



Senior Curriculum Guide



Learners who flourish



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Principal's Welcome

Welcome to the next exciting phase of your learning journey at The Gap State High School.

The Senior Years (Years 10, 11 & 12) represent a stage of learning where each student has much more choice in the subjects they wish to study. This choice allows for all students to maximise their engagement and achieve success, as they are studying subjects that interest them and provide foundations for lifelong learning.

It is incredibly important that students and parents/ carers consider the student's ultimate destination and, therefore, choose a pathway to success that is a good match for their abilities and aspirations.

There is no right or wrong, better or worse pathway. It is about choosing the pathway that is the best fit for the individual at that point in time. This pathway choice needs to be made based on the evidence at hand at the Senior Education and Training (SET) Planning interview. This process considers how a student is tracking academically, their effort, behaviour, work ethic and, of course, their preferred destination.

Our school believes in *Learners Who Flourish*. We value: Thinking Big, Stepping Up, Paying it Forward, and Being Kind. Through this decision making process we expect The Gap students to Think Big and Step Up to support the selection of the right subjects.

It is my duty to ensure that every student is on a pathway to success, either to further study or the workplace. Every student should experience success and reflect on their days at The Gap SHS as both positive and worthwhile. Knowing that they are ready for their next step, whether it is university, TAFE, an apprenticeship or the workforce, is our goal.

Anne McLauchlan

Principal



Key Contacts



For pathway planning, contact:

SENIOR SCHOOLING

Guidance Officer	guidance@thegapshs.eq.edu.au
Head Of Year	hoy@thegapshs.eq.edu.au
Head of Senior Schooling	seniorschooling@thegapshs.eq.edu.au
Deputy Principal	deputyprincipal@thegapshs.eq.edu.au

For subject-specific information, contact:

English	english@thegapshs.edu.au
Languages	languages@thegapshs.edu.au
Mathematics	mathematics@thegapshs.edu.au
Humanities	humanities@thegapshs.edu.au
Physical Education & Sport	physed@thegapshs.edu.au
Design & Technologies	technology@thegapshs.edu.au
The Arts	thearts@thegapshs.edu.au
Digital Technologies	digitech@thegapshs.edu.au
Applied Positive Psychology	apps@thegapshs.edu.au
Distance Education	disted@thegapshs.edu.au
Vocational Education & Training	vets@thegapshs.edu.au
School based apprenticeships & traineeships	vets@thegapshs.edu.au

For information, contact:

INCLUSION, LEARNING & STUDENT SUPPORT

Inclusion	inclusion@thegapshs.edu.au
Learning Support	learningsupport@thegapshs.edu.au



Introduction

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

Contained in this guide are outlines of the courses offered at The Gap State High School for students transitioning to Year 10 and 11.

Please note that courses will only run where sufficient student numbers exist for the classes and the appropriate level of staffing is available. This decision is at the discretion of the school.

Please use this guide to assist you in planning your pathway. To further assist you, we have designed a rigorous process for parents and students that supports informed decision making and subject choices. The key aspects of this process are captured on the next page.

This guide is intended for use by students in Year 9 entering Year 10, and for Year 10 students entering Year 11. This intention allows students a clear line of sight to senior subjects, and the particular success requirements of each.

YEAR 9 INTO YEAR 10

Subject selection decision-making process

YEAR 9 TERM 2 APPS UNIT – QUO VADIS I

Students reflect on their learning goals and evidence of learning to prepare them to make informed subject selections.

ENGAGE AND READ SENIOR COURSE GUIDE

Students and parents explore information in the Senior Course Guide to understand what subjects are about.

Three questions for exploring:

1. What am I good at?
2. What do I like?
3. What pathway am I considering?

YEAR 9 TERM 2 APPS UNIT – QUO VADIS I

Students deepen their understanding of subjects by exploring how the learning looks. Four guiding questions:

1. Why should I select this course?
2. How does learning look in this course?
3. How will this course stretch or challenge me, and align to my skills and interests?
4. What senior pathways can this course support? Bring any questions to Senior Curriculum talks to ask Faculty teachers.

SENIOR CURRICULUM TALKS TERM 3, WEEK 1

Students and parents discuss with faculty staff information presented to refine subject selections and check readiness criteria.

SUBJECT SELECTION DUE WEEK 4 TERM 3

Students nominate the four elective subjects they would like to complete in Year 10.

YEAR 10 INTO YEAR 11

Subject selection decision-making process

YEAR 10 TERM 2 APPS UNIT – QUO VADIS II

Students reflect on their learning goals and evidence of learning to prepare them to make informed subject selections.

Students deeply explore future career and senior study pathways

CAREERS DAY MID TERM 2

Students explore a variety of career and study options provided by the school and through attendance at Careers Expo.

YEAR 9 TERM 2 APPS UNIT – QUO VADIS I

Students deepen their understanding of subjects by exploring how the learning looks. Four guiding questions:

1. Why should I select this course?
2. How does learning look in this course?
3. How will this course stretch or challenge me, and align to my skills and interests?
4. What senior pathways can this course support? Bring any questions to Senior Curriculum talks to ask Faculty teachers.

ENGAGE AND READ SENIOR COURSE GUIDE

Students and parents explore information in the Senior Course Guide to understand each subject.

Three questions for exploring:

1. What are the six subjects and pathway you are considering?
2. What are you good at?
3. What do you like?

SET* PLAN & SUBJECT SELECTIONS INTERVIEW TERM 3 WEEK 5

Students, parents and school discuss, refine and agree on preferred senior study pathway.

Students and parents discuss with faculty staff information presented to refine subject selections and check prerequisite criteria.

Students nominate the 6 subjects they would like to complete in senior schooling that align to their SET Plan pathway.

CONFIRMATION OF SUBJECT CHOICES TERM 4

Reflect on evidence of learning to confirm subject choices and support desired pathways.

Communicate any desired changes to pathway or subject selections.

* Senior Education and Training Plan

How do I choose my subjects?

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

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

- What subjects do I enjoy?
- In which subjects do I perform well?
- What are the possible pathways I am considering for the future?
- What are the possible university courses I am interested in pursuing?
- Am I interested in pursuing a trade or apprenticeship?
- Subjects that you need as tertiary prerequisites, are found at www.qtac.edu.au

DO NOT choose your subjects for the following reasons:

1. "My friend is taking that subject." There are usually several classes in a subject, so even if you are doing the same subjects, you won't necessarily be in the same class.
2. "I do/don't really like the teacher." There is no guarantee that you will have any particular teacher.
3. "Someone told me that the subject is fun (or easy, or interesting)." It may be enjoyable/easy/interesting for someone but not necessarily for you. Make up your own mind based on what you enjoy.
4. "Someone told me that the subject is boring." See point 3.
5. "Someone told me that I do/don't need that subject for the course I want to take at university." Check tertiary prerequisites or see a Guidance Officer.

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

Choose very carefully

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

For more information about the new tertiary entrance system, visit the QTAC website.

Categories of subjects

Senior subjects are grouped into three categories:

- 1. General** — a subject for which a syllabus has been developed by the QCAA*:
 - results from courses developed from General syllabuses contribute to the QCE
 - general subjects have an external assessment component; results may contribute to ATAR calculations
 - a minimum of four General subjects are required for ATAR eligibility
- 2. Applied** — a subject where the primary pathway is work and vocational education and a subject for which a syllabus has been developed by the QCAA:
 - results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
 - it emphasises applied learning and community connections
- 3. Pathway Options** — the flexibility of the Queensland Certificate of Education allows students to embrace a number of different pathways to education and training while still attending school. For example, students can:
 - undertake a school based traineeship or apprenticeship
 - undertake a Certificate or Diploma level course offered at school
 - attend TAFE or other training provider to begin or complete a Certificate I – IV or Diploma course
 - enrol in subjects at university.

*QCAA: Queensland Curriculum and Assessment Authority – www.qcaa.qld.edu.au

Alternative Pathway Options explained:

School-based Certificate Courses

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

- Students can access a practical course that relates directly to their future career.
- Students can gain valuable points towards their Queensland Certificate of Education (completed Certificate III Courses generally contribute 8 points towards the 20 points required for a QCE).
- Students will not be required to travel off-site to complete the qualification, as they are undertaken at school as a part of the regular learning program.

Vocational Education and Training (VET) through a Registered Training Organisation

If the certificate course we offer through the school does not fit with your future plans, you can also undertake a certificate qualification through a TAFE course or other provider (RTO). Vocational Education offers students the opportunity to complete full qualifications alongside their secondary schooling and is a great study option for students seeking work, TAFE or university entrance beyond Year 12. Benefits of undertaking a certificate or diploma level course through TAFE include those listed above, and in addition:

- Students will be better prepared for further study, having experienced the requirement of adult learning within a supported environment.
- Students will receive a foundation of study that is both experiential and practical.
- Students will be provided with a qualification that will allow direct entry into the workforce.
- Students may be able to reduce the time taken to complete a university degree.

Vocational Education qualifications can provide an excellent foundation of knowledge for further university study and are often considered favourably by many receiving organisations. Students electing to complete a vocational qualification will still complete an additional five subjects at The Gap State High School as a part of their senior secondary curriculum. For further information see the Head of Senior Schooling in Q Block.

Selecting subjects for Year 10:

Students moving into Year 10 are required to select four elective subjects as well as the compulsory subjects of English, Mathematics and Applied Positive Psychology. The selection of subjects in Year 10 will have an impact on what subjects are available to students in Year 11. The demands of the QCE and academic rigour of General subjects is high and to be successful, a certain level of academic performance is required.

Many Year 11 General subjects have prerequisite requirements that need to be met by the end of semester one. Year 10 students will not gain access to these subjects if the requirements are not met.

ATAR eligibility requires students to study a minimum of four General subjects in Year 11 and 12. Every General subject requires students to partake in an external examination towards the end of Year 12. Due to the nature of the external examinations, students need the ability to respond in exam conditions of up to 1000 words, marked by an independent assessor. As a result, for a student at The Gap SHS to access a General Subject and ATAR pathway they will require a minimum of a C grade in Year 10 English.

If a student is not interested in pursuing access to university programs upon completion of Year 12, their program can constitute any variety of subjects provided they have met the prerequisite requirements.

When selecting subjects for Year 10 students should ask themselves the following questions;

1. Am I interested in pursuing a university pathway once Year 12 is completed?
2. What subjects do I do well in?
3. What subjects do I enjoy?
4. What study habits have I developed and am I prepared to do the work that is required?



YEAR 9 INTO 10 SUBJECT offerings listed by faculty

Design & Technologies

Engineering

Industrial Technology

Industrial Graphics

Food Technology

Digital Technologies

Digital Solutions

English

English

Health and Physical Education

Physical Education

Specialist Volleyball Program

Applied Positive Psychology

Applied Positive Psychology (APPS)

Humanities

Ancient & Modern History

Economics & Business

Geography & Legal Studies

Languages

Chinese

Mathematics

Mathematics

Advanced Mathematics

Specialist Mathematics

Science

Biology & Environment

Physics & Chemistry

STEM

The Arts

Drama

Music

Media Arts

Visual Arts

Visual Art in Design

YEAR 10 INTO 11 SUBJECT offerings listed by faculty

Design & Technologies

Engineering

Industrial Technology Skills

Industrial Graphics

Certificate I Construction

Certificate II/III Hospitality

Digital Technologies

Digital Solutions

Information and Communication Technology

English

English

Essential English

Literature

Health and Physical Education

Physical Education

Certificate II/III & IV Fitness

Applied Positive Psychology

Psychology

Humanities

Ancient History

Economics

Geography

Modern History

Legal Studies

Accounting

Business

Social & Community Studies

Certificate III Business

Languages

Chinese

Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

Essential Mathematics

Science

Biology

Chemistry

Earth & Environmental Science

Physics

Science in Practice

The Arts

Drama

Music

Music Extension

Film, Television and New Media

Visual Art

Visual Art in Practice

Year 11 & 12 senior course readiness criteria and prerequisites

To obtain an ATAR students are required to select a program that includes a minimum of four General subjects. General subjects require the ability to respond to extended writing tasks in exam conditions. All General subjects will require students to sit an external exam.

As a result, it is our judgement that a student pursuing an ATAR (access to tertiary institutions) should be achieving at least a Sound Achievement (C grade) in Year 10 English. As a result all General subjects require students to achieve a C grade in Year 10 English as a prerequisite. Students who fail to meet this minimum standard should choose a program that includes a variety of Applied subjects, and Vocational Education courses.

To prepare students for Year 11, they have an opportunity in Semester 1 of Year 10 to demonstrate they can achieve the Year 11 and 12 course prerequisites. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful. Access to the subject will not be endorsed if the course prerequisite is not met. Should it not be met, through the subject selection process, an agreement can be made to review the achievement of the prerequisite at the end of Semester 2. If achieved, subject selection will then be endorsed.

FACULTY	YR. 11 & 12 SUBJECT	General or Applied or Pathways Option	PREREQUISITE Applied when confirming senior subject selection for Year 11.
DESIGN & TECHNOLOGIES	Engineering	General	B in Yr. 10 Mathematics and C in Yr. 10 Engineering or C in Yr. 10 STEM
	Industrial Technology Skills	Applied	NA
	Industrial Graphics Skills	Applied	NA
	Certificate I Construction	Pathways	NA
	Certificate II/III Hospitality	Pathways	NA
DIGITAL TECHNOLOGIES	Digital Solutions	General	C in Yr. 10 Digital Solutions or B in Yr. 10 Mathematics
	Information & Communication Technology	Applied	NA
HUMANITIES	Ancient History	General	C in Yr. 10 English
	Economics	General	C in Yr. 10 English
	Geography	General	C in Yr. 10 English
	Modern History	General	C in Yr. 10 English
	Legal Studies	General	C in Yr. 10 English
	Accounting	General	C in Yr. 10 English
	Business	General	C in Yr. 10 English
	Social & Community Studies	Applied	NA
	Certificate III Business	Pathways	NA
ENGLISH	English	General	C in Yr. 10 English
	Literature	General	B in Yr. 10 English
	Essential English	Applied	NA
LANGUAGES	Chinese	General	C in Yr. 10 Chinese



FACULTY	YR. 11 & 12 SUBJECT	General or Applied or Pathways Option	PREREQUISITE Applied when confirming senior subject selection for Year 11.
SCIENCE	Biology	General	C in Yr.10 Biology & Environment
	Earth & Environmental Science	General	C in Yr.10 Biology & Environment
	Chemistry	General	C in Yr. 10 Physics/ Chemistry C in Yr. 10 Mathematics
	Physics	General	C in Yr. 10 Physics/ Chemistry C in Yr. 10 Mathematics
	Science in Practice	Applied	Not Applicable
MATHEMATICS	General Mathematics	General	C in Yr. 10 Mathematics
	Mathematical Methods	General	B in Yr. 10 Mathematics or Mathematics (Accelerated).
	Specialist Mathematics	General	C in Yr. 10 Specialist Mathematics or B in Yr. 10 Mathematics (Accelerated).
	Essential Mathematics	Applied	Completion of Yr.10 Mathematics
APPLIED POSITIVE PSYCHOLOGY	Psychology	General	C in Yr. 10 Biology & Environment
THE ARTS	Drama	General	Not Applicable
	Music	General	C in Yr.10 Music
	Film, TV & New Media	General	Not Applicable
	Visual Art	General	Not Applicable
	Visual Art in Practice	Applied	Not Applicable
PHYSICAL EDUCATION	Physical Education	General	Not Applicable
	Certificate II Sport & Recreation/Certificate III & IV Fitness	Pathways	Not Applicable

YEAR 10 STUDENTS:

- **COMPULSORY** subjects are English, Mathematics or Mathematics A, and Applied Positive Psychology.
- **MUST** select 4 elective subjects, aligned with possible future senior schooling pathway.

YEAR 11 AND 12 STUDENTS:

- **MUST** study either English, Literature OR Essential English; students are unable to select both English & Literature.
- **MUST** study either Essential Mathematics, General Mathematics OR Mathematical Methods.
- **MUST** study 6 subjects in both Year 11 and Year 12.

- **CHOOSE** any combination of six subjects (including English and Mathematics choices). Electives should also be listed in order of preference.
- STUDENTS electing to undertake Essential English should have a vocational pathway.
- STUDENTS wanting to study **Specialist Mathematics must also study Mathematical Methods**.
- **RECOMMENDED:** Students wanting to study Physics are strongly encouraged to study Mathematical Methods.

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

Example Year 10 Program

EXAMPLE STUDENT A (Prospective University access- ATAR)		
<p>After finishing Year 12 this student wishes to complete a university degree. They will need to gain an ATAR. Access to General subjects and an ATAR in Year 11 and 12 requires a pass in Year 10 English.</p>	YEAR 10	YEAR 11
	English	Literature
	Mathematics Or Mathematics Accelerated	Mathematical Methods
	Specialist Mathematics	Specialist Mathematics
	Physics/ Chemistry	Chemistry
	Biology/ Environment	Physics
	Chinese	Chinese
EXAMPLE STUDENT B (Prospective vocational pathway)		
<p>After finishing Year 12, this student wishes to move into work or a vocational pathway. They select the subjects in which they excel to help them achieve passing results. There are no minimum requirements to access Applied or certificate subjects in Year 11 or 12.</p>	YEAR 10	YEAR 11
	English	Essential English
	Mathematics	Essential Mathematics
	Biology/ Environment	Science in Practice
	Ancient/ Modern History	Certificate II/III Hospitality
	Applied Positive Psychology	Industrial Technology Skills
	Drama	Social & Community Studies

Example Senior Programs

EXAMPLE STUDENT A – (High Level University Program)			
After finishing school this student wishes to complete a high-level university degree. They will need to gain a high level ATAR to gain entry into their preferred university course.	YEAR 10	YEAR 11	YEAR 12
	English	Literature	Literature
	Mathematics	Mathematical Methods	Mathematical Methods
	Specialist Mathematics	Specialist Mathematics	Specialist Mathematics
	Physics/Chemistry	Chemistry	Chemistry
	Biology/Environment	Physics	Physics
	Chinese	Chinese	Chinese
EXAMPLE STUDENT B – (Mid Level University Program)			
After finishing school, this student wishes to complete a teaching degree at university. They know they will need to get an ATAR to gain entry into their preferred university course. They select the subjects in which they excel to help them to achieve these results.	YEAR 10	YEAR 11	YEAR 12
	English	English	English
	Mathematics	General Mathematics	General
	Biology/Environment	Biology	Mathematics
	Ancient/Modern History	Ancient History	Biology
	Applied Positive Psychology	Psychology	Ancient History
	Drama	Drama	Psychology
EXAMPLE STUDENT C – (University or TAFE)			
This student is not 100% sure what they want to do when they finish school. They would like to work in the field of design, perhaps building design or architecture. They are open to either university or TAFE as a pathway.	YEAR 10	YEAR 11	YEAR 12
	English	English	English
	Mathematics	Mathematical Methods	Mathematical Methods
	Physics/ Chemistry	Physics	Physics
	Engineering	Engineering	Engineering
	Industrial Graphics	Industrial Graphics	Industrial Graphics
	Physical Education	Physical Education	Physical Education
EXAMPLE STUDENT D – (Further Study at TAFE or other RTO)			
This student knows that they do not wish to pursue future study at university. Therefore, an ATAR is not required. They would rather complete further study through TAFE or with a prospective employer as a traineeship/ apprenticeship. They do not require an ATAR. They are unsure of their preferred industry and have decided to keep their options open.	YEAR 10	YEAR 11	YEAR 12
	English	Essential English	Essential English
	Mathematics	Essential Mathematics	Essential Mathematics
	Industrial Technology Skills	Industrial Technology Skills	Industrial Technology Skills
	Digital Solutions	Information & Communication Technology	Information & Communication Technology
	Geography/ Legal Studies	Social & Community Studies	Social & Community Studies
	Food Technology	Certificate II/III Hospitality	Certificate II/ III Hospitality

The New Queensland Certificate of Education (QCE) Requirements

NB: Students can plan their QCE pathway and track their progress towards a QCE in their Learning Account on the Student Connect website at <https://myqce.qcaa.qld.edu.au>. This information is subject to change in response to directives from the QCAA.

TO GAIN A QCE, STUDENTS NEED:				
a SET AMOUNT	at a SET STANDARD	in a SET PATTERN		
20 credits from contributing courses of study	Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent	At least 12 credits from completed CORE COURSES of STUDY	An additional 8 credits from a combination of any courses of study Preparatory (max. 4 points) Complementary (max. 8 points)	Students must meet literacy and numeracy requirements through one of the available learning options

1. LEARNING OPTIONS AND CREDIT VALUES

CORE	CREDITS Per Course	PREPARATORY	CREDITS Per Course	COMPLEMENTARY	CREDITS Per Course
At least 12 credits are needed from CORE		A maximum of 4 credits can contribute		A maximum of 8 credits can contribute	
QCAA General subjects and Applied subjects	up to 4	QCAA Short Course in Literacy	up to 1	QCAA Short Course in Aboriginal & Torres Strait Islander Languages	up to 1
QCAA Extension subjects	up to 2	QCAA Short Course in Numeracy	up to 1	QCAA Short Course in Career Education	up to 1
Certificate II qualifications	up to 4	Certificate I qualifications	up to 3	University subjects	up to 4
Certificate III & IV qualifications (incl. traineeships)	up to 8	Recognised studies categorised as preparatory by QCAA	as per QCAA	Diplomas & Advanced Diplomas	up to 8
School based apprenticeship	up to 6			Recognised studies categorised as complementary by QCAA	as per QCAA
Recognised studies categorised as core by QCAA	as per QCAA				

The New Queensland Certificate of Education (QCE) Requirements (cont)

2. ACHIEVE THE REQUIRED STANDARD

COURSE OF STUDY	SET STANDARD
General subjects and Applied subjects	at least a Satisfactory for Unit 1 & 2, a C or better for Unit 3 & 4
Vocational education and training	Competence
University courses/subjects/units undertaken while still at school	at least a pass as defined by the course
QCAA Short Courses	at least a C or better

3. and INCLUDE LITERACY AND NUMERACY

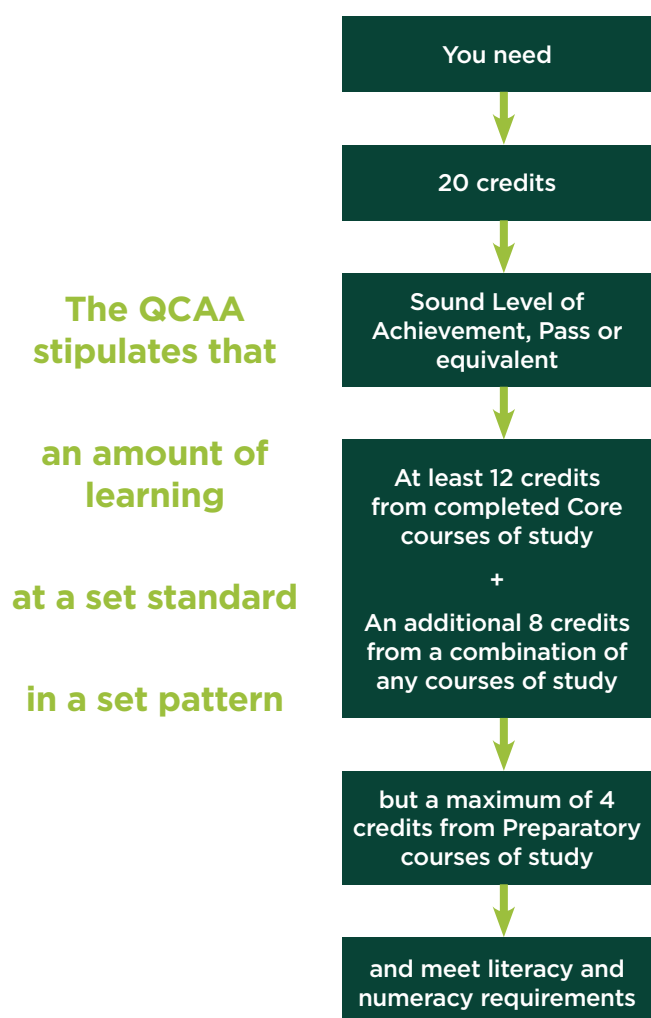
LITERACY	NUMERACY
at least a C or better or satisfactory standard in a unit of a General or Applied English subject; or	at least a C or better or satisfactory standard in a unit of a General or Applied Mathematics subject; or
a C or better in QCAA Short Course Literacy; or	a C or better in QCAA Short Course Numeracy; or
a C or better in Senior External Examination in a QCAA English subject	a C or better in Senior External Examination in a QCAA Mathematic subject
Competent in FSK20113 Certificate II in Skills for Work & Vocational pathways	Competent in FSK20113 Certificate II in Skills for Work & Vocational pathways

Queensland Certificate of Education (QCE)

The Gap State High School and Department of Education and Training (DET) expects all students completing Year 12 to attain a QCE as a minimum qualification standard.

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

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



Students in Queensland are issued with a Senior Education Profile upon completion of Year 12. For more detailed Information regarding QCAA requirements including the Senior Statement, you can download the QCE handbook from the QCAA website.

Australian Tertiary Admission Rank (ATAR)

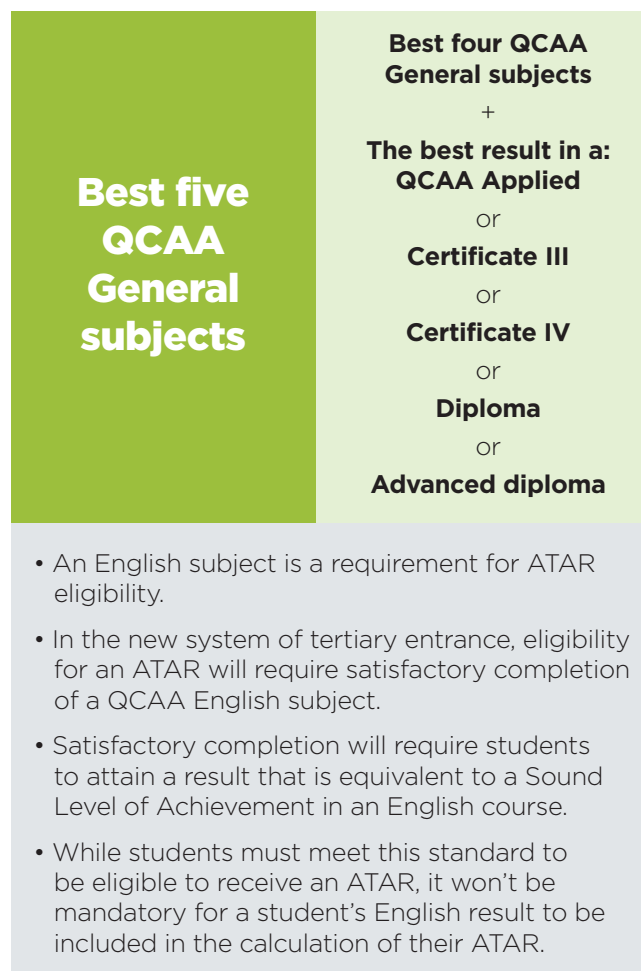
WHAT IS AN ATAR?

- Is required to gain access to university as a school leaver.
- The ATAR is a fine grained rank order of students.
- It's a number between 0.00 and 99.95 with increments of 0.05.
- The ATAR is commonly used in other states and territories of Australia.

CALCULATING ATARS

The Queensland Tertiary Admissions Centre (QTAC) is responsible for calculating students' ATARs based on either:

- a student's best five General subject results; or
- General subject results, plus an Applied learning subject result; or



Design & Technologies

YEAR 10

- Engineering
- Industrial Technology Skills
- Industrial Graphics Skills
- Food Technologies

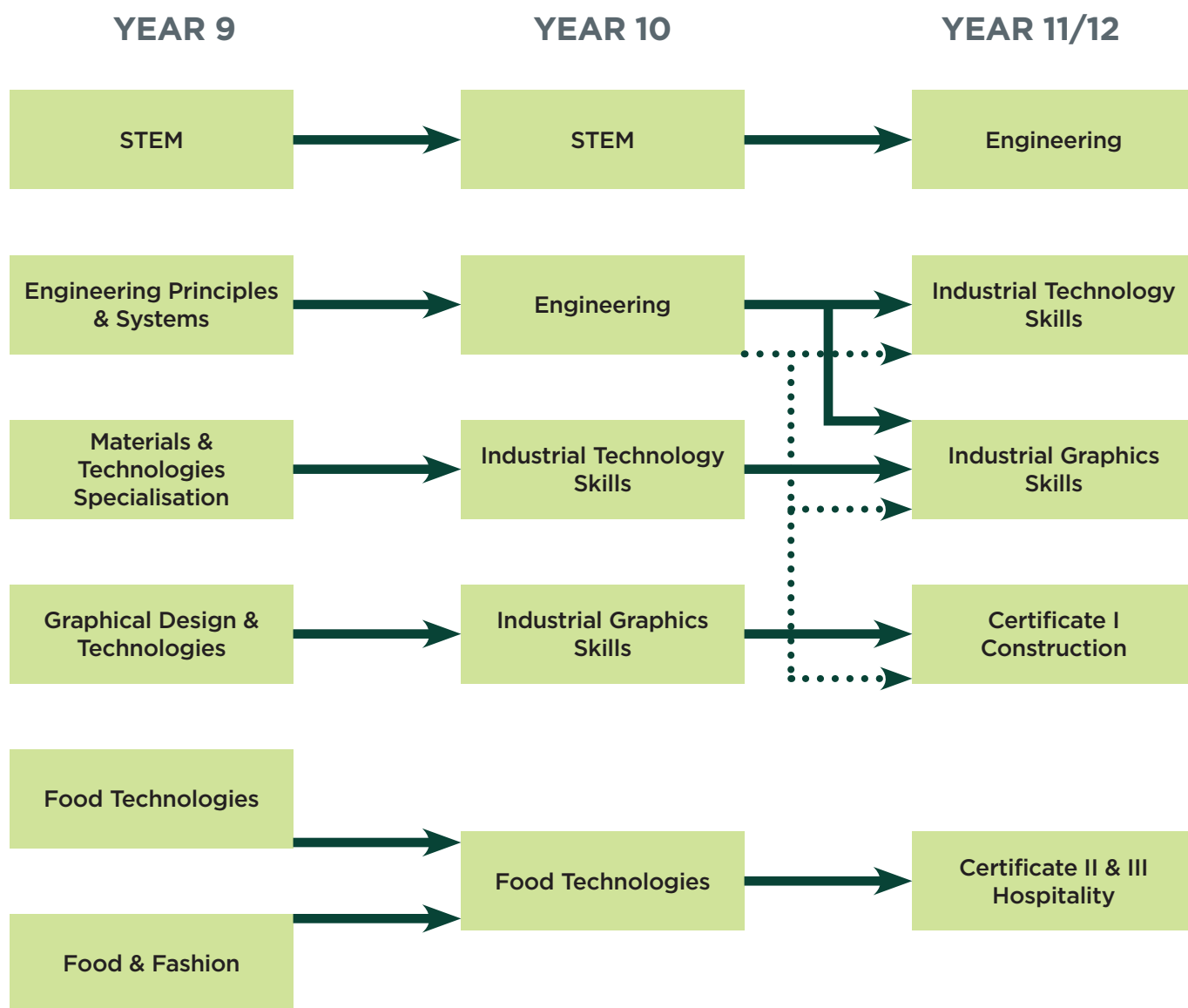
YEAR 11 & 12

- Engineering
- Industrial Graphics Skills
- Industrial Technology Skills
- Certificate I Construction
- Certificate II & III Hospitality



DESIGN & TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 - ENGINEERING

This course transitions to Senior Engineering. Students selecting this subject should have a strong academic background in Mathematics and Physics. Engineering is geared towards a career in university-level engineering and is focused on developing the capacity of success for students in the senior years.

What is this course about?

The problem-solving process in Engineering involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to respond to and manage ongoing technological and societal change.

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

How will I be assessed?

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

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

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have achieved a B standard or above in Year 9 Mathematics. In Year 10, it would be highly advantageous to be studying Year 10 Advanced Mathematics and Year 10 Physics/Chemistry.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

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

SKILLS

- Recognise and describe engineering problems, concepts and principles
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success-criteria
- Synthesise information and ideas to predict possible solutions
- Generate prototype-solutions that assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations

ASSESSMENT

- Project Folio 1- Structures (e.g. Bridge, tower, crane)
- Project Folio 2- Machines (e.g. wheelie bin lifter, automated gate opener, chair lifting device for the elderly or disabled)
- Examination 1 (800 -1000 words, 90mins, complex familiar and unfamiliar, simple familiar)
- Examination 2 (800 -1000 words, 2hrs, complex familiar and unfamiliar, simple familiar)

YEAR 10 – INDUSTRIAL TECHNOLOGY SKILLS

This course transitions to Senior Industrial Technology Skills. Students selecting this subject are geared towards a vocational pathway into the trade industries via apprenticeships, traineeships or further vocational educational and training. Industrial Technology Skills provides much of the foundational level knowledge and skills for students to successfully complete the Certificate I in Construction during Year 11 & 12.

What is this course about?

This course has been designed to provide students with knowledge about the characteristics of working methods, ideas, tools and materials. Useful life skills are developed throughout this subject. Year 10 Industrial Technology Skills is also a good skill development subject towards an apprenticeship or other technical type vocational pathways. Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, building a practical product and appraising the final product against design criteria.

How will I be assessed?

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

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

What will help me be successful in this course?

To get the most out of this course, it is recommended that students moving into Year 10 have completed Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Workplace health and safety
- Personal and interpersonal skills
- Product quality
- Specifications
- Tools
- Materials

Through the following industry areas

- Building and construction
- Engineering
- Furnishing

SKILLS

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

ASSESSMENT

- Jewelry Box Project – Practical Product and Log book (400-900 words)
- Director's Chair Project – Practical Product and Log book (400-900 words)
- Bee Motel Project – Practical Product and Log book (400-900 words)

YEAR 10 – INDUSTRIAL GRAPHICS SKILLS

This course transitions to Senior Industrial Graphics Skills. Students selecting this subject are geared towards a vocational pathway into the trade industries via apprenticeships, traineeships or further vocational educational and training. Industrial Graphics Skills focuses on the underpinning industry practices and drafting processes required to produce technical drawings used in a variety of industries, including building and construction, engineering and furnishing. It provides a unique opportunity for students to experience the challenge and personal satisfaction of producing technical drawings and models while developing beneficial vocational and life skills.

What is this course about?

Using a range of technologies, including a variety of drafting and graphical representation techniques to communicate. Students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

How will I be assessed?

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

- Knowing and understanding
- Analysing and applying
- Producing and evaluating

What will help me be successful in this course?

To get the most out of this course, it is recommended that students moving into Year 10 have completed Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Workplace health and safety
- Personal and interpersonal skills
- Product quality
- Drafting processes
- Drawing skills and procedures
- Specifications
- Tools and materials

Through the following industry areas

- Building and construction drafting
- Engineering drafting

SKILLS

- Describe industry practices in drafting and modelling tasks
- Demonstrate fundamental drawing skill
- Interpret drawings and technical information
- Analyse drafting tasks to organise information
- Select and apply drawing skills and procedures in drafting tasks
- Use language conventions and features to communicate for particular purposes
- Construct models from drawings
- Create technical drawings from industry requirements
- Evaluate industry practices, drafting processes and drawings, and make recommendations

ASSESSMENT

- Project – Engineering drafting (400-900 words, 8 A4 pages)
- Practical demonstration – Building and construction drafting
- Examination – Engineering drafting and building and construction drafting

YEAR – 10 FOOD TECHNOLOGIES

This course is geared towards students who have an interest in the food and hospitality industry. Food technology provides much of the knowledge and skills for students to successfully complete the Certificate II & III in Hospitality in Year 11 & 12.

What is this course about?

The hospitality industry has become increasingly important economically in Australian society, and is one of the largest employers in the country. It specialises in delivering products and services to customers, and it consists of different sectors, including: food and beverage, accommodation, clubs, and gaming. This subject offers a range of exciting and challenging long-term career opportunities across a range of businesses. The industry is dynamic and uses skills that are transferrable across sectors and geographic borders. Food Technologies enables students to develop understanding and skills of the hospitality industry and to consider a diverse range of post-school options.

How will I be assessed?

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

- Knowing and understanding
- Examining and applying
- Planning and evaluating

What will help me be successful in this course?

To get the most out of this course, it is recommended that students moving into Year 10 have completed Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Hospitality industry sectors
- Legislation and quality assurance
- Promotion and marketing of products
- Principles of sustainability
- Effective communication and interpersonal skills
- Understand and cater for diversity
- Safe and hygienic work practices
- Food production and service skills
- Effective decision making
- Customer expectations

SKILLS

- Explain concepts and ideas from the food and beverage sector
- Describe procedures in hospitality contexts from the food and beverage
- Examine concepts and ideas and procedures related to industry practices from the food and beverage sector
- Apply concepts and ideas and procedures when making decisions to produce products and perform services for customers
- Use language conventions and features to communicate ideas and information for specific purposes.
- Plan, implement and justify decisions for events in hospitality contexts
- Critique plans for, and implementation of, events in hospitality contexts
- Evaluate industry practices from the food and beverage sector.

ASSESSMENT

- Project – Salads and safety, hygiene, kitchen and knife skills
- Project – Healthy fast food options
- Project – Baking for an event e.g. Grandparent's Day
- Project – Desserts for a family event

ENGINEERING (GENERAL)

Successful foundations in this subject are developed through Year 10 Engineering, or a strong outcome in Year 10 Physics/Chemistry and Year 10 Advanced Mathematics. This course is for students who are interested in moving towards university entrance in one of the many engineering fields.

What is this course about?

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Students moving in to Year 11 should achieve a C result in Year 10 Engineering and a C in Year 10 Mathematics or a C in Year 10 STEM.

What is the subject matter and what skills will I learn in this subject throughout Senior School?

SUBJECT MATTER

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

SKILLS

- Recognise and describe engineering problems, concepts and principles
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Determine solution success-criteria
- Synthesise information and ideas to predict possible solutions
- Generate prototype-solutions that assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations

ASSESSMENT

- Project Folio (14 Pages A3 design folio)
- Examination (800-1000 words, 2hrs, complex familiar and unfamiliar, simple familiar)
- External Examination (800-1000 words, 2 hrs, complex familiar and unfamiliar, simple familiar)

INDUSTRIAL TECHNOLOGY SKILLS (APPLIED)

Foundations to this course are developed in Year 10 as Industrial Technology Skills. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Industrial Technology Skills.

What is this course about?

Industrial Technology Skills focuses on the hands-on practices and processes required to manufacture products in a variety of industries. Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe, practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

In this course, students will develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

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.

How will I be assessed?

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

- Knowing and understanding
- Analysing and applying
- Producing and evaluating
- Communicating

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students moving into Year 11 should have completed Year 10 Industrial Technology Skills but is not necessary.

What is the subject matter and what skills will I learn in this subject throughout Senior School?

SUBJECT MATTER

- Manufacturing enterprises
- Workplace health and safety
- Personal and interpersonal skills
- Product quality
- Specifications
- Tools
- Materials

Through the following industry areas

- Building and construction
- Engineering
- Furnishing

SKILLS

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

ASSESSMENT

- Project (400-900 words, 8 A4 pages)
- Practical demonstration
- Examination (60 -90 min., 50-250 words per item)

INDUSTRIAL GRAPHICS SKILLS (APPLIED)

Foundations to this course are developed in Year 10 as Industrial Graphics Skills. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Industrial Graphics Skills.

What is this course about?

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices; interpret technical information and drawings; demonstrate and apply safe practical modelling procedures with tools and materials; communicate using oral and written modes; organise and produce technical drawings, and evaluate drawings using specifications.

In this course, students will develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

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

How will I be assessed?

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

- Knowing and understanding
- Analysing and applying
- Producing and evaluating
- Communicating

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended students moving into Year 11 should have completed Year 10 Industrial Graphics Skills but is not necessary.

What is the subject matter and what skills will I learn in this subject throughout Senior School?

SUBJECT MATTER

- Manufacturing enterprises
- Workplace health and safety
- Personal and interpersonal skills
- Drafting processes
- Drawing skills and procedures
- Specifications
- Tools and materials

Through the following industry areas

- Building and construction drafting
- Engineering drafting
- Furnishing drafting

SKILLS

- Describe industry practices in drafting and modelling tasks
- Demonstrate fundamental drawing skill
- Interpret drawings and technical information
- Analyse drafting tasks to organize information
- Select and apply drawing skills and procedures in drafting tasks
- Use language conventions and features to communicate for particular purposes
- Construct models from drawings
- Create technical drawings from industry requirements
- Evaluate industry practices, drafting processes and drawings, and make recommendations

ASSESSMENT

- Project (400-900 words, 8 A4 pages)
- Practical demonstration
- Examination (60 -90 min., 50-250 words per item)

CERTIFICATE I CONSTRUCTION

What is this course about?

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

What will help me be successful in this course? (Readiness for Year 11)

To get the most out of this course, it is recommended that students have successfully completed a Year 10 English course.

How will I be assessed?

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

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

Assessment activities will take place in simulated activities at the Registered Training Organisation (RTO) premises and onsite Structured Workplace Learning (SWL) experience.

Funding

This course is provided by an external training provider, Blue Dog Training. Students may elect to use their VET in Schools (VETIS) funding to pay for the course. If VETIS funding is exhausted, students will be required to meet the costs of the course through 'fee for service' (user pays).

Year 11 and 12 Certificate I Construction

CPCCOHS1001A	Work safely in the construction industry
CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurement and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2004A	Handle construction materials
CPCCCM2005B	Use construction tools and equipment
CPCCCM1011A	Undertake basic estimation and costing
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

EMPLOYABILITY SKILLS

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

CERTIFICATE II & III HOSPITALITY

What is this course about?

This qualification reflects the role of individuals who have a defined and limited range of hospitality operational skills and basic industry knowledge. Students learn: essential workplace health and safety requirements; information about working in the industry; communication skills; planning and preparing for projects. Students will be involved in mainly routine and repetitive tasks and work under direct supervision. The qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

What will help me be successful in this course? (Readiness for Year 11)

To get the most out of this course, it is recommended that students have successfully completed a Year 10 English course.

How will I be assessed?

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

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

Assessment activities will take place in simulated activities at the Registered Training Organisation (RTO) premises and onsite Structured Workplace Learning (SWL) experience.

Funding

This course is provided by an external training provider, Training Direct. Students may elect to use their VET in Schools (VETIS) funding to pay for the Certificate II component of the course. All students are required to meet the costs of the Certificate III component of the course through 'fee for service' (user pays) or the entire course if their VETIS funding is exhausted.

Year 11 and 12 Certificate II & III in Hospitality

BSBWOR203B	Work effectively with others
SITHIND002	Source and use information on the hospitality industry.
SITHIND004	Work effectively in hospitality service.
SITXCCS006	Provide service to customers
SITXCOM002	Show social and social sensitivity.
SITXHRM001	Coach others in job skills.
SITXWHS001	Participate in safe work practices.
SITXFSA001	Use hygienic practices for food safety
SITHFAB002	Provide responsible service of alcohol
SITHFAB004	Prepare and serve non-alcoholic beverages
SITHFAB005	Prepare and serve espresso coffee
SITHFAB007	Serve food and beverage.
SITXFSA002	Participate in safe food handling practices
BSBCMM201	Communicate in the workplace
BSBSUS201	Participate in environmentally sustainable work practices

EMPLOYABILITY SKILLS

- Communication
- Teamwork
- Problem-solving
- Initiative
- Planning and organising
- Self-management

Digital Technologies

YEAR 10

- Digital Solutions

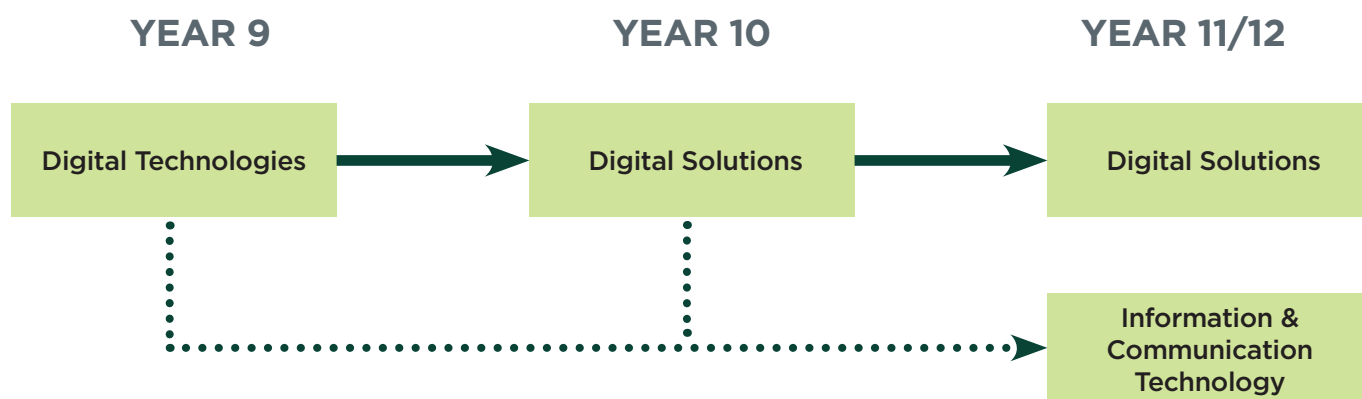
YEAR 11 & 12

- Digital Solutions
- Information & Communication
- Technology



DIGITAL TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 – DIGITAL SOLUTIONS

Foundations to be successful in this subject in Year 11 and 12 are developed through Year 10 Digital Solutions, or a strong outcome in Year 10 Mathematics (or Advanced Mathematics). This course is for students who are interested in moving towards university entrance in one of the many computer science or digital technology fields.

What is this course about?

Learning in Digital Solutions focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems, and the use of modular approaches to solutions. By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database driven websites and artificial intelligence engines and simulations.

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 digital 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.

How will I be assessed?

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

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

What will help me be successful in this course?

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

B standard in Year 9 Mathematics. In Year 10 it would be highly advantageous to be studying Year 10 Advanced Mathematics. C standard in English would be the minimum to cope with the communication and documentation requirements of the course.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

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

SKILLS

- Describe and explain programming techniques and digital methods for creating digital solutions
- Analyse both simple and complex digital problems
- Examine relationships and data structures and determine solution requirements
- Describe and explain data, interactions between users, data and code and data driven solutions
- Evaluate complex digital solutions
- Determine requirements and criteria
- Synthesise information and ideas to generate components and digital solutions
- Evaluate and refine ideas, components and digital solutions against criteria to make recommendations

ASSESSMENT

- Project folio (6-8 A3 pages and code)
- Supervised Written Exam (60mins – 400-600 words)

DIGITAL SOLUTIONS (GENERAL)

Foundations to be successful in this subject are developed through Year 10 Digital Solutions, or a strong outcome in Year 10 Mathematics (or Advanced Mathematics). This course is for students who are interested in moving towards university entrance in one of the many computer science or digital technology fields.

What is this course about?

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Students moving into Year 11 will need a C result or higher in Year 10 Digital Solutions or a B result in Year 10 Mathematics.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

- Describe and explain programming techniques and digital methods for exchanging data
- Analyse both simple and complex digital data exchange problems
- Relationships and structures and determine solution requirements
- Describe and explain data, interactions between users, data and code and data driven solutions
- Evaluate complex digital data exchanges
- Determine requirements and criteria
- Synthesise information and ideas to generate components and digital solutions
- Evaluate and refine ideas, components and digital solutions against criteria to make recommendations

ASSESSMENT

- Investigation – technical proposal (9-11 min.)
- Project – digital solution (8-10 A3 pages, 4-6 A4 pages of code annotations, 2-4 min. demonstration)
- Project – folio (8-10 A3 pages, 2-4 A4 pages of code annotations, 1-2 min. demonstration)
- Examination (2hrs, 800 - 100 words)

INFORMATION & COMMUNICATION TECHNOLOGY (APPLIED)

What is this course about?

Information and Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/ or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

In this course students will apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government and leisure contexts.

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

How will I be assessed?

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

- Knowing and understanding
- Analysing and applying
- Producing and evaluating
- Communicating

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

- Project
- Extended Response

What will help me be successful in this course? (Readiness for Senior Schooling)

This course is only available to students moving into Year 11. To get the most out of this course, it is recommended that students should have completed Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Hardware
- Software
- ICT in society
- Application development
- Data management
- Document production
- Network fundamentals
- Online communication
- Website production

SKILLS

- Identify and explain hardware and software requirements related to ICT problems
- Identify and explain the use of ICT in society
- Analyse ICT problems to identify solutions
- Communicate ICT information to audiences using visual representations and language conventions and features
- Apply software and hardware concepts, ideas and skills to complete tasks in ICT contexts
- Synthesise ICT concepts and ideas to plan solutions to give ICT problems
- Produce solutions that address ICT problems
- Evaluate problem-solving processes and solutions, and make recommendations

ASSESSMENT

- Project (400-900 words, 2 – 6 min.)
- Extended Response (500-1000 words, 2-7 min.)

English

YEAR 10

- English

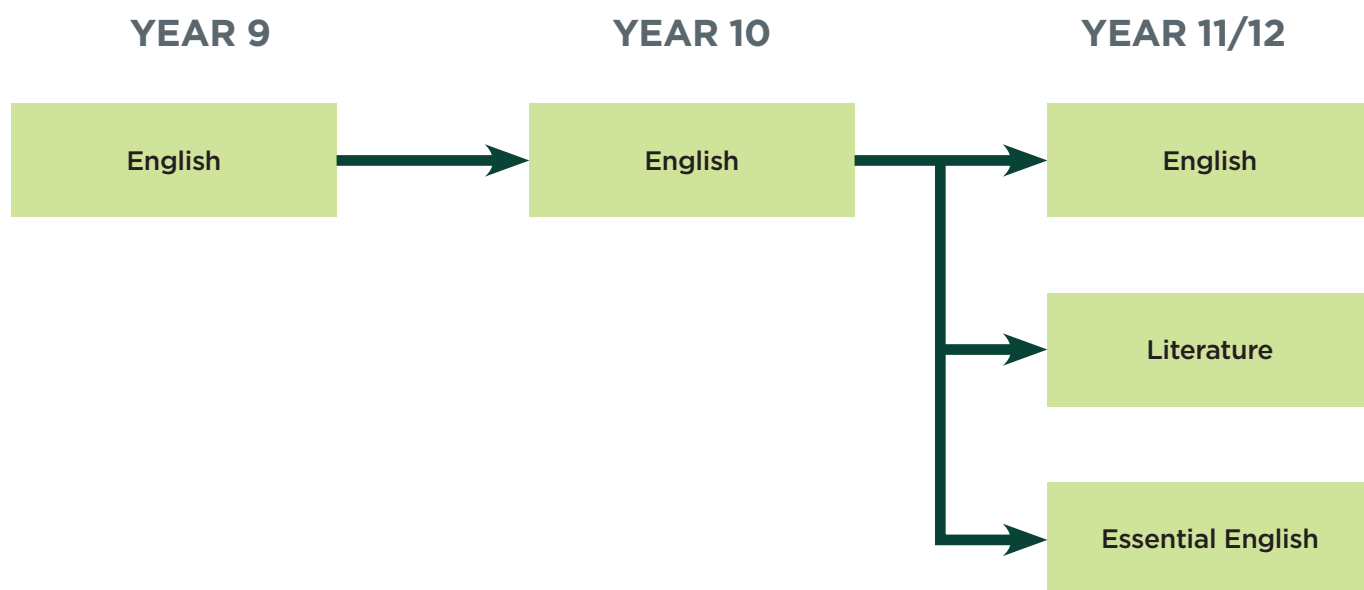
YEAR 11 & 12

- English
- Literature
- Essential English



ENGLISH

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 ENGLISH

Foundations to be successful in this subject in Year 11 and 12 are developed through Year 10 English. A Year 12 exit grade of C standard or better is a prerequisite for access to tertiary courses. High aptitude in English is highly beneficial in meeting the demands of an ATAR pathway in Year 11 and 12. Access to any General subject requires a C grade or better in Year 10 English. This is a compulsory course for students in Year 10.

What is this course about?

Year 10 English is a course which consolidates the knowledge, understanding and skills developed in the junior years in a way that prepares students for the study of English in Years 11 and 12. Concepts covered in Year 10 strengthen students' ability to interpret, analyse, evaluate and create. This is facilitated through the study of texts from a range of genres including: media texts, film and digital texts, fiction, non-fiction, poetry and plays, with themes and issues relevant to local and global contexts that require critical thinking and higher order reasoning. These texts require students to explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas, with more complex text structures and language features. This provides students with the opportunity to not only build skills but also enjoy and appreciate a variety of literary and non-literary texts and respond by creating imaginative, informative and persuasive texts. It is an essential course in developing the speaking, listening, reading and writing skills necessary to undertake the study of English, Literature or Essential English in Year 11 and 12.

How will I be assessed?

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

- Knowledge application
- Organisation and development
- Textual features

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have achieved a C result in Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- A range of literary and non-literary texts
- The contemporary media and a critical understanding of the differences between media texts
- Texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas
- Language features, visual features and text structures — how authors use these features to create explicit and implicit meanings
- Communication processes — language modes include written, spoken and multi-modal
- The English Language — using language and understanding the language system including grammar, language structure
- Literacy — the technical skills of language
- Appreciation of literature — a study of different perspectives to build empathy and become engaged and active citizens

SKILLS

- Express, develop and justify their own interpretations of texts and ideas through listening, speaking, reading, viewing and writing across a range of texts and modes
- Use of active reading comprehension strategies
- Interpret, analyse, evaluate, discuss, create and perform a wide range of literary and non-literary texts
- Analyse aesthetic features and stylistic devices used in texts and how these can be manipulated to achieve specific effects, developing an informed appreciation of literature
- Explain how aesthetic features and stylistic devices are used by authors in innovative ways to convey different viewpoints, attitudes and perspectives and develop individual style
- Develop their own style by experimenting with language features, stylistic devices and images to articulate complex ideas and achieve precision, cohesion and stylistic effect

ASSESSMENT

- Extended response – written (600-700 words)
- Extended response – spoken (4 mins.)
- Extended response – written exam (600 words)
- Extended response – written exam (600-700 words)

ENGLISH (GENERAL)

What is this course about?

The English course offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users who understand how texts can convey and transform personal and cultural perspectives. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

How will I be assessed?

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

- Knowledge application
- Organisation and development
- Textual features

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course students moving into Year 11 are required to achieve a C result in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

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

ASSESSMENT

- Extended written response (1000-1500 words)
- Extended spoken response (5 – 8 min.)
- Examination (2hrs, 800 – 1000 words)
- Examination analytical written response (external)

LITERATURE (GENERAL)

What is this course about?

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

How will I be assessed?

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

1. Knowledge application
2. Organisation and development
3. Textual features

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course students must achieve a B result or above in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

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

ASSESSMENT

- Examination – analytical written (2 hrs. 800 – 1000 words)
- Extended response – imaginative spoken/ multimodal (5-9 min.)
- Extended response – imaginative written (1500 – 2000 words)
- Examination – analytical written (external)

ESSENTIAL ENGLISH (APPLIED)

What is this course about?

Essential English is appropriate for students who have not been able to meet the minimum standards for success in English. For students looking to undertake a vocational pathway for their post-secondary career, 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.

This subject is best suited to students not intending to gain a university degree for their career path, and may be an appropriate choice for students who have been challenged with the demands of Year 7 – 10 English thus far.

How will I be assessed?

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

- Knowledge Application — awareness and understanding of how the textual elements are used to construct meaning and affect the reader;
- Development and Organisation — development of a variety of texts to suit particular audiences
- Textual Features — cohesion, mode-appropriate grammar, vocabulary, paragraphing, punctuation and spelling, written and digital layout, visual/digital/auditory elements, signed/spoken elements

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students have completed the Year 10 English course.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Language That Works
- Text and Human Experience
- Languages That Influence
- Representations and Popular Culture Texts

SKILLS

- Use patterns and conventions of genres to suit particular purposes and audiences
- Construct and explain representations of identities, places, events and concepts
- Make use of and explain the ways cultural assumptions, attitudes 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
- Use language features to achieve particular purposes across modes

ASSESSMENT

- Extended response – spoken (4-6 min.)
- Examination (90 min., 400 – 600 words)
- Extended response – multimodal (4-6min.)
- Extended written response (500- 800 words)

Physical Education

YEAR 10

- Physical Education
- Sport, Recreation & Fitness
- Specialist Volleyball Program

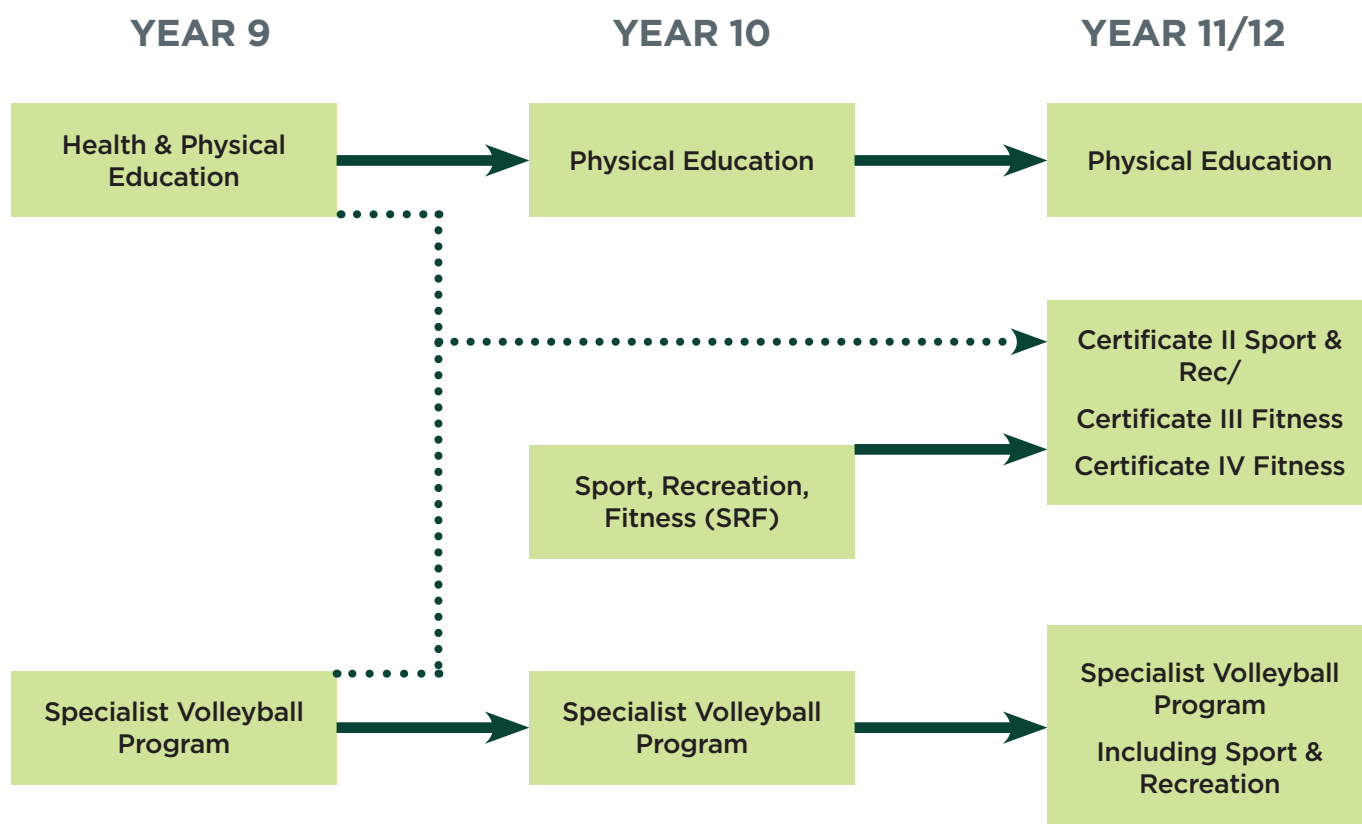
YEAR 11 & 12

- Physical Education
- Certificate II Sport & Recreation/
Certificate III & IV Fitness



PHYSICAL EDUCATION

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 PHYSICAL EDUCATION

Year 10 Physical Education provides a foundation for success in Year 11 and 12 Physical Education. This course is for students who are interested in moving towards university entrance in one of the many exercise science areas. Because of this, the subject does include limited practical performance and an increase in academic rigour. Students who are successful in Physical Education are students who enjoy studying the impact of physical activity.

What is this course about?

Throughout the course of Year 10 Physical Education, students study a range of topics including: ethics in sport, tactical awareness, energy systems of the body, fitness components and training programs.

Each topic is linked to a sport to enable learning through physical activity. Student performance in these physical activities contributes a minimal amount towards the overall grade (e.g. 20% for the course i.e. 5% per term).

How will I be assessed?

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

- Recognising and explaining key subject matter
- Demonstrating and applying specialised movement sequences and strategies
- Analysing and synthesising primary and secondary data
- Evaluating and justifying
- Communicating

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have successfully achieved a C standard or better in Year 9 Physical Education, and Year 9 English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Ethics in sport
- Tactical awareness
- Energy, fitness components and performance
- Training programs and performance

SKILLS

- Recognise and explain concepts and strategies
- Implement concepts and strategies to achieve a particular purpose
- Categorise and organise data
- Analyse and critique data related to concepts and strategies
- Synthesise data to develop strategies
- Evaluate strategies
- Make decisions to modify strategies and justify decisions
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

ASSESSMENT

- Folio presentation (7-9 minutes)
- Supporting Evidence (2-3mins)
- Examination (90 minutes)
- Analytical Exposition (1000 – 1500 words)

YEAR 10 SPECIALIST VOLLEYBALL PROGRAM

Foundations to be successful in this subject in Year 10 are developed through Year 9 Specialist Volleyball Program (SVP). Students who undertake this course have an appropriate pathway into the Senior Specialist Volleyball Program, Sport and Recreation, as well as Certificate III in Fitness. Students in this course follow a similar course to Year 10 Sport, Recreation, Fitness (SRF) course, however with a focus on volleyball and elite performance.

What is this course about?

Year 10 Specialist Volleyball Program fosters the holistic development of students and athletes. The program incorporates high level volleyball skill manipulation with a coaching accreditation, strength and conditioning course, event management/tournament organisation, as well sports nutrition. Students are faced with personal challenges, and through interactions with others develop character, resilience and collaborative abilities in a dynamic environment.

How will I be assessed?

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

- Acquiring knowledge
- Applying to area of study
- Evaluating the impact

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have successfully achieved a C standard or better in Year 9 Specialist Volleyball Program. Entry in the Specialist Volleyball Program is via application only.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Volleyball skill development and training for performance
- Volleyball knowledge and tactical awareness
- Coaching accreditation
- Training for fitness, strength and conditioning
- Event management and tournament organisation
- Sports nutrition

SKILLS

- Recognise and explain concepts and strategies
- Implement concepts and strategies to achieve a particular purpose
- Categorise and organise data
- Analyse and critique data related to concepts and strategies
- Synthesise data to develop strategies
- Evaluate strategies
- Make decisions to modify strategies and justify decisions
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

ASSESSMENT

- Volleyball performance evidence (2-4 minutes)
- Project presentation (3-5 minutes)
- Investigation report (600-800 words)
- Examination (60-90 minutes)
- Extended response (500 – 800 words)

YEAR 10 SPORT, RECREATION, FITNESS

Students who undertake this course have an appropriate pathway into Sport and Recreation, as well as Certificate III in Fitness, with the option to complete Certificate IV during year 12 if desired. Students in this course will follow a similar outline to the Year 10 Specialist Volleyball Program (SVP), however with a focus on officiating, nutrition and training for fitness.

What is this course about?

Upon completion, this course will allow students to be successful in two applied subjects in Year 11 & 12. This foundation subject incorporates event management and tournament organisation, sports officiating, as well as sports nutrition. It will also give students the foundation knowledge surrounding strength and conditioning training, and training for fitness.

How will I be assessed?

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

- Acquiring knowledge
- Applying to area of study
- Evaluating the impact

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have successfully achieved a C standard or better in Year 9 Health and Physical Education.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Sports nutrition
- Training for fitness
- Training for strength and conditioning
- Event management and tournament organisation

SKILLS

- Recognise and explain concepts and strategies
- Implement concepts and strategies to achieve a particular purpose
- Categorise and organise data
- Analyse and critique data related to concepts and strategies
- Synthesise data to develop strategies
- Evaluate strategies
- Make decisions to modify strategies and justify decisions
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

ASSESSMENT

- Project presentation (3-5 minutes)
- Investigation report (600-800 words)
- Examination (60-90 minutes)
- Extended response (500 – 800 words)

PHYSICAL EDUCATION (GENERAL)

This course is available in Year 10 as Physical Education. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Physical Education.

What is this course about?

The senior Physical Education course examines topics that can be used to enhance performance, including: sport psychology, motor learning, tactical awareness, equity and integrity, and training. This learning involves students' implementing, analysing and evaluating specialised movement sequences and strategies to make decisions to enhance individual and team performance about, through and in physical activity.

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

Students in Physical Education learn experientially through a process of inquiry, initiated by questions that make connections between the subject matter and physical activity. Physical activity is the medium and context for deep learning.

How will I be assessed?

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

Students are assessed through both practical and theoretical elements.

- Recognising, explaining and implementing
- Categorising, organising, analysing, critiquing and synthesising
- Evaluating, making decisions and justifying
- Communicating

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Students moving into Year 10 should have achieved a C result in Year 9 English. Students moving into Year 11 Physical Education should have achieved a C result in the Year 10 Physical Education course.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Sport psychology
- Equity, barriers and enablers
- Functional anatomy
- Biomechanics
- Motor learning
- Ethics and integrity
- Tactical awareness
- Energy and performance; training and performance

SKILLS

- Recognise and explain concepts and strategies
- Implement concepts and strategies to achieve a particular purpose
- Categorise and organise data
- Analyse and critique data related to concepts and strategies
- Synthesise data to develop strategies
- Evaluate strategies
- Make decisions to modify strategies and justify decisions
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts

ASSESSMENT

- Project – folio (9-11 min., performance 2-3 min.)
- Investigation report (1500 – 2000 words)
- Examination (2hrs, 800 – 100 words)

CERTIFICATE II SPORT & RECREATION/CERTIFICATE III & IV FITNESS

What is this course about?

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

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

How will I be assessed?

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

- Completion of modules
- Completion of 70 hours of industry experience over the course of the entire program.

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Students should have completed Year 10 Physical Education. This is a self-paced course where students will be required to work individually and in small groups. Students will need to be self-motivated and complete modules both at home and at school.

Funding

This course is provided by an external training provider, The College of Health & Fitness. Students may elect to use their VET in Schools (VETIS) funding to pay for the Certificate II & III component of the course.

All students are required to meet the costs of the Certificate IV component of the course through 'fee for service' (user pays) or the entire course if their VETIS funding is exhausted.

What is the subject matter and what skills will I learn in Year 11 & 12?

YEAR 11 AND 12 COMPETENCIES

CORE UNITS

HLTWHS001	Participate in workplace health and safety
BSBRSK401	Identify risk and apply risk Management processes

CORE UNITS

BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
SISXEMR001	Respond to emergency situations
SISFFIT011	Instruct approved community fitness programs
SISXCAI002	Assist with activity sessions
BSBWOR202	Organise and complete daily work activities
SISXCCS001	Provide quality service
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness, and recreation environments
SISXIND002	Maintain sport, fitness and recreation industry knowledge
FSKLRG11	Use routine strategies for work-related learning
SISFFIT001	Provide health screening and fitness orientation
SISFFIT003	Instruct fitness programs
SISFFIT004	Incorporate anatomy and physiological principles into fitness programming
SISFFIT006	Conduct fitness appraisals
SISFIFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT005	Provide healthy eating information
SISFFIT014	Instruct older clients
HLTAID003	Provide first aid

EMPLOYABILITY SKILLS

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

Humanities

YEAR 10

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

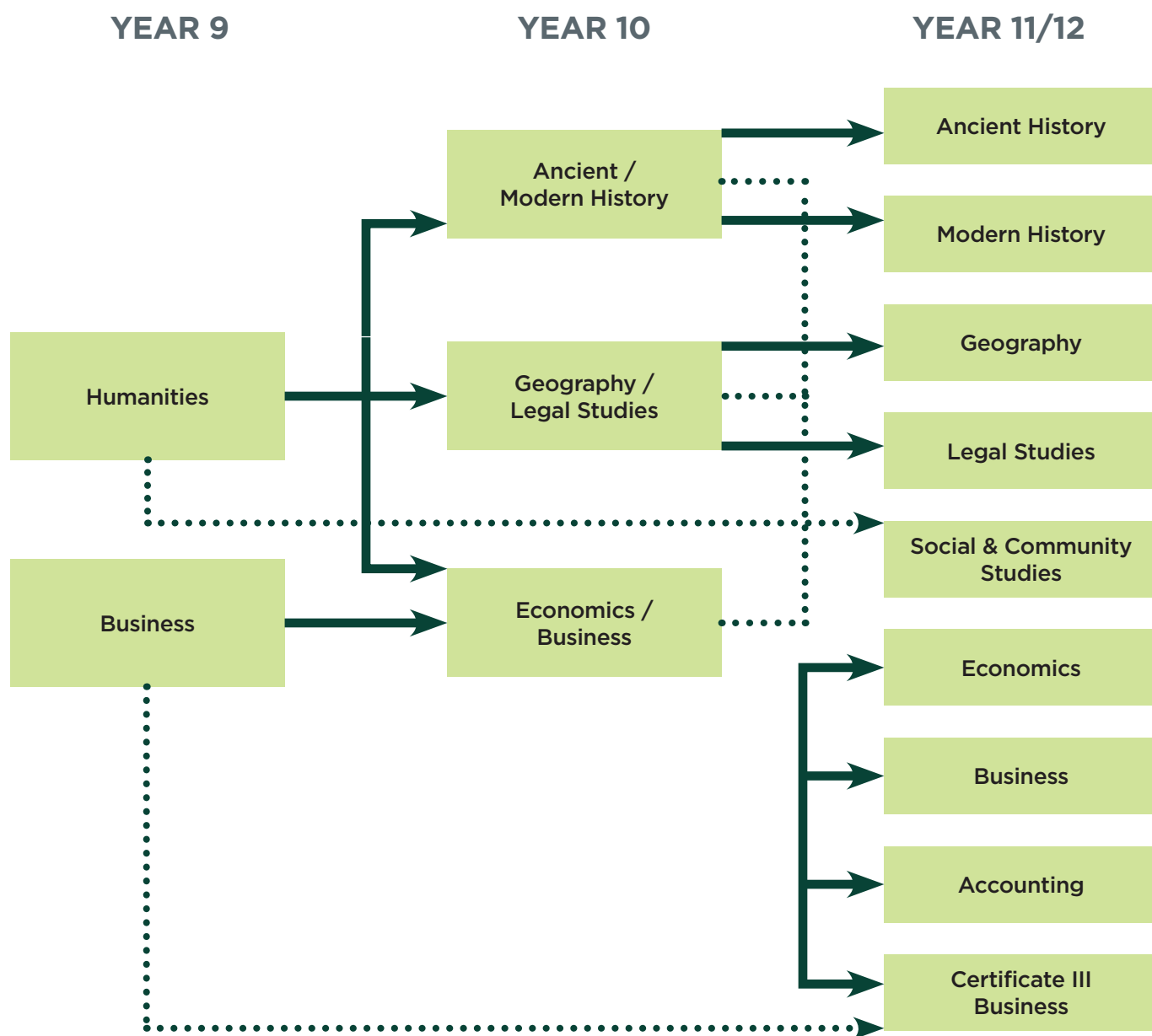
YEAR 11 & 12

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Social & Community Studies
- Certificate III Business



HUMANITIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 ANCIENT & MODERN HISTORY

Year 10 Ancient and Modern History is a combined history subject that develops the foundation to be successful in Ancient History and Modern History in Year 11 and 12. Due to the requirement to meet extended written responses in this subject, confidence in English is highly beneficial.

What is this course about?

Year 10 Ancient & Modern History provides opportunities to develop historical understanding through key concepts, including: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

How will I be assessed?

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

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

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have achieved a C grade or better in Year 9 Humanities or English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

Ancient History

- Ancient Egypt
- Ancient Rome

Modern History

- Australian and African- American Civil Rights
- Germany 1919-1933

SKILLS

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

ASSESSMENT

Ancient History

- Examination – Essay in response to historical sources (90 mins, 600-800 words)
- Investigation – Independent source investigation (1200 words)

Modern History

- Examination – Short response to historical sources (2hrs, 700-800 words)
- Investigation – Historical essay based on research (800-1000 words)

YEAR 10 GEOGRAPHY & LEGAL STUDIES

Year 10 Geography and Legal Studies is a combined subject that develops the foundation to be successful in Geography and Legal Studies in Year 11 and 12. Due to the requirement to meet extended written responses in this subject, confidence in English is highly beneficial.

What is this course about?

Year 10 Geography and Legal Studies provides opportunities along two pathways. Legal studies enables students to appreciate how the legal system is relevant to them and their communities. Geography enables students to appreciate their natural and built surroundings as well as promote a more sustainable way of life.

How will I be assessed?

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

Geography

- Explain geographical processes
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Synthesis information to propose an action
- Communicate geographical understanding

Legal Studies

- Comprehend legal concepts
- Analyse legal issues
- Evaluate legal situations
- Select legal information
- Creating a responses

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have achieved the following have achieved a C grade or better in Year 9 Humanities or English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

Geography

- Feeding the world
- Sustaining places

Legal Studies

- The Australian Constitution
- Introduction to Criminal Law

SKILLS

- Critical thinking
- Creative thinking
- Communication
- Collaboration and teamwork
- Personal and social skills
- ICT skills
- 21st century skills
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating

ASSESSMENT

Legal studies

- Oral presentation (3-4 minutes)
- Examination – extended response (95 minutes, 400-500 words)

Geography

- Examination – combination response (100 minutes, 500-600 words)
- Investigation – data report (800-1000 words)

YEAR 10 BUSINESS & ECONOMICS

Year 10 Business and Economics is a combined subject that develops the foundation to be successful in Business and Economics in Year 11 and 12. Due to the requirement to meet extended written responses in this subject, confidence in English is highly beneficial.

What is this course about?

Year 10 Business and Economics provides opportunities to develop along two pathways. Economics, being integral to every aspect of our lives, challenges students to use evidence and be innovative when solving problems and considering policies from various perspectives. Business is represented in every aspect of society, and challenges students academically, and exposes them to real life practices. The knowledge and skills developed in Business prepare students to be potential employees, employers, leaders, or managers of the future.

How will I be assessed?

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

- Comprehend economic concepts, principles and models
- Describe and explain business concepts, environments, situations and processes
- Select data and economic information from sources
- Analyse economic and business data and issues
- Interpret business relationships
- Evaluate economic outcomes and business practices
- Create responses that communicate economic meaning

What will help me be successful in this course?

To get the most out of this course, it is recommended that students have achieved the following have achieved a C grade or better in Year 9 Humanities or English.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

Economics

- Introduction to economics - Markets and Models
- Growth and development

Business

- Introduction to Accounting
- Human Resources

SKILLS

- Critical thinking
- Creative thinking
- Communication
- Collaboration and teamwork
- Personal and social skills
- ICT skills
- 21st century skills
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating

ASSESSMENT

Economics

- Examination – combination response (2hrs, 800 – 1000 words)
- Investigation (1500-2000 words)

Business

- Examination – combination response (105 minutes)
- Investigation – business report (800-1000 words)

ANCIENT HISTORY (GENERAL)

This course is available in Year 10 as Ancient & Modern History. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Ancient History.

What is this course about?

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

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Ancient and Modern History or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Ancient Egypt
- Ancient Macedonia
- Ancient Rome
- Key personalities – Women in power
- Archaeology

SKILLS

- Evidence
- Continuity and change
- Cause and effect
- Significance
- Perspectives
- Empathy
- Contestability

ASSESSMENT

- Examination – essay in response to historical sources
- Investigation – Independent sources investigation (1500-2000 words)
- Investigation – historical essay based on research (1500-2000 words)

ECONOMICS (GENERAL)

This course is available in Year 10 as Business & Economics Studies. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Economics.

What is this course about?

The subject challenges students to use evidence and be innovative when solving problems in a world of complex global relationships and trends, where a knowledge of economic forces and flows leads to better decisions. In Economics, decision-making is core – how to allocate and distribute scarce resources to maximise well-being. Students will develop knowledge and cognitive skills to comprehend, apply analytical processes, and use economic knowledge. Students examine data and information to determine validity and consider economic policies from various perspectives. Economic models and analytical tools are used to investigate and evaluate outcomes to draw conclusions. In the process, students will appreciate ideas, viewpoints and values underlying economic issues.

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Business and Economics or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Markets and Models
- Modified Markets
- International Economics
- Contemporary Economics

SKILLS

- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

ASSESSMENT

- Examination – combination response (2hrs, 800 – 1000 words)
- Investigation- research report (1500-2000 words)
- Examination – extended response to stimulus (800-1000 words)

GEOGRAPHY (GENERAL)

This course is available in Year 10 as Geography & Legal Studies. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Geography.

What is this course about?

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

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Geography and Legal Studies or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Responding to risk and vulnerability in hazard zones
- Planning sustainable places
- Responding to land cover transformations
- Managing population change

SKILLS

- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

ASSESSMENT

- Examination – combination response (2hrs, 800 – 1000 words)
- Investigation report – field report (1500 – 2000 words)
- Investigation – data report (1500 – 2000 words)

MODERN HISTORY (GENERAL)

This course is available in Year 10 as Ancient & Modern History. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Modern History.

What is this course about?

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Ancient and Modern History or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- French and Russian Revolutions
- Australian and African- American Civil Rights
- Anti – Apartheid movement
- China – 1931-1976
- Germany – 1914-1945
- The Vietnam war

SKILLS

- Evidence
- Continuity and change
- Cause and effect
- Significance
- Perspectives
- Empathy
- Contestability

ASSESSMENT

- Examination – essay in response to historical sources (2hrs, 800 – 1000 words)
- Investigation – independent source investigation (1500-2000 words)
- Investigation – historical essay based on research (1500-2000 words)

LEGAL STUDIES (GENERAL)

This course is available in Year 10 as Geography & Legal Studies. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Legal Studies.

What is this course about?

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

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

How will I be assessed?

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

- Comprehend legal concepts, principals and processes
- Select legal information
- Analyse legal issues
- Evaluate legal issues
- Creating a response

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Geography and Legal Studies or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

Beyond reasonable doubt:

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

Balance of Probabilities:

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

Law, governance and change:

- Governance in Australia
- Law reform within a dynamic society

Human rights in legal contexts:

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

SKILLS

- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

ASSESSMENT

- Examination – combination response (2hrs, 800 – 1000 words)
- Investigation – inquiry report (1500-2000 words)
- Investigation – argumentative essay (1500-2000 words)

ACCOUNTING (GENERAL)

Elements of this course are available in Year 10 as Business & Economics Studies. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Accounting.

What is this course about?

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

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

How will I be assessed?

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

- Comprehend and apply accounting principles
- Analyse and interpret financial data and information
- Evaluate accounting practices
- Synthesise and solve accounting problems
- Create responses

What will help me be successful in this course? (Readiness for Senior Schooling)

This course is only available to students moving into Year 11. To get the most out of this course, it is recommended that students should also have an understanding of mathematical concepts, recognised as a C standard in Year 10 Mathematics

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Real world accounting
- Management effectiveness
- Monitoring a business
- Accounting – the big picture

SKILLS

- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

ASSESSMENT

- Examination – combination response (2hrs, 800 – 100 words)
- Project – cash management (800 – 1000 words)

BUSINESS (GENERAL)

This course is available in Year 10 as Business & Economics Studies. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Business.

What is this course about?

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

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

How will I be assessed?

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

- Describe business environments and situations
- Explain business concepts, strategies and processes
- Select and analyse business data and information
- Interpret business relationships, patterns and trends
- Evaluate business practices and strategies
- Create responses that communicate meaning

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it is recommended for students moving into Year 11 that they have a C result in Year 10 Business and Economics or a C result or higher in Year 10 English.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Business creation
- Business growth
- Business diversification
- Business evolution

SKILLS

- Analytical thinking
- Problem-solving
- Decision-making
- Reasoning
- Reflecting and evaluating
- Intellectual flexibility

ASSESSMENT

- Examination – combination response (2hrs, 800 – 1000 words)
- Investigation – business report (1500 – 2000 words)
- Extended response – feasibility report (1500 – 2000 words)

SOCIAL & COMMUNITY STUDIES (APPLIED)

This course is available to Year 11 students only.

What is this course about?

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

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

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

It is recommended that students should have completed the Year 10 English course.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- The Arts and the community
- The world of work
- Gender and identity
- Science and technology
- Complex society – Into relationships
- Health: Food & Nutrition
- Legally, it could be you

SKILLS

- Personal skills – Growing and developing as an individual
- Interpersonal skills – Living with and relating to other people
- Citizenship skills – Receiving from and contributing to community

ASSESSMENT

- Project (written 500 – 900 words & 3-6 min. spoken)
- Investigation (written 600 – 1000 words or spoken 4 – 7 min.)
- Extended response (written 600 – 1000 words or spoken 4 – 7 min.)
- Examination (90 min.)

CERTIFICATE III BUSINESS STUDIES (ALTERNATIVE PATHWAY)

This course is available to Year 11 students only.

What is this course about?

In this course, students will learn what it takes to become a business professional. Students achieve skills in leadership, innovation, customer service, personnel management, critical and design thinking and financial literacy – incorporating the delivery of a range of projects and services within their school community. Micro business opportunities are also explored.

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Students must have a passion for and/or interest in working the Business Services industry and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Business). They must have completed Year 10 English course and have written and spoken communication skills and an enthusiasm/motivation to participate in a range of enterprise projects.

Funding

This course is provided by Binnacle Training. This course is not a Vet in Schools (VETIS) funded course. Students are required to pay a 'fee for service' to undertake this course.

What is the subject matter and what skills will I learn in Year 11 & 12?

YEAR 11 AND 12 CERTIFICATE III BUSINESS STUDIES

COMPETENCIES

BSBLED301	Undertake e-learning
FNSFLT205	Develop knowledge of the Australian financial system and markets
FNSACC303	Perform financial calculations
BSBWHS302	Apply knowledge of WHS legislation in the workplace
BSBWOR301	Organise personal work priorities and Development
BSBITU304	Produce spreadsheets
BSBFLM312	Contribute to team effectiveness
BSBITU306	Design and produce business documents
BSBWRT301	Write simple documents
BSBCUS301	Deliver and monitor a service to customers
BSBINN301	Promote innovation in a team environment
BSBPRO301	Recommend products and services
FNSFLT401	Be MoneySmart through a career in small business

EMPLOYABILITY SKILLS

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

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

Languages

YEAR 10

- Chinese

YEAR 11 & 12

- Chinese



Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 CHINESE

As with any language, strong foundations for success in Chinese in Year 11 and 12 are developed through Year 10 Chinese. Due to the academic demands of learning the language in spoken, written, listening and reading modes, sustained success in the subject in junior secondary is highly beneficial.

What is this course about?

Year 10 Chinese provides opportunities to develop systems of spoken and written language. Chinese is quite distinct from the English language system. Because of the role of character learning and its impact on reading and writing, learners' spoken language use is more advanced than their written language use. Therefore, students will be immersed in the sights and sounds of Chinese. They develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information, and engaging in imaginative performance.

How will I be assessed?

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

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

What will help me be successful in this course?

To get the most out of this course, it is recommended that students moving into Year 10 should achieve a C result in Year 9 Chinese.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Family and friends, daily life, and the environment around me
- Systems of language — including sound, writing, grammatical and textual conventions
- Language variation and change — how languages vary in use (register, style, standard and non-standard varieties) and change over time and place
- The role of language and culture in the exchange of meaning

SKILLS

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

ASSESSMENT

- Examination – short response (70min.)
- Multimodal presentation – combination response (3 weeks preparation, 4-8 min presentation + 2-4 min conversation with teacher)
- Examination - extended response – Speaking and Writing (70min)

CHINESE (GENERAL)

This course is available in Year 10 as Chinese. The program is intended to give foundational level knowledge, cognitions, and assessment literacy to be successful in Senior Chinese.

What is this course about?

Learning a language provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their understanding of various aspects of social life and on their own participation and ways of being in the world. Communicating with people from Chinese-speaking communities provides insight into the purpose and nature of language. As students develop the ability to explore cultural diversity and similarities between another language and their own, this engagement with other languages and cultures fosters intercultural understanding. Students begin to personalise their language learning through inquiring and communicating with confidence.

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

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students moving into Year 11 will need a C result in Year 10 Chinese.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

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

ASSESSMENT

- Examination – short response (90min.)
- Examination – combination response – (100 min exam + 3-7 mins spoken)
- Multimodal presentation – combination response (3 weeks preparation, 4-8 min presentation + 5-7 min conversation with teacher)

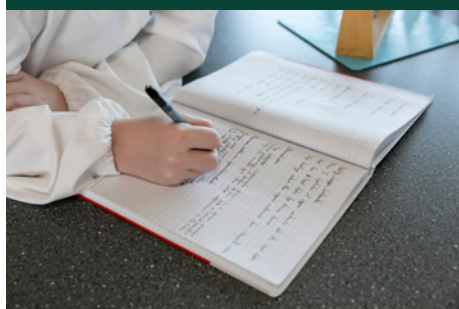
Mathematics

YEAR 10

- Mathematics
- Advanced Mathematics
- Specialists Mathematics

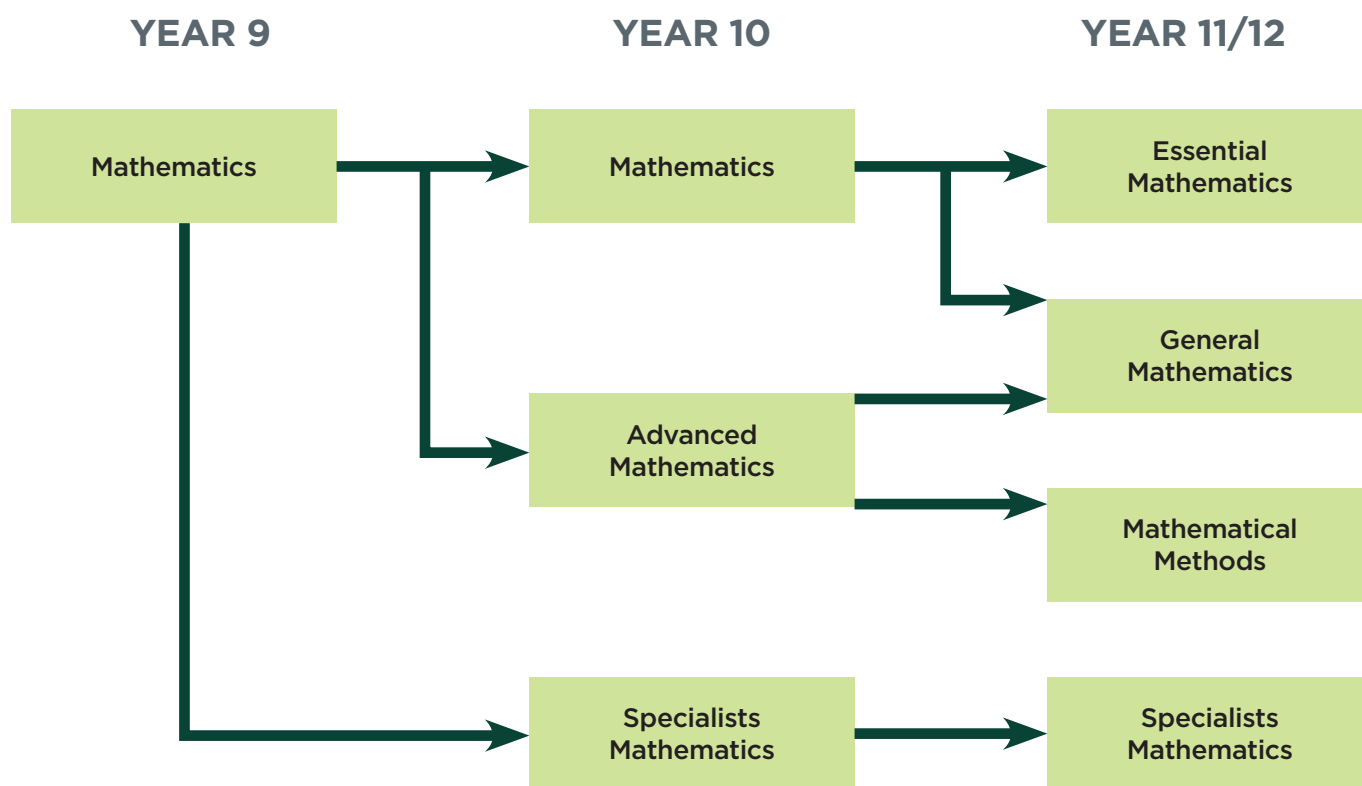
YEAR 11 & 12

- General Mathematics
- Mathematical Methods
- Specialists Mathematics
- Essential Mathematics



MATHEMATICS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 MATHEMATICS

Year 10 Mathematics develops the foundation to be successful in General Mathematics and Mathematical Methods in Year 11 and 12. Students who succeed in this course are well equipped to cope with the demands of Senior General Mathematics and Mathematical Methods. Students who are looking to pursue university entrance in the many fields of engineering, science, and medicine are required to have Mathematical Methods. General Mathematics is a challenging subject and a prerequisite requirement for many courses at university. Every student in Year 10 will be undertaking either Year 10 Mathematics or Year 10 Mathematics Advanced.

What is this course about?

Year 10 Mathematics is a course that develops the capacity in many of the everyday general mathematical concepts. The proficiency strands: understanding, fluency, problem-solving and reasoning, are an integral part of mathematics content across the content strands of number and algebra, measurement and geometry, statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

How will I be assessed?

The following criteria summarises how you will be assessed in this course; encompassing the proficiencies of: understanding and fluency, problem solving and reasoning in simple familiar, complex familiar and complex unfamiliar levels of difficulty.

What will help me be successful in this course?

To get the most out of this course it is recommended that students diligently maintain regular study habits and attend tutorials where necessary.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

SKILLS

- Select, recall and use facts, rules, definitions
- Comprehend mathematical concepts and techniques
- 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

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

YEAR 10 MATHEMATICS ADVANCED

Year 10 Mathematics Advanced develops the foundation to be successful in Mathematical Methods and Specialist Mathematics in Year 11 and 12. Students who succeed in this course are well equipped to cope with the demands of Mathematical Methods in Year 11. Students who are looking to university entrance in the many of the fields of engineering, science, and medicine are required have Mathematical Methods. Advanced Mathematics begins to develop the calculus ability of students. Students who have demonstrated a high ability in Year 9 Mathematics are well placed to cope with the demands of this subject. Every student in Year 10 will be undertaking either Year 10 Mathematics Advanced or Year 10 Mathematics.

What is this course about?

Year 10 Mathematics Advanced is a course that includes additional content that extends and enriches to develop capacity in a range of high level mathematical topics. The proficiency strands: understanding, fluency, problem-solving and reasoning, are an integral part of mathematics content across the content strands of algebra, functions, relational graphing, calculus and statistics. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

How will I be assessed?

The following criteria summarises how you will be assessed in this course; encompassing the proficiencies of: understanding and fluency, problem solving and reasoning in simple familiar, complex familiar and complex unfamiliar levels of difficulty.

What will help me be successful in this course?

To get the most out of this course it is recommended that students have achieved a B standard or higher in Year 9 Mathematics.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

SKILLS

- Select, recall and use facts, rules, definitions
- Comprehend mathematical concepts and techniques
- 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

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

YEAR 10 SPECIALIST MATHEMATICS

This is an elective subject. Year 10 Specialist Mathematics develops the foundation to be successful in Mathematical Methods and Specialist Mathematics in Year 11 and 12. Students who succeed in this course are well equipped to cope with the demands of Specialist Mathematics in Year 11. Students looking to university entrance in the fields of engineering, finance and computer science are required to have completed senior Specialist Mathematics. Students who have demonstrated a very high ability in Year 9 Mathematics are well placed to cope with the demands of this subject and should be enrolled in Year 10 Mathematics Advanced.

What is this course about?

Year 10 Specialist Mathematics is a course that develops the capacity in many high level mathematical concepts. The proficiency strands: understanding, fluency, problem-solving and reasoning, are an integral part of mathematics content across the content strands of combinatorics, vectors, proofs, matrices and calculus. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of specialist mathematical realms.

How will I be assessed?

The following criteria summarises how you will be assessed in this course; encompassing the proficiencies of: understanding and fluency, problem solving and reasoning in simple familiar, complex familiar and complex unfamiliar levels of difficulty.

What will help me be successful in this course?

To get the most out of this course it is recommended that students have achieved a B standard or higher in Year 9 Mathematics.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Combinatorics
- Vectors
- Proofs
- Trigonometry
- Functions
- Matrices
- Statistics
- Calculus
- Complex numbers

SKILLS

- Select, recall and use facts, rules, definitions and procedures
- Comprehend mathematical concepts and techniques
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

GENERAL MATHEMATICS (GENERAL)

What is this course about?

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. It incorporates a practical approach that equips learners for their needs as future citizens.

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

General Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

How will I be assessed?

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

- Formulate
- Solve
- Evaluate and Verify
- Communicate

What will help me be successful in this course? (Readiness for Senior Schooling)

Students should achieve a minimum C result in their Year 10 Mathematics course. In particular, attention should be paid to the Statistics and Trigonometry units and the Fluency and Understanding (FAU) criteria as these skills and knowledge are built on in the senior course

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Finance
- Measurement
- Trigonometry
- Algebra
- Data

SKILLS

- Select, recall and use facts, rules, definitions
- Comprehend mathematical concepts and techniques
- 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

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

MATHEMATICAL METHODS (GENERAL)

What is this course about?

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

Students who undertake Mathematical Methods will 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. Through solving problems and developing models, they will appreciate that mathematics and statistics are dynamic tools that are critically important in the 21st century.

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

How will I be assessed?

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

- Formulate
- Solve
- Evaluate and Verify
- Communicate

What will help me be successful in this course? (Readiness for Senior Schooling)

For students moving into this course it is highly recommended that they should achieve a minimum B result in their Year 10 Mathematics course. Students moving into Year 11 and selecting Specialist Mathematics must select Mathematical Methods as well.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Algebra
- Statistics
- Functions
- Calculus
- Networks

SKILLS

- Select, recall and use facts, rules, definitions and procedures
- Comprehend mathematical concepts
- 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

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

SPECIALIST MATHEMATICS (GENERAL)

What is this course about?

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

The major domains of mathematical knowledge in Specialist Mathematics are: vectors and matrices, real and complex numbers, trigonometry, statistics and calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection. They build on functions, calculus, and 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.

Students who undertake Specialist Mathematics will 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. Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

How will I be assessed?

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

- Formulate
- Solve
- Evaluate and Verify
- Communicate

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course students moving into Year 11 should receive a C in Year 10 Specialist Mathematics or a B in Year 10 Advanced Mathematics. They are required to have selected Year 11 Mathematical Methods.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Combinatorics
- Vectors
- Proofs
- Trigonometry
- Functions
- Matrices
- Statistics
- Calculus
- Complex numbers

SKILLS

- Select, recall and use facts, rules, definitions and procedures
- Comprehend mathematical concepts and techniques
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques

ASSESSMENT

- Problem Solving & Modelling Task (10 pages, 2000 words)
- Examination (2hrs, simple & complex familiar, complex unfamiliar, technology permitted and technology free)

ESSENTIAL MATHEMATICS (APPLIED)

What is this course about?

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

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

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

How will I be assessed?

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

- Formulate
- Solve
- Evaluate and Verify
- Communicate

What will help me be successful in this course? (Readiness for Senior Schooling)

Students moving into Year 11 must have completed Year 10 Mathematics course.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Number
- Data
- Finance
- Measurement
- Probability

SKILLS

- Select, recall and use facts, rules, definitions and procedures
- Comprehend mathematical concepts and techniques
- Communicate using mathematical, statistical and everyday language and conventions
- Evaluate the reasonableness of solutions
- Justify procedures and decisions and prove propositions by explaining mathematical reasoning
- Solve problems by applying mathematical concepts and techniques

ASSESSMENT

- Problem Solving & Modelling Task (8 pages, 1000 words)
- Examination (1hrs, simple & complex familiar, complex unfamiliar)

Science

YEAR 10

- Biology & Environmental Science
- Physics & Chemistry

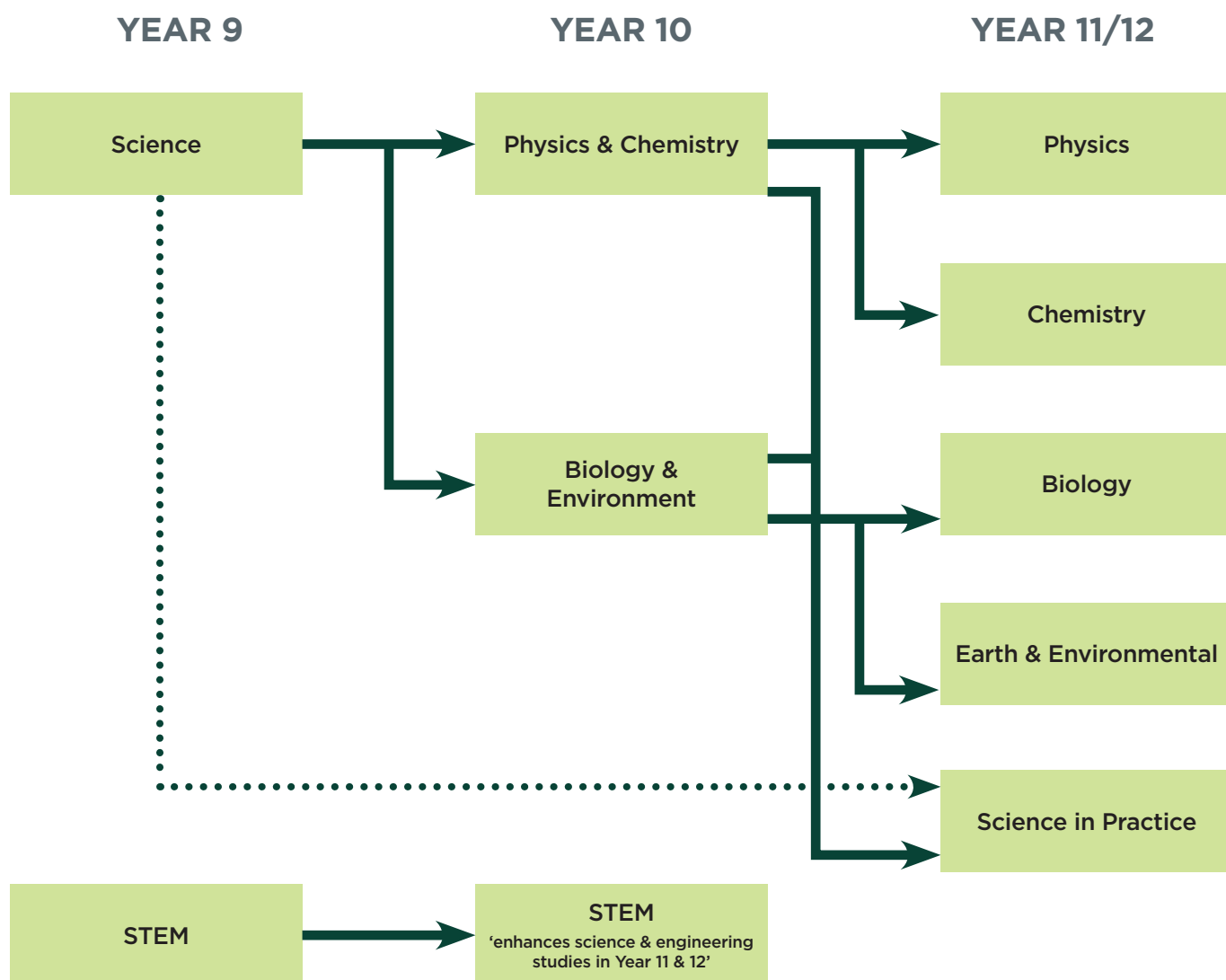
YEAR 11 & 12

- Physics
- Chemistry
- Biology
- Earth & Environmental Science
- Science in Practice



SCIENCE

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 BIOLOGY & ENVIRONMENTAL SCIENCE

Year 10 Biology and Environmental Science (a combined course of study) provides the foundation to be successful in Biology, and Earth & Environmental Science in Year 11 and 12. Students who succeed in this course are well equipped to cope with the demands of senior Biology, and Earth & Environmental Science. Students looking to access university in one of the many science fields may require Biology or Earth and Environmental Science as a prerequisite requirement.

What is this course about?

Year 10 Biology and Environmental Science is a course in which students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological and geological evidence for different theories, such as the theories of natural selection, evolution and continental drift. They learn about the relationships between aspects of the living, physical, and chemical world that are applied to systems on a local and global scale. This enables them to predict how changes will affect equilibrium within these systems.

Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time, and discuss the factors that prompted their review.

How will I be assessed?

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

- 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

What will help me be successful in this course?

To get the most out of this course it is recommended that students have achieved a C standard or better in Year 9 Science, and good outcomes in biological and environmental concepts of Year 9 Science.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Cells as the basis of life
- Multicellular organisms
- DNA, genes and the continuity of life
- Evolution of life on Earth
- Introduction to Earth Systems
- Earth processes – energy transfers and transformations
- Living on Earth – human impacts on global systems
- The changing Earth – cause and impact of Earth hazards

SKILLS

- Students develop questions and hypotheses and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- Students explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- Students construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

ASSESSMENT

- Experimental investigation (1000-1200 words)
- Research investigation (1000-1200 words)
- Examination (1 x 90 min., calculator permitted)
- Data Test (1hr, 500 words)

YEAR 10 PHYSICS & CHEMISTRY

Year 10 Physics and Chemistry (a combined course of study) provides the foundation to be successful in Physics, and Chemistry in Year 11 and 12. Students who succeed in this course are well equipped to cope with the demands of senior Physics and Chemistry. Students looking to access university in one of the many science, medical and engineering fields may require Physics or Chemistry as a prerequisite.

What is this course about?

Year 10 Physics and Chemistry is a course in which students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the chemical and physical evidence for different theories, such as atomic theory and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws.

Students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students evaluate the evidence for scientific theories that explain the origin of the universe. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

How will I be assessed?

The following criteria summarizes how you may be assessed in this course:

- 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

What will help me be successful in this course?

To get the most out of this course it is recommended that students have achieved a C standard or better in Year 9 Science, and good outcomes in physics and chemistry concepts of Year 9 Science.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions
- Rates of reactions
- Thermal physics
- Linear motion
- Gravity
- Cosmology

SKILLS

- Students develop questions and hypotheses, and independently design and improve appropriate methods of investigation, including field work and laboratory experimentation.
- Students explain how they have considered reliability, safety, fairness and ethical actions in their methods and identify where digital technologies can be used to enhance the quality of data.
- When analysing data, selecting evidence and developing and justifying conclusions, they identify alternative explanations for findings and explain any sources of uncertainty.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- Students construct evidence-based arguments and select appropriate representations and text types to communicate science ideas for specific purposes.

ASSESSMENT

- Research investigation (1200 - 1500 words)
- Examination (1 x 90 min., calculator permitted)
- Experimental investigation (1200 - 1500 words)
- Examination (1 x 90 min., calculator permitted)

YEAR 10 SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS (STEM)

Students have entered STEM in Year 9 through application. For students to enter STEM in Year 10 they will require approval through the Head of Department for Science. Students who succeed in STEM develop skills that are beneficial to a number of senior subjects in the science, engineering and mathematics areas.

What is this course about?

STEM is a curriculum based on the idea of educating students in four specific disciplines — Science, Technology, Engineering and Mathematics in an interdisciplinary and applied approach. The cohesive learning approach promotes problem-based learning activities with an emphasis on real-world applications. Students actively engage in collaboration, design, problem solving and independent thinking to bring about an artifact that culminates the students' learning.

How will I be assessed? Due to STEM being interdisciplinary, assessment is negotiated across the strands of Science, Technology, Engineering and Mathematics.

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

Science

- Describe and explain
- Apply understanding
- Analyse evidence
- Interpret evidence
- Investigate phenomena
- Evaluate processes
- Communicate understandings

Technology

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

Engineering

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

Mathematics

- Formulate
- Solve
- Evaluate and Verify
- Communicate

What will help me be successful in this course?

This course is accessed via application only. Learning is complemented by Mathematics Advanced, Science and Engineering subjects available in Year 10.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

A number of STEM units have been developed by The Gap State High School. Units that can be delivered include -

- Aerodynamics and Flight
- Brain & Neuroplasticity
- Biofuels
- Sound Engineering
- Pandemics
- Biomimicry
- Gravity and electromagnetism
- Incredible machines
- Robotic Systems

SKILLS

Along with the Science, Mathematical, Engineering and Technology Skills, the General Capabilities play a significant role in STEM education. The General Capabilities include Literacy, Numeracy, Information Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding.

ASSESSMENT

- Extended writing tasks
- Practical components and artifacts
- Project - folio of work, supporting documents and photographs
- Examination (2hrs, Short Response, Multi-choice)

BIOLOGY (GENERAL)

What is this course about?

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

The course aims to develop students':

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

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students should achieve a C result in Year 10 Biology and Environment Science.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Cells as the basis of life
- Multicellular organisms
- DNA, genes and the continuity of life
- Evolution of life on Earth

SKILLS

- 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

ASSESSMENT

- Data Test (1hr, 500 words)
- Experimental investigation (1500 - 2000 words)
- Research investigation (1500 - 2000 words)
- Examination (2 x 90 min., calculator permitted)

EARTH & ENVIRONMENTAL SCIENCE (GENERAL)

What is this course about?

Earth & Environmental Science is an interdisciplinary subject that provides opportunities for students to engage with the dynamic interactions in and between four systems: geosphere, hydrosphere, atmosphere and biosphere.

Students examine the evidence underpinning theories of the development of the Earth systems, their interactions and their components. They investigate how Earth processes involve interactions of Earth systems and are interrelated through transfers and transformations of energy. They examine renewable and non-renewable resources, the implications of extracting, using and consuming these resources, and associated management approaches. They consider how Earth processes and human activity can contribute to Earth hazards, and the ways in which these hazards can be predicted, managed and mitigated to reduce their impact on earth environments.

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students should achieve a C result in Year 10 Biology and Environment Science.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Introduction to Earth Systems
- Earth processes – energy transfers and transformations
- Living on Earth – extracting using and managing Earth resources
- The changing Earth – cause and impact of Earth hazards

SKILLS

- 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

ASSESSMENT

- Data Test (1hr, 500 words)
- Experimental investigation (1500 – 2000 words)
- Research investigation (1500 – 2000 words)
- Examination (2 x 90 min., calculator permitted)

CHEMISTRY (GENERAL)

What is this course about?

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

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

The course aims to develop students':

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

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students should achieve a C result in Year 10 Physics and Chemistry. It is highly advantageous that students also be studying Mathematical Methods.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions
- Rates of reactions

SKILLS

- 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

ASSESSMENT

- Data Test (1hr, 500 words)
- Experimental investigation (1500- 2000 words)
- Research investigation (1500 – 2000 words)
- Examination (2 x 90 min., calculator permitted)

PHYSICS (GENERAL)

What is this course about?

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

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

The course aims to develop students':

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

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students should achieve a C result in Year 10 Physics and Chemistry. It is highly advantageous that students also be studying Mathematical Methods.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Thermal, nuclear and electrical physics
- Linear motion and waves
- Revolutions in Modern physics
- Gravity and electromagnetism

SKILLS

- 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

ASSESSMENT

- Data Test (1hr, 500 words)
- Experimental investigation (1500 – 2000 words)
- Research investigation (1500 – 2000 words)
- Examination (2 x 90 min., calculator permitted)

SCIENCE IN PRACTICE (APPLIED)

What is this course about?

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

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

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

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 aspiration. 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, and the resources sector.

How will I be assessed?

In this course you will be assessed in the following criteria dimensions;

- Knowing and understanding
- Analysing and applying
- Planning and evaluating

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

- Project
- Investigation
- Collection of work
- Extended Response
- Examination

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students should have completed Year 10 English

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Scientific literacy and working scientifically
- Workplace health and safety
- Communication and self-management

Through the following electives:

- Science for the workplace
- Resources, energy and sustainability
- Health and lifestyles
- Environments
- Discovery and change

SKILLS

- Describe and explain scientific facts, concepts and phenomena in a range of situations
- Describe and explain scientific skills, techniques, methods and risks
- Analyse data, situations and relationships
- Apply scientific knowledge, understanding and skills to generate solutions
- Communicate using scientific terminology, diagrams, conventions and symbols
- Plan scientific activities and investigations
- Evaluate reliability and validity of plans and procedures, and data and information
- Draw conclusions, and make decisions and recommendations using scientific evidence

ASSESSMENT

- Project (written 500 – 900 words & 3-6 min. spoken)
- Investigation (written 600 – 1000 words or spoken 4 – 7 min.)
- Collection of Work (product, performance, written 500-900 words, in-class test 1h)

Applied Positive Psychology

YEAR 10

- Applied Positive Psychology

YEAR 11 & 12

- Psychology

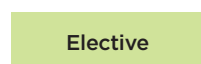


APPLIED POSITIVE PSYCHOLOGY

Education Pathway Chart



KEY



YEAR 10 APPLIED POSITIVE PSYCHOLOGY

This course is studied by each student in Year 10. It includes an introduction to Senior Psychology, career planning, wellbeing, healthy relationships, and challenge through climbing and high ropes.

What is this course about?

By completing this course students will have a good understanding of the requirements of Psychology in Year 11 and 12. Students will also spend some time developing their Senior Education and Training Plan – setting them up for an appropriate pathway through their final years of schooling. Completing this process will assist students in meeting the requirements of the Queensland Certificate of Education (QCE) through the early banking of credit points and meeting the literacy and numeracy requirement. This is achieved through the completion of a Certificate II in Skills for Work and Vocational Pathways, preparing students for entry into the work force and vocational training. The units aim to develop each student's personal and social competencies (Social Intelligence). Integrated in the course is development of the attributes that promote wellbeing, with the overall objective being to give students the tools to flourish in their chosen life's path.

How will I be assessed?

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

- Psychology:
 - Describe and explain scientific concepts, theories, models and systems and their limitations
 - Analyse evidence
 - Evaluate processes, claims and conclusions
 - Communicate understandings, findings, arguments and conclusions
- Competency achieved in FSK 20119 – Certificate II in Skills for Work and Vocational Pathways
- Assessment is based on the school's positive education framework and the General Capabilities (Personal and Social Capability) of the Australian Curriculum

What will help me be successful in this course?

To get the most out of this course it is recommended that students are diligent, open to learning new concepts, willing to step outside of their comfort zone and capable of accurately following written instructions.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- Psychology:
 - Social learning theory
 - Psychopaths and Sociopaths
 - Normal and abnormal behavior
 - Diagnosis of disorders
- Challenge – The “Challenge” unit of work involves climbing, abseiling and high ropes activities in the Leadership Training Centre (LTC). Along with practical skills, the unit develops character and social skills.
- Wellbeing – This unit aims to develop the skills required to enhance subjective wellbeing, flourishing and optimal functioning.
- Relationships – Thorough consideration of the law regarding consent, conception and pregnancy, contraception, STIs and LGBTQI issues.
- Careers Education (FSK20119/ICT10115)
- Senior Education and Training Plan (SET Plan)

SKILLS

- Psychology:
 - Distinguish between adaptive and maladaptive behavior
 - Describe psychological disorders
 - Recognise the main categories of psychological disorders
 - Summarise social (disorganised attachment, significant relationships) risk factors for psychological disorders
- Investigate career pathway options
- Develop CV, application letter, budgeting and presentation skills
- Reflect on personal circumstances that impact wellbeing
- Develop skills to enhance subjective wellbeing

ASSESSMENT

- 60 minutes combination Multiple choice/short answer test (Psychology unit)
- Completion of FSK20119 (CV, Budget & Careers presentation)
- Theoretical work is assessed by the traditional modes of tests and written assignments; such as reports or essays.
- Practical activities are assessed by contribution to the task as well as their performance at the task.

PSYCHOLOGY (GENERAL)

Aspects of this course are found in Year 10 Applied Positive Psychology (APPS). Please be reminded that this is a science course, and is reflective of the rigour and demands of other science courses.

What is this course about?

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

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

The course aims to develop students':

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

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

This course is only available to students moving into Year 11 and students should achieve a minimum academic result of a C in a Year 10 Science.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- The role of the brain
- Localisation of function
- Cognitive development
- Memory
- Learning
- Emotion and motivation
- Psychological science

SKILLS

- 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

ASSESSMENT

- Data Test (1hr, 500 words)
- Experimental investigation (1500 – 2000 words)
- Research investigation (1500 – 2000 words)
- Examination (2 x 90 min., calculator permitted)

The Arts

YEAR 10

- Music
- Drama
- Visual Art
- Media Art
- Visual Art in Design

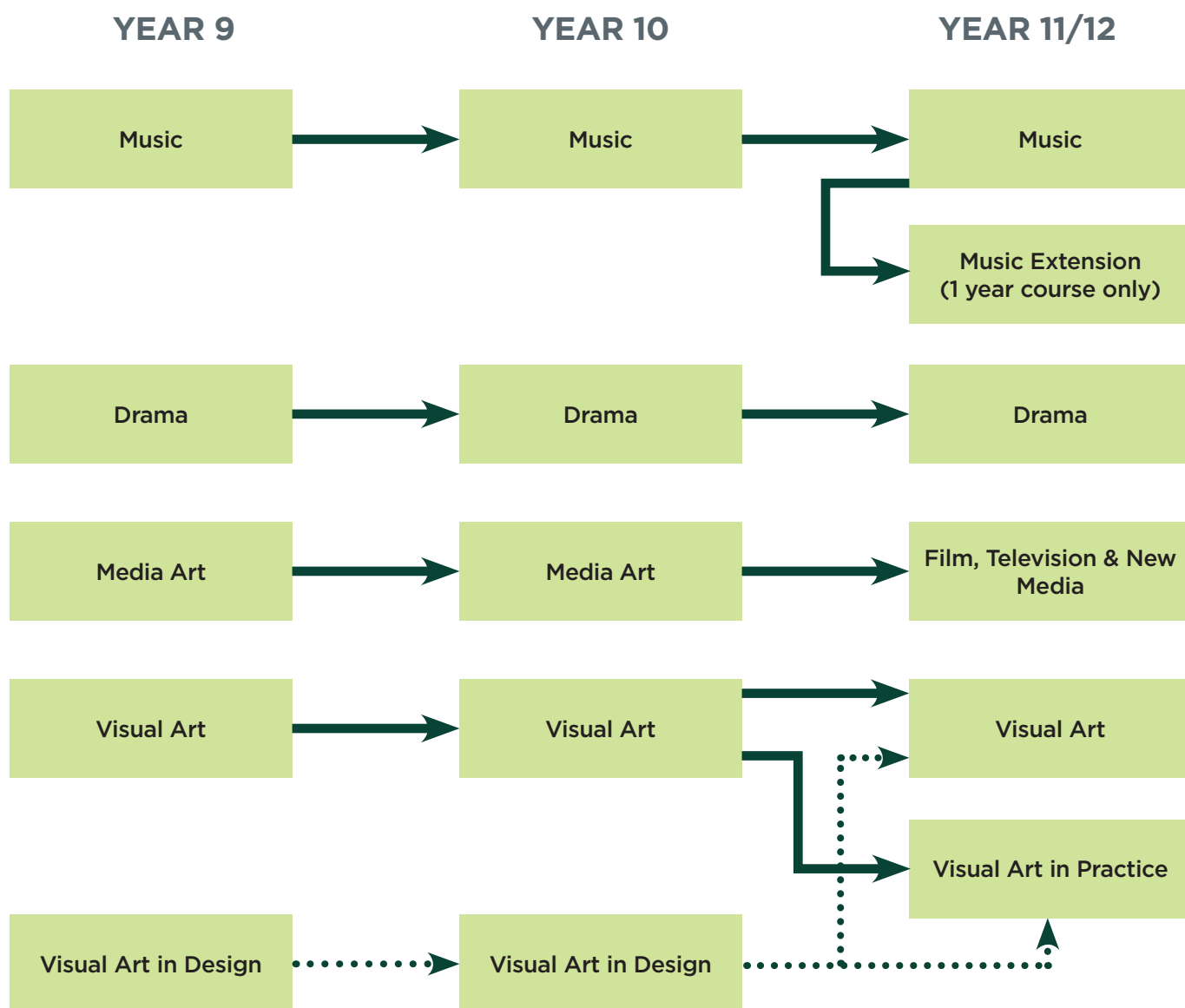
YEAR 11 & 12

- Music
- Music Extension
- Drama
- Visual Art
- Film, Television & New Media
- Visual Art in Practice



THE ARTS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 MUSIC

Year 10 Music develops the foundation to be successful in Music in Year 11 and 12.

What is this course about?

Music students listen, perform, and compose. They learn about the elements of music, comprising: rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skill development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

How will I be assessed?

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

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

What will help me be successful in this course?

To be successful in this course, it is recommended that students have achieved the following: a C result in Year 9 Music and Year 9 English. Students should be committed to working in The Arts as both an artist and audience.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

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

SKILLS

- Exhibit technical skills in performance that are specific to the instrument or sound source
- Use music elements and concepts and apply compositional devices in compositional processes
- Explain and analyse the constituent parts and the relationship between music elements, concepts and stylistic characteristics
- Interpret and shape music elements and concepts in performance
- Evaluate music to justify the use of music elements and concepts in relation to purpose and context, examining and determining the value or significance of music from various perspectives
- Realise music ideas to communicate meaning in performance
- Resolve music ideas to communicate meaning in composition

ASSESSMENT

- Performance (approx. 2 min., 150 – 250 words)
- Composition (1 min., 150 – 250 words)
- Integrated Project (5-8 min. or 10-15 digital pages/slides; statement of 150 – 250 words; approx. 2 min. performance or 1 min. composition)

YEAR 10 DRAMA

Year 10 Drama provides the foundation to be successful in Drama in Year 11 and 12.

What is this course about?

Learning in Drama involves students making, performing, analysing and responding to drama, drawing on human experience as a source of ideas. Students engage with the knowledge of drama, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Drama, students learn to reflect critically on their own experiences and responses and further their own aesthetic knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about drama.

How will I be assessed?

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

- Demonstrating 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

What will help me be successful in this course?

To be successful in this course, it is recommended that students have achieved the following: a C result in Year 9 English. Students should be committed to working in the art form as both an artist and audience. Prior experience in Year 9 Drama, or one of the other Arts courses would be beneficial, but is not essential.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

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

SKILLS

- Perform, apply and analyse the elements, skills, processes, forms, styles and techniques of drama
- Interpret purpose in a range of dramatic texts
- 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
- Use voice and body (movement, facial expression, gesture, posture, vocal projection, articulation, authentic delivery of text) and the production components of props, costumes, lighting, sound and staging equipment and performance spaces
- Connect to the themes evidenced in texts, intellectually, emotionally and physically

ASSESSMENT

- Performance (2-3 min. per student.) x 2
- Extended response – Written assignment or exam (600 – 700 words) x 2
- Project – dramatic concept/scriptwriting (500 – 700 words)
- Project – practice-led project (5-7 min. multimodal and 3-5 min. of performance)

YEAR 10 MEDIA ARTS

Year 10 Media Arts provides the foundation to be successful in Film, Television and New Media in Year 11 and 12.

What is this course about?

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

How will I be assessed?

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

- Analyse how social and cultural values and alternative points of view are portrayed in media artworks you make, interact with and distribute
- Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning
- Evaluate how social, institutional and ethical issues influence the making and use of media artworks
- Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts
- Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style
- Collaboratively apply design, production and distribution processes

What will help me be successful in this course?

To be successful in this course, it is recommended that students have achieved the following: a C result in Year 9 Media Arts and Year 9 English. Students should be committed to working in the art form as both an artist and audience. Prior experience in one of the other Arts courses would be beneficial, but is not essential.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- | | |
|--|--|
| • Representation and story principles including: | • Composition |
| • Structure | • Time |
| • Intent | • Space |
| • Character | • Sound |
| • Settings | • Movement |
| • Genre Conventions | • Lighting |
| • Points of view | • Technologies |
| • Media conventions | • Audience |
| • Languages: elements of media arts (technical and symbolic codes) | • Institutions: individuals, communities and organisations |

SKILLS

- Digital video production
- Camera operation (DSLR)
- Digital video editing
- 3D character modelling and animation
- Planning, organization and permissions for production
- Lighting for digital video production
- Safety, well-being and risk management for video production and post-production
- Construction of pre-production proposals for films including treatments and storyboards
- Analysis and evaluation of moving image media products
- Literacy skills

ASSESSMENT

- Case Study (800 – 1000 words)
- Multiplatform Project – Music Video (treatment 600 – 800 words, 12 -24 shot storyboard, 3min. production)
- Stylistic Project – Music Video (treatment 600 – 800 words, 12-24 shot storyboard; 45 secs. – 2 min. production, reflective statement 200 – 400 words)
- Examination – Seen Stimulus (2hrs, 600 – 800 words)

YEAR 10 VISUAL ART

Year 10 Visual Art provides the foundation to be successful in Visual Art in Year 11 and 12. Visual Art lends itself to students who are passionate about Art and are looking towards a pathway into university in one of the various Art programs.

What is this course about?

Learning in 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, styles and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

How will I be assessed?

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

- Evaluate how representations communicate artistic intentions in artworks you make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent your own and others' ideas
- Identify influences of other artists on your own artworks
- Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

What will help me be successful in this course?

To be successful in this course, it is recommended that students have achieved the following: a C result in Year 9 Visual Art or Visual Design and Year 9 English. Students should be committed to working in the art form as both an artist and audience. Prior experience in one of the other Arts courses would be beneficial, but is not essential.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- | | |
|---|---|
| • Representation | • Practices |
| • Subject matter | • Spaces – studio and gallery |
| • Forms | • Skills – expressive; critical; conceptual; practical; multi-modal |
| • Styles | • Processes |
| • Techniques | • Viewpoints |
| • Visual conventions | |
| • Materials, techniques, technologies and art processes | |

SKILLS

- Reading images to plan and design responses
- Communicating meaning using images, words, objects and experiences
- Problem-solving by identifying and developing the scope of inquiry, obstacles or anticipated challenges
- Analyse and interpret visual language, expression and meaning in artworks and practices for the purpose of finding meaning
- Interpret meaning in artworks and practices to draw conclusions and construct personalised responses in both making and responding
- Evaluate art practices, traditions, cultures and theories and justify viewpoints
- Reflect on and appraise the ideas, value and significance of visual language and expression in artworks
- Experiment in response to stimulus, research new ideas and identify and test alternative solutions inspired by research
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes, evolving from own thought or imagination
- Consolidate, refine and resolve ideas to realise responses to communicate meaning

ASSESSMENT

- Analytical Exposition – (800 – 1000 words)
- Experimental Folio – (One 8-10 slide Powerpoint of selected, task-relevant evidence of experiments from process book pages) x 2
- Resolved Artwork (folio of resolved art work/ series of artworks, supporting statements 150 – 200 words) x2
- Examination (1hr, 300 – 400 words)

YEAR 10 VISUAL DESIGN

Year 10 Visual Design provides the foundation to be successful in Visual Art and Visual Arts in Practice in Year 11 and 12. Visual Art lends itself to students who are passionate about Art and are looking towards a pathway into university in one of the various Art programs.

What is this course about?

As in Visual Art, learning in Visual Design involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual design, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Through Visual Design, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

How will I be assessed?

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

- Evaluate how representations communicate artistic intentions in artworks you make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent your own and others' ideas
- Identify influences of other artists on your own artworks
- Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks

What will help me be successful in this course?

To be successful in this course, it is recommended that students have achieved the following: a C result in Year 9 Visual Art or Visual Design and Year 9 English. Students should be committed to working in the art form as both an artist and audience. Prior experience in one of the other Arts courses would be beneficial, but is not essential.

What is the subject matter, and what skills will I learn in this Year 10 subject?

SUBJECT MATTER

- | | |
|---|---|
| • Representation | • Practices |
| • Subject matter | • Spaces – studio and gallery |
| • Forms | • Skills – expressive; critical; conceptual; practical; multi-modal |
| • Styles | • Processes |
| • Techniques | • Viewpoints |
| • Visual conventions | |
| • Materials, techniques, technologies and art processes | |

SKILLS

- Reading images to plan and design responses
- Communicating meaning using images, words, objects and experiences
- Problem-solving by identifying and developing the scope of inquiry, obstacles or anticipated challenges
- Analyse and interpret visual language, expression and meaning in designs and practices for the purpose of finding meaning
- Interpret meaning in design and practices to draw conclusions and construct personalised responses in both making and responding
- Evaluate design practices, traditions, cultures and theories and justify viewpoints
- Reflect on and appraise the ideas, value and significance of visual language and expression in designs
- Experiment in response to stimulus, research new ideas and identify and test alternative solutions inspired by research
- Create meaning through the knowledge and understanding of materials, techniques, technologies and design processes, evolving from own thought or imagination
- Consolidate, refine and resolve ideas to realise responses to communicate meaning

ASSESSMENT

- Analytical Exposition – (800 – 1000 words)
- Experimental Folio – (One 4-page pdf document of selected, task relevant evidence from process book pages) x2
- Resolved Design – Design object; One 4-page .pdf document of selected, task relevant evidence from process book pages, supporting statements 150 – 200 words) x2
- Examination (1hr, 300 – 400 words)

DRAMA (GENERAL)

What is this course about?

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

Across the course of study, students will learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. A study of a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts, forms a core aspect of the learning. Drama provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of critical literacies.

How will I be assessed?

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

- 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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students moving into Year 11 would benefit from a satisfactory standard in the Year 10 Drama. Students should be committed to working in the art form as both an artist and audience.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

- Perform, apply and analyse the elements, skills, processes, forms, styles and techniques of drama
- Interpret purpose in a range of dramatic texts
- 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
- Use voice and body (movement, facial expression, gesture, posture, vocal projection, articulation, authentic delivery of text) and the production components of props, costumes, lighting, sound and staging equipment and performance spaces
- Connect to the themes evidenced in texts, intellectually, emotionally and physically

ASSESSMENT

- Performance (3-5 min.)
- Project – dramatic concept (1200 words, 10 – 12 images)
- Project – practice-led project (5-7 min. multimodal and 3-5 min. of performance)
- Examination (2hrs, 800 – 1000 words)

MUSIC (GENERAL)

This course is available in Year 10 as Music. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Music.

What is this course about?

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

The study of music combines the development of cognitive, psychomotor and affective domains through making and responding to music.

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

In an age of change, Music has the means to prepare students for a future of unimagined possibilities; in Music, students develop highly transferable skills and the capacity for flexible thinking and doing. A study of music provides students with opportunities to develop their intellect and personal growth and to make a contribution to the culture of their community. Students develop the capacity for working independently and collaboratively, reflecting authentic practices of music performers, composers and audiences. Studying music provides the basis for rich, lifelong learning.

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

Students moving into Year 11 will need a C result or higher in Year 10 Music. Students should be committed to working in the art form as both an artist and audience.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

- Exhibit technical skills in performance that are specific to the instrument or sound source
- Use music elements and concepts and apply compositional devices in compositional processes
- Explain and analyse the constituent parts and the relationship between music elements, concepts and stylistic characteristics
- Interpret and shape music elements and concepts in performance
- Evaluate music to justify the use of music elements and concepts in relation to purpose and context, examining and determining the value or significance of music from various perspectives
- Realise music ideas to communicate meaning in performance
- Resolve music ideas to communicate meaning in composition

ASSESSMENT

- Performance (2-3 min., 200 – 400 words)
- Composition (1 min., 200 – 400 words)
- Integrated Project (6-10 min. 200 – 400 words, 2-3 min. performance)
- Examination (2hrs, 800 – 1000 words)

MUSIC EXTENSION (YEAR 12 ONLY — GENERAL)

What is this course about?

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students must be studying Year 12 Music and have successfully completed Year 11 Music to be eligible to enrol.

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

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

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

How will I be assessed?

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

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

Compositional specialisation:

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

Musicology specialisation:

- Analyse music
- Investigate music
- Synthesise information

Performance specialisation:

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

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

- Project (Composition/Musicology/Performance)

- Composition/Investigation/Performance (depending on specialisation)
- Examination – extended response

What will help me be successful in this course? (Readiness for Senior Schooling)

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

Music Extension is offered in Year 12 only. It is a companion subject to Music. Students must be studying Year 12 Music and have successfully completed Year 11 Music, and achieved a 'B' standard or higher, to be eligible to enrol. The subject assumes that Units 1 and 2 of the Music course (or equivalent) have been studied before commencing. 'Equivalent' refers to compatible interstate or overseas school Music syllabuses or qualifications.

Year 12 overview

SUBJECT MATTER

- Specialisation in Composition, Musicology or Performance
- Composition: (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions
- Musicology: (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research
- Performance: (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts and express music ideas to realise their performances
- Best practice — developing techniques and strategies to achieve the most efficient and effective result (e.g. seeking information specific to their specialisation, using efficient rehearsal strategies, experimenting with music technologies, researching music concepts, using research methods)
- Reflective practice, evaluate, examine and express information in the development of a response to an unseen question in a written mode. This may involve solving a problem, expressing and justifying a viewpoint, analysing and interpreting artwork to communicate meaning, or applying concepts or theories

MUSIC EXTENSION (YEAR 12 ONLY — GENERAL) CONTINUED

Year 12 overview (continued)

SKILLS

Common to all specialisations:

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

Students who specialise in Composition will be able to:

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

Students to specialise in Musicology will be able to:

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

Students who specialise in Performance will:

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

Year 12 overview (continued)

ASSESSMENT

Students complete tasks in their specialisation

#1

- Performance (2-3 min., 200 – 400 words)
- Composition (1 min., 200 – 400 words)
- Investigation (1500-2000 words)

#2

- Performance (2-3 min., 200 – 400 words)
- Composition (1 min., 200 – 400 words)
- Investigation (1500-2000 words)

#3

- Performance Project (200 word statement/1-2 minute oral or audio explanation, 300 word reflective statement, 5-6 min. performance)
- Composition Project (200 word statement/1-2 minute oral or audio explanation, 300 word reflective statement, 2 min. composition)
- Musicology Project (Live presentation 9-11/
Digital presentation 10-15 digital pages/slides, including 2 mins of video/audio; 300 word/ 1-2 min. reflective statement)

#4

- Examination (2hrs, 800 – 1000 words)

FILM, TELEVISION AND NEW MEDIA (GENERAL)

This course is available in Year 10 as Media Arts. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Film, Television and New Media.

What is this course about?

Film, Television and New Media (FTVNM) uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices. Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

Through making and responding to moving-image media products, students will develop a respect for diverse perspectives and a critical awareness of the expressive, functional and creative potential of moving-image media in a diverse range of global contexts.

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

How will I be assessed?

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

- Explain the features of moving-image media content and practices
- Symbolise conceptual ideas and stories
- Construct proposals and construct moving-image media products
- Apply literacy skills
- Analyse moving-image products and contexts of production and use
- Structure visual, audio and text elements to make moving-image media products
- Experiment with idea for moving-image media products
- Appraise film, television and new media products, practices and viewpoints
- Synthesis visual, audio and text elements to solve conceptual and creative problems

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended that students moving into Year 11 should achieve a C result or higher in Year 10 Media Arts.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- Technical and symbolic codes
- Genre conventions
- Multi-platform storytelling
- Industry practices e.g. regulation, copyright and distribution
- Meaning and purpose of media products
- Audience positioning, expectations and participation
- Contexts of production and use of moving image products
- Representations in moving image media products

SKILLS

- Digital video production
- Digital video editing
- Planning and organization for production
- Camera operation (DSLR)
- Construction of proposals for films including treatments and storyboards
- Analysis and evaluation of moving image media products
- Multi-platform storytelling
- Literacy skills

ASSESSMENT

- Case Study (1000 – 1500 words)
- Multiplatform Project (treatment 800 – 1000 words, 12 -24 shots storyboard, 45s – 5min. production)
- Stylistic Project (treatment 800 – 1000 words, 2 – 5min. production, reflective statement 200 – 400 words)
- Examination (2hrs, 800 – 1000 words)

VISUAL ART (GENERAL)

What is this course about?

Visual Art students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. In making artworks, students use their imagination and creativity to innovatively solve problems and experiment with visual language and expression. Students develop knowledge and skills when they create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes. On their individual journey of exploration, students learn to communicate personal thoughts, feelings, ideas, experiences and observations. In responding to artworks, students investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Visual Art uses an inquiry learning model, developing critical and creative thinking skills and individual responses through developing, researching, reflecting and resolving. Through making and responding, resolution and display of artworks, students understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences.

How will I be assessed?

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

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

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course, it is recommended students moving into Year 11 will need a C result or higher in Year 10 Visual Arts or Visual Arts in Design.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

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

SKILLS

- Reading images to plan and design responses
- Communicating meaning using images, words, objects and experiences
- Problem-solving by identifying and developing the scope of inquiry, obstacles or anticipated challenges
- Analyse and interpret visual language, expression and meaning in artworks and practices for the purpose of finding meaning
- Interpret meaning in artworks and practices to draw conclusions and construct personalised responses in both making and responding
- Evaluate art practices, traditions, cultures and theories and justify viewpoints
- Reflect on and appraise the ideas, value and significance of visual language and expression in artworks
- Experiment in response to stimulus, research new ideas and identify and test alternative solutions inspired by research
- Create meaning through the knowledge and understanding of materials, techniques, technologies and art processes, evolving from own thought or imagination
- Consolidate, refine and resolve ideas to realise responses to communicate meaning

ASSESSMENT

- Investigation – inquiry phase (1000-1500 words)
- Project – inquiry phase (folio of resolved art work, supporting statements 150 – 200 words)
- Examination (2hrs, 800 – 1000 words)

VISUAL ARTS IN PRACTICE (APPLIED)

This is a Year 11 course only. Aspects of this course are found in Year 10 Visual Arts and Year 10 Visual Arts in Design. The program is intended to give foundational level knowledge, cognitions and assessment literacy to be successful in Senior Visual Arts in Practice.

What is this course about?

Visual Arts in Practice focuses on students engaging in art-making processes and making virtual or physical visual artworks. Visual artworks are created for a purpose and in response to individual, group or community needs.

Students explore and apply the materials technologies and techniques used in art-design elements and principles to influence their own aesthetic and guide how they view others' works. They also investigate information about artists, art movements and theories, and use the lens of a context to examine influences on art-making.

In this course students reflect on both their own and others' art-making processes. They integrate skills to create artworks and evaluate aesthetic choices. Students decide on the best way to convey meaning through communications and artworks. They learn and apply safe visual art practices.

How will I be assessed?

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

- Recall terminology and explain art-making processes
- Interpret information about concepts and ideas for a purpose
- Demonstrate art-making processes required for visual artworks
- Apply art-making processes, concepts and ideas
- Analyse visual art-making processes for particular purposes
- Use language conventions and features to achieve particular purposes
- Create communications that convey meaning to audiences

What will help me be successful in this course? (Readiness for Senior Schooling)

To get the most out of this course it would be advantageous for students to have completed Year 10 Visual Art or Year 10 Visual Art in Design.

What is the subject matter and what skills will I learn in this subject throughout senior school?

SUBJECT MATTER

- | | |
|--|--|
| • Visual mediums, technologies, techniques | • Particular skills are required to create a visual artwork |
| • Visual literacies and contexts | • Reflecting on artwork and evaluating art-making processes improves the creation of visual artworks |
| • Artwork realization | Through a selection of the following electives |
| • Art-making technologies | • 2D |
| • Art-making techniques | • 3D |
| • Industry connections | • Digital and 4D |
| • Display and curatorial skills | • Design |
| • Contexts for artworks | • Craft |
| • Artworks have a purpose | |

SKILLS

- Recall terminology and explain art-making processes
- Interpret information about concepts and ideas for a purpose
- Demonstrate art-making processes required for visual artworks
- Apply art-making processes, concepts and ideas
- Analyse visual art-making processes for particular purposes
- Use language conventions and features to achieve particular purposes
- Generate plans and ideas and make decisions
- Create communications that convey meaning to audiences
- Evaluate art-making processes, concepts and ideas.

ASSESSMENT

- Project (400 – 900 words, 2 – 4 min. spoken, 10 A4 pages)
- Product (folio of work)
- Extended response (500 – 1000 words)
- Investigation (500 – 1000 words, 2 – 4 min. spoken, 10 A4 pages)



Learners who flourish