br>Choreography (live or recorded): up to 4 minutes<br>**Planning and evaluation of choreography**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |
| Performance | Students perform a dance work/s or video to showcase skills connected to the choreographic project. | **Performance of dance, dance work/s**<br>Performance (live or recorded): up to 4 minutes |
| Performance project | Students perform a teacher- or guest-devised dance. They plan and evaluate an adaptation of the teacher or guest choreography. | **Performance of dance**<br>Performance (live or recorded): up to 4 minutes<br>**Planning of choreography and evaluation of performance**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |

# Music in Practice

## Applied senior subject

Applied

The arts are woven into the fabric of community. They have the capacity to engage and inspire students, enriching their lives, stimulating curiosity and imagination, and encouraging them to reach their creative and expressive potential. Arts subjects provide opportunities for students to learn problem-solving processes, design and create art, and use multiple literacies to communicate intention with diverse audiences.

Music is a unique aural art form that uses sound and silence as a means of personal expression. It is a powerful medium because it affects a wide range of human activities, including personal, social, cultural and entertainment pursuits. Making music, becoming part of music and arts communities, and interacting with practising musicians and artists nurtures students' creative thinking and problem-solving skills as they follow processes from conception to realisation and express music ideas of personal significance. The discipline and commitment required in music-making provides students with opportunities for personal growth and development of lifelong learning skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers, who can work collaboratively to solve problems and complete project-based work in various contexts.

In Music in Practice, students are involved in making (composing and performing) and responding by exploring and engaging with music practices in class, school and the community. They gain practical, technical and listening skills and make choices to communicate through their music. Through music activities, students have opportunities to engage individually and in groups to express music ideas that serve purposes and contexts. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.

Students learn about workplace health and safety issues relevant to the music industry and effective work practices that foster a positive work ethic, the ability to work as part of a team, and project management skills. They are exposed to authentic music practices that reflect the real-world practices of composers, performers, and audiences. They learn to view the world from different perspectives, experiment with different ways of sharing ideas and feelings, gain confidence and self-esteem, and contribute to the social and cultural lives of their school and local community.

## Pathways

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

## Objectives

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

- use music practices
- plan music works
- communicate ideas
- evaluate music works.

## Structure

Music in Practice is a four-unit course of study. This syllabus contains four QCAA-developed units as options for schools to combine in any order to develop their course of study.

| Unit option | Unit title |
|---|---|
| Unit option A | Music of today |
| Unit option B | The cutting edge |
| Unit option C | Building your brand |
| Unit option D | ‘Live’ on stage! |

## Assessment

Students complete two assessment tasks for each unit. The assessment techniques used in Music in Practice are:

| Technique | Description | Response requirements |
|---|---|---|
| Composition | Students use music technology and production techniques to make a composition relevant to the unit focus. | **Composition**<br>Composition: up to 3 minutes, or equivalent section of a larger work |
| Performance | Students perform music that is relevant to the unit focus. | **Performance**<br>Performance (live or recorded): up to 4 minutes |
| Project | Students plan, make and evaluate a composition or performance relevant to the unit focus. | **Composition**<br>Composition: up to 3 minutes, or equivalent section of a larger work<br>OR<br>**Performance**<br>Performance (live or recorded): up to 4 minutes<br>AND<br>**Planning and evaluation of composition or performance**<br>One of the following:<br>• Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media<br>• Written: up to 600 words<br>• Spoken: up to 4 minutes, or signed equivalent |

# Drama

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# Film, Television & New Media

## General senior subject

General

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

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

### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Case study investigation</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Stylistic project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Multi-platform project</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination — extended response</td></tr>
</table>

# Visual Art

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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

## Structure

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

## Assessment

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

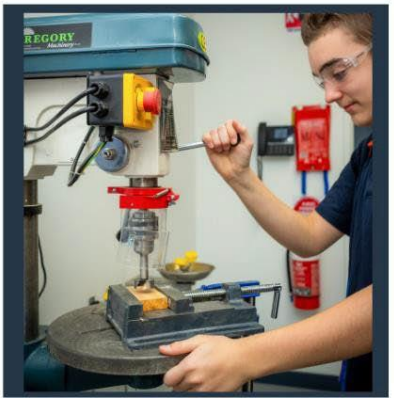
In Units 3 and 4 students complete *four* summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

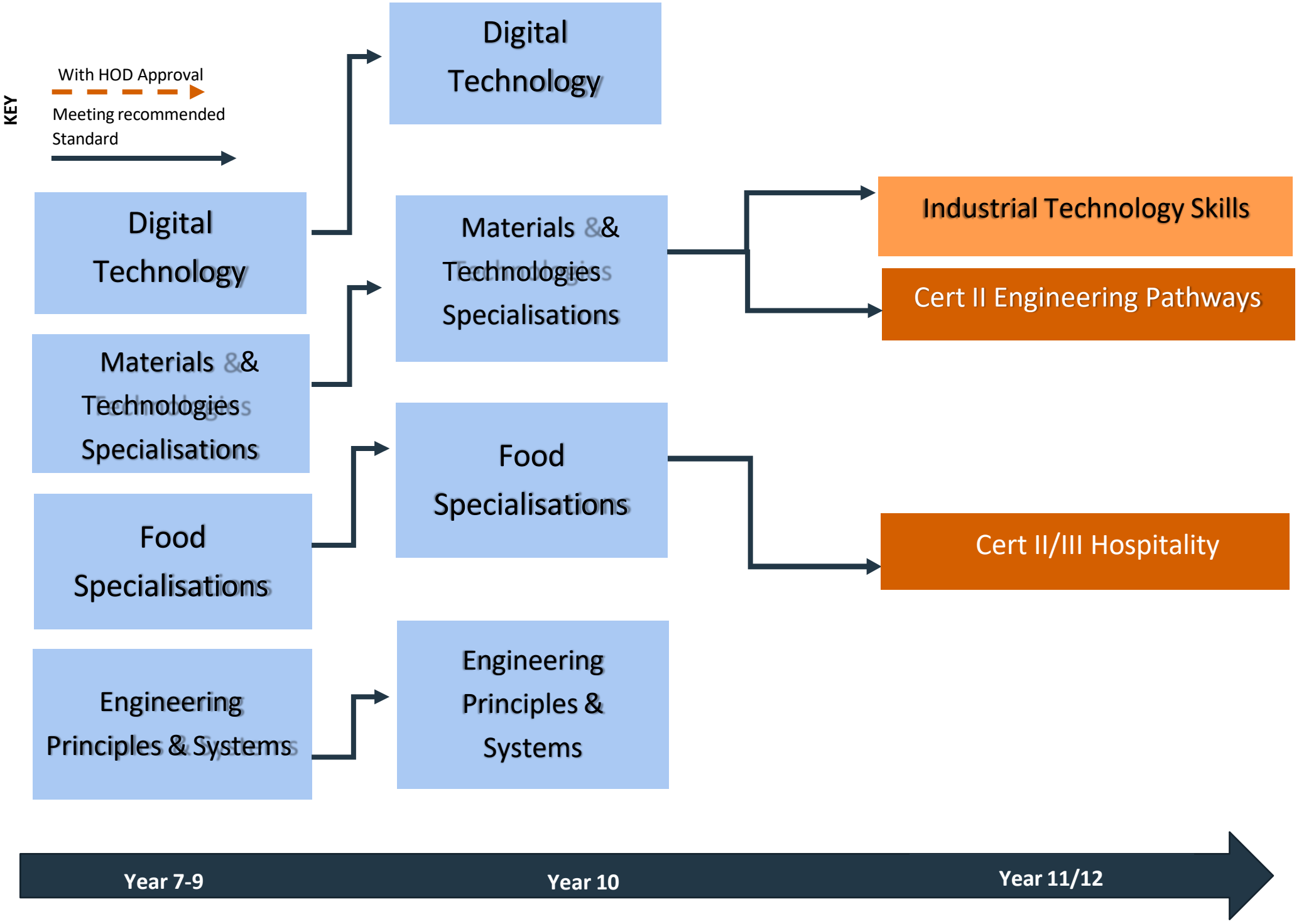
### Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):<br>• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):<br>• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):<br>• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%<br>• Examination</td></tr>
</table>

# TECHNOLOGIES DIGITAL AND DESIGN

DIGITAL TECHNOLOGIES
DESIGN & TECHNOLOGIES
FOOD SPECIALISATIONS
MATERIALS & TECHNOLOGY SPECIALISATIONS
ENGINEERING PRINCIPLES & SYSTEMS




KEY
With HOD Approval
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Standard
Digital Technology
Materials && Technologies Specialisations
Food Specialisations
Engineering Principles & Systems
Digital Technology
Materials && Technologies Specialisations
Food Specialisations
Engineering Principles & Systems
Industrial Technology Skills
Cert II Engineering Pathways
Cert II/III Hospitality
Year 7-9
Year 10
Year 11/12

## ENGINEERING PRINCIPLES AND SYSTEMS — YEAR 10 ELECTIVE SUBJECT

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Engineering provides opportunities for students to develop skills that will allow them to respond to a broad range of engineering problems. The subject explores engineering fundamentals, emerging technologies, static structures and machines and mechanisms. It combines sketching, modelling and the application of scientific and mathematical concepts to communicate engineered concepts to a variety of audiences. Students specifically focus on preferred futures, considering ethics, legal issues, social values, economic, environmental and social sustainability factors, and use strategies such as life cycle thinking. Engineering is aimed at students wishing to pursue careers in engineering, architecture, telecommunications, aerospace and micro-nano systems.

This subject introduces students to the concepts and processes aligned with year 11 and 12 Engineering (General) and Design (General) subject offerings.

### Course Outline and Assessment Summary

| **Year 10** |
|---|
| **Topics**<br>Sketching and Technical Drawing<br>H2O Rocketry<br>Resultant Forces |
| Assessment Tasks will include:<br>• Design Folio – non-presentation multimodal outlining creative solutions to problems<br>• Class/Homework Engineering Challenges<br>• Exams – short response exams (knowledge recall and design challenge) |
| Extracurricular Opportunities and Subject Requirements:<br>• QUT STEM Workshops<br>• Other Possible excursion opportunities as they arise<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4.<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* |

### REAL learning for tomorrow

Through studying Engineering Principles and Systems, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Understand the world in which they live as they identify, explore and analyse real-world needs and problems
- Communicate their ideas in written and pictorial forms
- Engage confidently with and make informed, ethical decisions about technologies

### Pathways through Secondary

| **YEAR 10** | **POSSIBLE SENIOR SCHOOLING SUBJECTS** | |
|---|---|---|
| | **YEAR 11** | **YEAR 12** |
| Engineering Principles and Systems Elective | N/A | |

### Possible Careers

A study of Engineering Principles and Systems can lead students to career pathways including:

- Design and Engineering Fields
- Aerospace
- Civil, Electrical, Mechanical, Electrical Engineering
- Drafting/Town Planning

## DIGITAL TECHNOLOGIES YEAR 10 ELECTIVE SUBJECT

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.

### Course Outline and Assessment Summary

| **Year 10** |
|---|
| **Topics**<br>Python Programming (Data Scraping and AI)<br>Robotics and Autonomous Systems |
| Assessment Tasks will include:<br>• Design Folio – non-presentation multimodal outlining creative solutions to problems<br>• Class Learning Experiences and Design Coding Challenges<br>• Exams – short response exams (knowledge recall and design challenge) |
| Extracurricular Opportunities and Subject Requirements:<br>• Premier's Coding Competition, GovHack event<br>• Possible excursion opportunities as they arise<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4.<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* |

### REAL learning for tomorrow

Through studying Digital Technologies, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes: defining and deconstructing real world problems in terms of functional and non-functional requirements;

- designing user experiences by evaluating alternative designs against criteria including functionality,
- accessibility, usability and aesthetics;
- evaluating solutions in terms of meeting needs, innovation and sustainability and potential for innovation and enterprise; and
- planning and managing digital projects.

### Pathways through Secondary

| **YEAR 10** | **POSSIBLE SENIOR SCHOOLING SUBJECTS** | |
|---|---|---|
| | **YEAR 11** | **YEAR 12** |
| Digital Technologies<br>Elective | N/A | |

### Possible Careers

A study of Digital Technologies can lead students to career pathways including:

- Programming – Software/Gaming
- Database Administration
- Creative Media Industries – Graphic/Web/Interactive Design

## FOOD SPECIALISATIONS YEAR 10 ELECTIVE SUBJECT

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Food Specialisations provides students with maximum practical opportunities within the College's kitchens. Its primary focus is on the wellbeing of the individual within their own person, family and community. This subject is designed to encourage and promote the student's personal independence in regards to food and nutrition choices and become effective participants within our society.

Students critically evaluate the combination and flavours of food to produce new food products. A major focus of the students' experiences in this course is in the areas of menu and meal planning, production and presentation. Students prepare menus and meals for a number of situations: breakfasts, lunches, dinners. Students develop food preparation and serving skills, knowledge of procedures and the development processes, which will prepare them for future Food and Hospitality electives and for life in the real world.

### Course Outline and Assessment Summary

| Year 10 |
|---|
| **Topics**<br>Food Fusion<br>On the Menu |
| Assessment Tasks will include:<br>• Design Folio – non-presentation multimodal outlining creative solutions to problems<br>• Exams – short response exams (knowledge recall and design challenge, Practical Cooking) |
| Extracurricular Opportunities and Subject Requirements:<br>• Possible Excursion opportunities as they arise<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4.<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* |

### REAL learning for tomorrow

Through studying Food Specialisations, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Develop skills in the basic principles of cookery, safety and hygiene
- Gain an understanding of appropriate work methods and use of equipment and utensils
- Recognise the importance of good nutrition throughout life
- Preparation for employment within the Hospitality industry.

### Pathways through Secondary

| YEAR 10 | POSSIBLE SENIOR SCHOOLING SUBJECTS | |
|---|---|---|
| | YEAR 11 | YEAR 12 |
| Food Specialisations<br>Elective | Certificate II/III Hospitality (VET) | |

### Possible Careers

A study of Food Technology can lead students to career pathways including:

- Diet and Nutrition fields
- Hospitality Industry and Trades
- Barista / Chef

## MATERIALS AND TECHNOLOGIES SPECIALISATIONS — YEAR 10 ELECTIVE SUBJECT

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Year 10 Materials and Technologies Specialisations builds on creative, innovative solutions to develop enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. It provides students with opportunities to develop skills related to the manufacturing industry. Students demonstrate their learning through the design, documentation and construction of projects. Studies in the subject will complement learning in Science and Maths.

### Course Outline and Assessment Summary

| Year 10 |
|---|
| **Topics**<br>Workshop Safety<br>Camp Fire Welding<br>NBD (Never been done) Longboards |
| Assessment Tasks will include:<br>• Design Folio – non-presentation multimodal outlining creative solutions to problems<br>• Exams – short response exams (knowledge recall and design challenge)<br>• Practical Projects – Workshop projects |
| Extracurricular Opportunities and Subject Requirements:<br>• Possible excursion opportunities as they arise<br>• An additional subject fee may be required as part of the Year 10 SRS. This will be confirmed and published in Term 4.<br>*These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.* |

### REAL learning for tomorrow

Through studying Materials and Technologies Specialisations, students will develop skills and knowledge that will assist them in their Senior Pathway. This includes:

- Plan, manage, create, innovate and produce (make) their solutions
- Develop skills to accurately and confidently produce solutions from predetermined plans
- Communicate their ideas in written and pictorial forms
- Engage confidently with and make informed, ethical decisions about technologies

### Pathways through Secondary

<table>
<tr><th rowspan="2">YEAR 10</th><th colspan="2">POSSIBLE SENIOR SCHOOLING SUBJECTS</th></tr>
<tr><th>YEAR 11</th><th>YEAR 12</th></tr>
<tr><td>Materials and Technologies Specialisations<br>Elective</td><td colspan="2">Industrial Technology Skills (Applied)<br>Certificate II Engineering Pathways (VET)</td></tr>
</table>

### Possible Careers

A study of Industrial Design and Technology can lead students to career pathways including:

- Construction / Manufacturing / Metal Engineering Trade
- Design and Engineering Fields
- Project Management

# Industrial Technology Skills

## Applied senior subject

Applied

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information, select and demonstrate safe practical production processes using hand/power tools, machinery and equipment, communicate using oral, written and graphical modes, organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

## Pathways

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries. Employment opportunities may be found in the industry areas of aeroskills, automotive, building and construction, engineering, furnishing, industrial graphics and plastics.

## Objectives

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

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

## Structure

Industrial Technology Skills is a four-unit course of study. This syllabus contains the four industrial sector syllabuses with QCAA-developed units as options for schools to select from to develop their course of study.

When selecting units to design a course of study in Industrial Technology Skills, the units must:

- be drawn from at least two industrial sector syllabuses and include no more than two units from each
- not be offered at the school in any other Applied industrial sector syllabus.

## Assessment

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

| Technique | Description | Response requirements |
|---|---|---|
| Practical demonstration | Available in the selected industrial sector syllabus. | |
| Project | | |

# MEM20422 Certificate II in Engineering Pathways

Registered Training Organisation (RTO):
Blue Dog Training (RTO Code: 31193)
www.bluedogtraining.com.au
07 3166 3960

## QCE Points: 4

## Description

The qualification MEM20422 provides students with an introduction to an engineering or related working environment.

Students gain skills and knowledge in a range of engineering and manufacturing tasks which will enhance their entry-level employment prospects for apprenticeships, traineeships or general employment in an engineering-related workplace.

Typically commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years. A student can only participate in a Blue Dog Training VETiS program with the permission of their school.

## Application

The learning program should develop trade-like skills but not attempt to develop trade-level skills. As an example, the outcome level of welding skills from this qualification is not about learning trade-level welding theory and practice; it is about being introduced to welding, how it can be used to join metal and having the opportunity to weld metal together. Similarly with machining, the outcome should be something produced on a lathe etc., not the theory and practice of machining. The focus should be on using engineering tools and equipment to produce or modify objects. This needs be done in a safe manner for each learner and those around them.

## Eligibility - Cost

The Department of Employment, Small Business and Training (DESBT) provides funding for secondary school students to complete one (1) approved VETiS qualification while at school, referred to as 'employment stream' qualifications.

This means that if a student is eligible, the course is provided to them fee-free. To be eligible to enrol in a Blue Dog Training VETiS program, students must:

- be currently enrolled in secondary school
- permanently reside in Queensland
- be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- not already completing or have already completed a funded VETiS course with another registered training organisation.

In situations where a student is not eligible for VETiS funding, under the DESBT funding arrangements, fee for service arrangements are available for students through Blue Dog Training. Fee for service cost = $1200.

Please refer to the Blue Dog Training Website for information on their refund policy.
https://bluedogtraining.com.au/storage/app/media/pdf_documents/policies/Student_Fee_Refund_Policy.pdf

## Training and Assessment Delivery

The Blue Dog Training VETiS program is delivered at the student's school as part of their timetabled classes by Blue Dog Trainings qualified trainers and assessors.

Secondary school students are enrolled as a student with Blue Dog Training and their qualification or statement of attainment is issued by Blue Dog Training.

Training and assessment are via Blue Dog Training's blended mode of delivery which comprises both on-line training and face to face classroom-based training at the school workshop.

Blue Dog Training trainers and assessors attend the school on a structured basis throughout the school year. Blue Dog Training are responsible for all training and assessment.

### Core

| | |
|---|---|
| MEM13015 | Work safely and effectively in manufacturing and engineering |
| MEMPE005 | Develop a career plan for the engineering and manufacturing industries |
| MEMPE006 | Undertake a basic engineering project |
| MSAENV272 | Participate in environmentally sustainable work practices |

### Elective

| | |
|---|---|
| MEM11011* | Undertake manual handling |
| MEM16006* | Organise and communicate information |
| MEM16008* | Interact with computing technology |
| MEM18001* | Use hand tools |
| MEM18002* | Use power tools/hand held operations |
| MEMPE001 | Use engineering workshop machines |
| MEMPE002 | Use electric welding machines |
| MEMPE007 | Pull apart and re-assemble engineering mechanisms |

NOTE: Elective units are subject to change prior to the commencement of the program. This is to ensure alignment to current industry practices.

Notes:
*Prerequisite units of competency - An asterisk (*) against a unit of competency code in the list above indicates there is a prerequisite requirement that must be met. Prerequisite unit(s) of competency must be assessed before assessment of any unit of competency with an asterisk.

More information about this qualification is available at:
https://training.gov.au/Training/Details/MEM20422

**Mango Hill State Secondary College**

# SIT20316 Certificate II in Hospitality

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

## Job Prospects

- Café attendant
- Catering assistant
- Food & beverage attendant

## Units of Competency

| | | |
|---|---|---|
| BSBWOR203 | Work effectively with others | Core |
| SITHIND002 | Source and use information on the hospitality industry | Core |
| SITHIND003 | Use hospitality skills effectively | Core |
| SITXCCS003 | Interact with customers | Core |
| SITXCOM002 | Show social and cultural sensitivity | Core |
| SITXWHS001 | Participate in safe work practices | Core |
| SITXFSA001 | Use hygienic practices for food safety | Elective |
| SITHCCC002 | Prepare and present simple dishes | Elective |
| SITHCCC003 | Prepare and present sandwiches | Elective |
| SITHFAB002 | Provide responsible service of alcohol | Elective |
| SITHFAB004 | Prepare and serve non-alcoholic beverages | Elective |
| SITHFAB005 | Prepare and serve espresso coffee | Elective |

To achieve SIT20316 Certificate II in Hospitality 12 units of competency must be completed.

For eligible applicants, the Queensland Department of Employment, Small Business and Training can fund this training.

For more information on VETiS, visit https://desbt.qld.gov.au/training/providers/funded/vetis

**For eligibility and more information on this program speak to a Training Direct Australia representative.**

Nationally Recognised Training

Training Direct Australia

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Skills Assure

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