

2026 SENIOR CURRICULUM GUIDE

Years 10-12



Learners **Who** Flourish

CONTENTS





EXECUTIVE 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 and 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
Executive Principal



KEY CONTACTS

For pathway planning, contact:

Senior schooling

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Mathematics	mathematics@thegapshs.eq.edu.au
Humanities	humanities@thegapshs.eq.edu.au
Physical Education and Sport	physed@thegapshs.eq.edu.au
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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

ENGAGE AND READ SENIOR CURRICULUM GUIDE

Students and parents explore information in the Senior Curriculum 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 3 SUBJECT INFORMATION EVENTS

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 GUIDE TERM 3

Students and parents refer to Senior Curriculum Guide to discuss senior subject offerings. Refine subject selections by consulting Heads of Department if required.

SUBJECT SELECTION DUE WEEK 5 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 – CAREERS – MY MEANING AND PURPOSE

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 at school, and have an opportunity to attend the Brisbane Careers and Employment Expo.

ENGAGE AND READ SENIOR CURRICULUM GUIDE

Students and parents explore information in the Senior Curriculum 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 AND 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* and 2 reserves they would like to complete in seniors 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 Head of Year 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 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 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

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

Enrolment in the vocational qualifications and accredited courses listed at school will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. The Gap State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026. 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 or other RTO 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 Pathways & Performance 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 1500 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 Skills

Industrial Graphics Skills

Food Technology

Fashion

DIGITAL TECHNOLOGIES

Digital Solutions

ENGLISH

Preparation for General English

Preparation for Literature

HEALTH AND PHYSICAL EDUCATION

Physical Education

Elite Volleyball Program

Sport and Recreation

Health and Psychology

APPLIED POSITIVE PSYCHOLOGY

Health and Psychology

HUMANITIES

Ancient and Modern History

Economics and Business

Geography and Legal Studies

Business and Community Studies

LANGUAGES

Chinese

German

MATHEMATICS

Preparation for General Mathematics

Preparation for Mathematical Methods

Preparation for Specialist Mathematics

SCIENCE

Biology and Earth Science

Physics and Chemistry

Science in Action

THE ARTS

Drama

Music

Media Arts

Visual Arts

Visual Design

YEAR 10 INTO 11 SUBJECT

Offerings listed by faculty

DESIGN AND TECHNOLOGIES

Engineering (General)

Industrial Technology Skills (Applied)

Industrial Graphics Skills (Applied)

Certificate II in Construction (Pathway)

Certificate II/III Hospitality (Pathway)

Fashion (Applied)

DIGITAL TECHNOLOGIES

Digital Solutions (General)

ENGLISH

Essential English (Applied)

English (General)

Literature (General)

HEALTH AND PHYSICAL EDUCATION

Physical Education (General)

Sport and Recreation (Applied)

Health (General)

EVP, Sport and Recreation (Applied)

APPLIED POSITIVE PSYCHOLOGY

Psychology (General)

HUMANITIES

Ancient History (General)

Economics (General)

Geography (General)

Modern History (General)

Legal Studies (General)

Accounting (General)

Business (General)

Social and Community Studies (Applied)

Business Studies (Applied)

LANGUAGES

Chinese (General)

German (General)

MATHEMATICS

Essential Mathematics (Applied)

General Mathematics (General)

Mathematical Methods (General)

Specialist Mathematics (General)

SCIENCE

Biology (General)

Chemistry (General)

Earth and Environmental Science (General)

Physics (General)

Science in Practice (Applied)

THE ARTS

Drama (General)

Drama in Practice (Applied)

Music (General)

Music Extension (General - Year 12 Only)

Film, Television and New Media (General)

Visual Art (General)

Visual Art in Practice (Applied)

YEAR 11 AND 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. General subjects are highly rigorous.

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 Prep General English or Literature. Consequently, ALL General subjects require students to achieve a C grade in Year 10 Prep General English or Literature as a prerequisite. Students who fail to meet this minimum standard should choose a program that includes a variety of Applied subjects, and Pathways 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	Year 11/12 Subject	Type	YEAR 10 PREREQUISITE Applied when confirming senior subject selection for Year 11.
Design and Technologies	Engineering (EGR)	General	C in Prep General Maths or Prep Math Methods and C in Engineering
	Industrial Technology Skills (ISK)	Applied	NA
	Industrial Graphic Skills (IGS)	Applied	NA
	Fashion (FAZ)	Applied	NA
Digital Technologies	Digital Solutions (DIS)	General	C in Digital Solutions or B in Prep General Maths and C in 10 Prep General English / Literature
Humanities	Ancient History (AHS)	General	C in Ancient and Modern History and B in Prep General English or Literature
	Economics (ECN)	General	C in Business and Economics and C in Prep General English or Literature
	Geography (GEO)	General	C in Geography and Legal Studies and C in Prep General English or Literature
	Modern History (MHS)	General	C in Ancient and Modern History and B in Prep General English or Literature
	Legal Studies (LEG)	General	C in Geography and Legal Studies and C in Prep General English or Literature
	Accounting (ACC)	General	C in Business and Economics and C in Prep General English or Literature
	Business (BUS)	General	C Business and Economics and C in Prep General English or Literature
	Social and Community Studies (SCS)	Applied	NA
	Business Studies (BST)	Applied	NA
	If Humanities (General) subject was not studied in Year 10, prerequisite is a C in Prep General English / Literature.		
	Ancient History and Modern History require a B in General English if History was not studied in Year 10		

Faculty	Year 11/12 Subject	Type	YEAR 10 PREREQUISITE Applied when confirming senior subject selection for Year 11.
English	English (ENG)	General	C in Prep General English or C Prep Literature
	Literature (LIT)	General	B in Prep Literature or B Prep General English.
	Essential English (ENE)	Applied	NA
Languages	Chinese (CHI)	General	C in Chinese or by Diagnostic
	German (GER)	General	C in German or by Diagnostic
Science	Biology (BIO)	General	C in Biology and Earth Science
	Earth and Environmental Science (ESC)	General	C in Biology and Earth Science or C in Physics and Chemistry or a B in Science in Action
	Chemistry (CHM)	General	C in Physics and Chemistry and C Prep General Maths / Math Methods
	Physics (PHY)	General	C in Physics and Chemistry and C Prep General Maths / Math Methods
	Science in Practice (SCP)	Applied	NA
Mathematics	General Mathematics (MAG)	General	B in Prep for General Maths or D in Prep Math Methods
	Mathematical Methods (MAM)	General	A in Prep for General Maths or B in Prep Math Methods
	Specialist Mathematics (MAS)	General	C Prep for Specialist Maths or B Prep Math Methods
	Essential Mathematics (MAE)	Applied	NA
Applied Positive Psychology	Psychology (PSY)	General	C in Health and Psychology or C Physics & Chemistry or C Biology & Earth Science
The Arts	Drama (DRA) Drama in Practice (Applied)	General	C in Drama or C in Prep General English or Literature
	Music (MUS)	General	C in Music or demonstrated performance or composition skills
	Film, TV and New Media (FTV)	General	C in Media Arts or any English in Year 10
	Visual Arts (ART)	General	C in Visual Art/Design or C in Prep General English or Literature
	Visual Art in Practice (VAP)	Applied	Previous study of Visual Art is recommended
Physical Education	Physical Education (PED)	General	C in HPE or C in Prep General English or Literature
	Health (HEA)	General	C in Health or Psychology or C in Prep General English or Literature
	Sport and Recreation (REC)	Applied	NA
	EVP, Sports and Recreation (EVP)	Applied	Elite Volleyball Program or by application

Year 10 students:

- **COMPULSORY** subjects are an English, a Mathematics 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 and 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.

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 My QCE 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		Literacy and numeracy	Academic Integrity
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 satisfactory literacy and numeracy requirements through one of the available learning options	Students must compete the QCAA Academic Integrity course

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 and 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 and IV qualifications (incl. traineeships)	up to 8	Recognised studies categorised as preparatory by QCAA	as per QCAA	Diplomas and 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				

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 and 2, a C or better for Unit 3 and 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 mathematics subject

4. QCAA ACADEMIC INTEGRITY COURSE (STUDENTS EXITING IN 2026)

Students must successfully complete the QCAA Academic Integrity Course. The course outlines:
What academic integrity is and why it is important
What academic misconduct is and how to avoid it
Effective academic practices - focusing on teaching students how to submit work that is their own; and
How students can use editing and drafting practices to improve their work

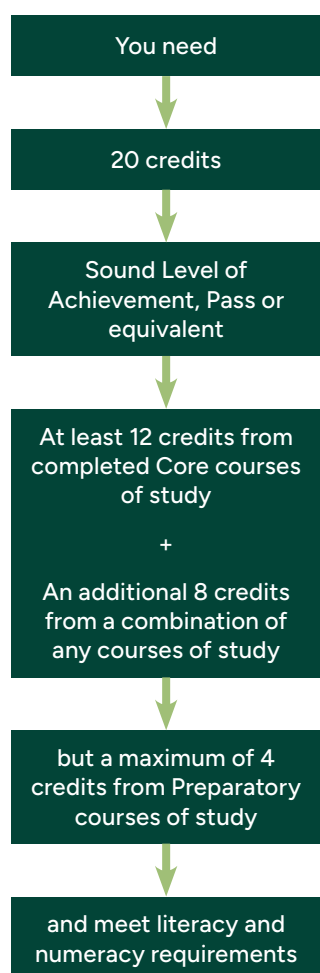
QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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.

The QCAA stipulates that an amount of learning at a set standard in a set pattern



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)

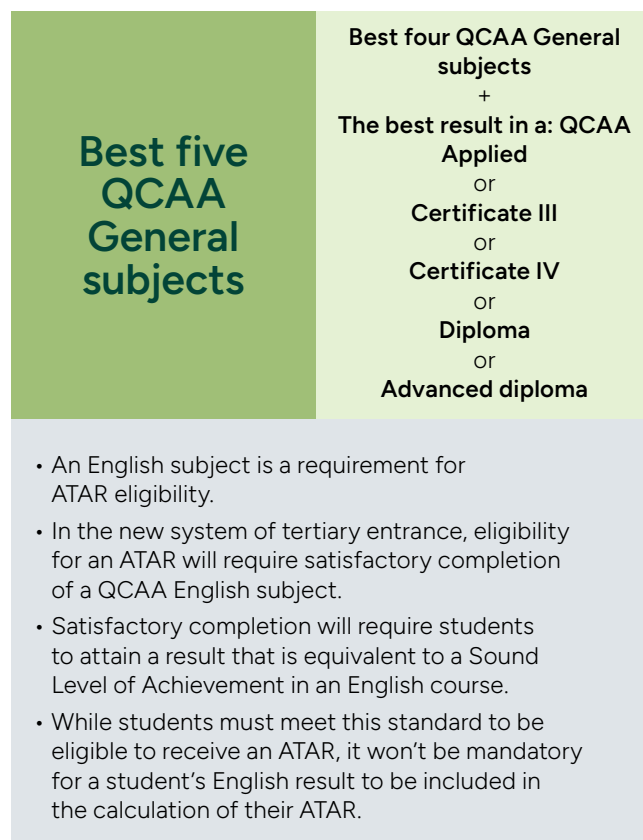
What is an ATAR?

- 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
- best four general subject results, plus Certificate III, Certificate IV, Diploma or Advanced Diploma.



QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

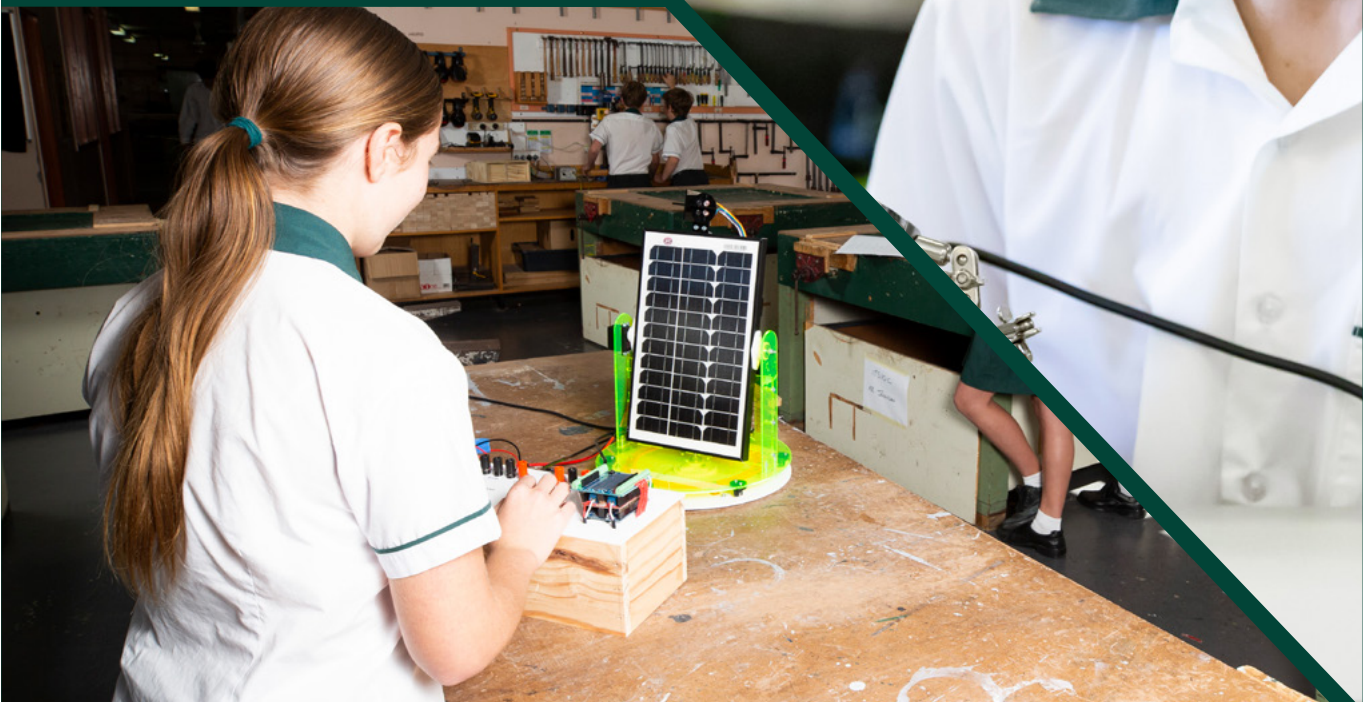
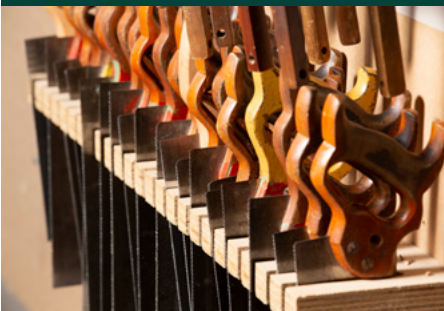
DESIGN TECHNOLOGIES

YEAR 10

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

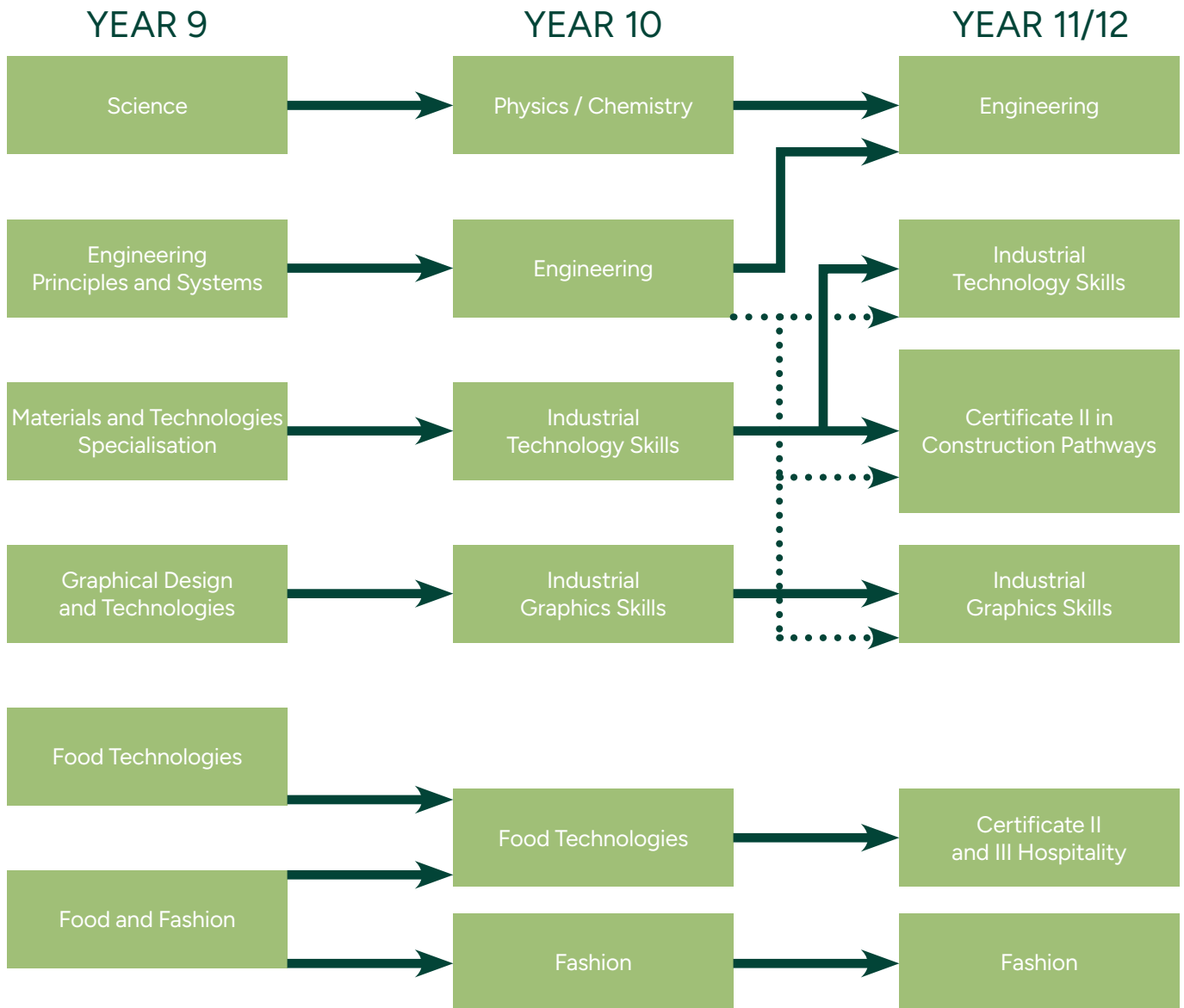
YEAR 11 AND 12

- Engineering
- Industrial Graphics Skills
- Industrial Technology Skills
- Certificate II in Construction Pathways
- Certificate II and III Hospitality
- Fashion



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:

- Engineering knowledge and problem-solving
- Symbolising and communicating
- Determining and generating
- Synthesising and evaluating

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 Preparation for Math Methods 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

- Engineering Solution 1 – Structures (e.g. Bridge, tower, crane)
- Engineering Solution 2 – Machines (e.g. wheelie bin lifter, automated gate opener, chair lifting device for the elderly or disabled)
- Examination 1 (90mins, complex familiar and unfamiliar, simple familiar)
- Examination 2 (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 / Certificate II Construction Pathways during Year 11 and 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:

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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

- Jewellery 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:

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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 and III in Hospitality in Year 11 and 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:

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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

YEAR 10 – FASHION

This course transitions to Senior Fashion. It is geared towards students who have an interest in the Fashion industry. Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

What is this course about?

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products.

Students engage in learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

How will I be assessed?

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

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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 Food and Fashion.

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

Subject Matter

Course subject matter will be a selection of 4 units from the following options.

- Fashion Designers
- Historical fashion influences
- Slow fashion
- Collections
- Industry trends
- Adornment

Course Objectives

- Identify and reproduce skills in production tasks
- Use knowledge of practices and production processes to formulate design ideas
- Choose knowledge and skills to design and produce fashion products that meet a brief
- Use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes.
- Evaluate skills and procedures to determine their efficiency and effectiveness in relation to task requirements.
- Make decisions to adapt production plans, techniques and procedures.

Assessment

- Each semester unit in this course will have 2 assessments.
- Assessments consist of a project including a product and a written component.

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:

- Engineering knowledge and problem-solving
- Symbolising and communicating
- Determining and generating
- Synthesising and evaluating

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

- Engineering Solution
- Examination (2hrs, complex familiar and unfamiliar, simple familiar)
- External Examination (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 trade-based industries.

How will I be assessed?

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

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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

Course subject matter will be a selection of 4 units from the following options.

Engineering Skills

- Unit option A: Fitting and machining
- Unit option B: Welding and fabrication
- Unit option C: Sheet metal working
- Unit option D: Production in the structural engineering industry
- Unit option E: Production in the transport engineering industry
- Unit option F: Production in the manufacturing engineering industry

Furnishing Skills

- Unit option A: Furniture-making
- Unit option B: Cabinet-making
- Unit option C: Interior furnishing
- Unit option D: Production in the domestic furniture industry
- Unit option E: Production in the commercial furniture industry
- Unit option F: Production in bespoke furniture industry

Course Objectives

- Identify and reproduce fundamental industry skills in construction, drawing and manufacturing tasks.
- Use knowledge of industry practices and production processes to draw meaning from elements and critical features of drawings and technical information.
- Choose knowledge and skills to complete industry-specific construction, drawing and manufacturing tasks.
- Use knowledge and understanding of industry practices, including safety concepts and principles, waste minimisation, quality expectations, teamwork and regulations.
- Students determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific construction, drawing and manufacturing task requirements.
- Modify and improve plans based on identified strengths, implications and limitations.

Assessment

- Project (practical product and documentation of manufacturing process)
- Practical demonstration

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:

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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

Course subject matter will be a selection of 4 units from the following options.

- Unit option A: Drafting for residential building
- Unit option B: Computer-aided manufacturing
- Unit option C: Computer-aided drafting-modelling
- Unit option D: Graphics for the construction industry
- Unit option E: Graphics for the engineering industry
- Unit option F: Graphics for the furnishing industry

Course Objectives

- Identify and reproduce fundamental industry skills in drafting tasks.
- Use knowledge of industry practices and drawing production processes to draw meaning from elements and critical features of client briefs.
- Choose knowledge and skills to complete industry-specific drafting tasks
- Use knowledge and understanding of industry practices to decide on the combination and order of drawing production processes.
- Determine the efficiency and effectiveness of production skills and procedures in relation to industry-specific drafting task requirements.
- Modify and improve drawing production plans based on identified strengths, implications and limitations.

Assessment

- Project (5-7 drawing sheets and documentation of drawing production processes and evaluation)
- Practical demonstration

CERTIFICATE II IN CONSTRUCTION PATHWAYS (PATHWAYS)

QCE Credits

4 (3 preparatory + up to 4 core)

Description?

CPC20220 Certificate II in Construction Pathways provides a pathway to the primary trades in the construction industry with the exception of plumbing.

The units of competency within the qualification cover essential work health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials and have core units of competency requirements that are required in most Certificate III qualifications. The dual qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

The qualification is suited to vocational education and training (VET) in Schools programs or learners with no previous connection to the construction industry or relevant employment history.

Commencing in Year 11 and delivered in the school workshops, during normal school hours as a part of the student's regular school timetable, the course is completed over a period of two (2) years.

Application

Enrolment in the vocational qualifications and accredited courses listed will be subject to the DTET final publication of the 2026 Career Ready VETiS funded qualifications. The Gap State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Training and Assessment Delivery

Skills assure Supplier Contracts have not yet been awarded, therefore external RTO information cannot be provided at this stage. Once this has been finalised, details regarding cost will be available.

CERTIFICATE II AND III HOSPITALITY

What is this course about?

SIT20322 – Certificate II Hospitality and SIT30622 Certificate III Hospitality 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.

Application

Enrolment in the vocational qualifications and accredited courses list will be subject to DTET final publication of the 2026 Career Ready VETiS funded qualifications. The Gap State High School will finalise its delivery arrangements with SAS before confirming Career Ready VET enrolments for 2026.

Training and Assessment

Skills assure Supplier Contracts have not yet been awarded, therefore external RTO information cannot be provided at this stage. Once this has been finalised, details regarding cost will be available..

FASHION (APPLIED)

What is this course about?

Fashion is a significant part of life — every day, people make choices about clothing and accessories. Identity often shapes and is shaped by fashion choices, which range from purely practical to the highly aesthetic and esoteric.

In Fashion, students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met. Students use their imagination to create, innovate and express themselves and their ideas. They design and produce fashion products in response to briefs in a range of fashion contexts.

Students learn about practices and production processes in fashion industry contexts. Practices are used by fashion businesses to manage the production of products. Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to recognise, apply and demonstrate knowledge and skills in units that meet local needs, available resources and teacher expertise. Through both individual and, where possible, collaborative learning experiences, students learn to meet client expectations of quality and cost.

Applied learning in fashion tasks supports student development of transferable 21st century, literacy and numeracy skills relevant to domestic fashion industries and future employment opportunities. The majority of learning is done through production tasks that relate to industry and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work

How will I be assessed?

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

- Demonstrate
- Interpret
- Select
- Sequence
- Evaluate
- Adapt

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 9 Food and Fashion but is not necessary.

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

Subject Matter

Course subject matter will be a selection of 4 units from the following options.

- Unit option A: Fashion Designers
- Unit option B: Historical fashion influences
- Unit option C: Slow fashion
- Unit option D: Collections
- Unit option E: Industry trends
- Unit option F: Adornment

Course Objectives

- Identify and reproduce skills in production tasks
- Use knowledge of practices and production processes to formulate design ideas
- Choose knowledge and skills to design and produce fashion products that meet a brief
- Use knowledge and understanding of industry practices and production processes to decide on the combination and order of processes.
- Evaluate skills and procedures to determine their efficiency and effectiveness in relation to task requirements.
- Make decisions to adapt production plans, techniques and procedures.

Assessment

- Each unit in this course will have 2 assessments.
- Every assessment will be a project including a product and a written component.

DIGITAL TECHNOLOGIES

YEAR 10

- Digital Solutions

YEAR 11 AND 12

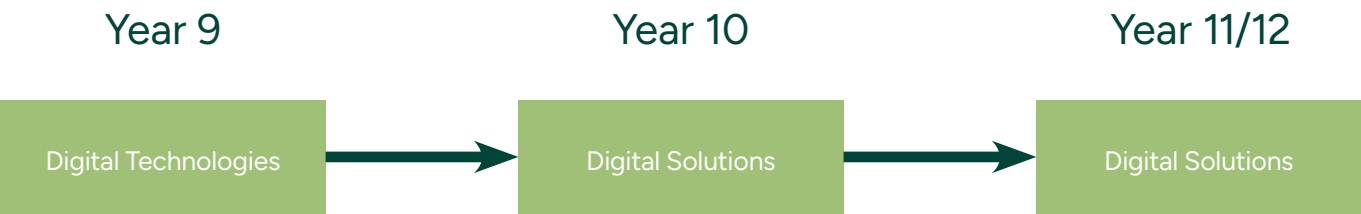
- Digital Solutions





DIGITAL TECHNOLOGIES

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 – DIGITAL SOLUTIONS

This course is for students who are interested in tertiary study in one of the many computer science or information technology fields.

What is this course about?

In Digital Solutions we cater for students who haven't done Digital Technologies in Year 9 and those who have. Problem Solving, Writing and Coding Skills form the basis of work throughout the year. Even if students have skills in other languages e.g. Python, they find with application they quickly pick up the languages of the Web. All students are expected to put time into their coding skill development outside of class time. These are the Front-End languages: HTML, CSS and JavaScript. We also do a brief introduction to Back-End languages SQL & PHP

While the course in Year 10 is a foundation for Year 11 and 12 it also is a stand-alone course for students who may not have decided yet whether to take it further in Senior. Learning in Digital Solutions focuses on further developing understanding and skills in computational thinking 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.

Some of the problems covered in the past are;

- Binary Search Number Games
- Rock Paper Scissors
- Encryption Problems
- Other Small Interactive Games

Support is given for beginner coders while confident coders find there is scope for deepening their knowledge using more advanced techniques such as Bootstrap and complex data structures.

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. C standard in English would be the minimum to cope with the problem-solving 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 - HTML, CSS and JavaScript
- Algorithms & PseudoCode
- User Interface Design - Useability and Visual Communication • Exploring, Developing, Generating and Evaluating Digital Solutions to various problems or needs
- Digital Systems
- Introduction to Web Servers, PHP, SQL

Skills

- Web Coding Languages - HTML, CSS and JavaScript, PHP & SQL
- Describe & analyse both simple and complex digital problems
- 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

- Projects - Written and Coding Components
- Supervised Written Exam (60mins)

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 and Year 10 English. This course is for students who are interested in tertiary study in one of the many computer science or information 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:

A C result or higher in Year 10 Digital Solutions or a B result in Year 10 Mathematics and Year 10 English.

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

Subject Matter

- Creating with code (web based technologies)
- 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 (10 A4 pages, including annotations of up to 1500 words, 2 min. video demonstration) of coded prototype
- Project – digital solution (10 A4 pages, including annotations of up to 1500 words, 2 min. video demonstration) of coded prototype
- Examination (2hrs, 800-100 words)

ENGLISH

YEAR 10

- Preparation for General English
- Preparation for Literature

YEAR 11 AND 12

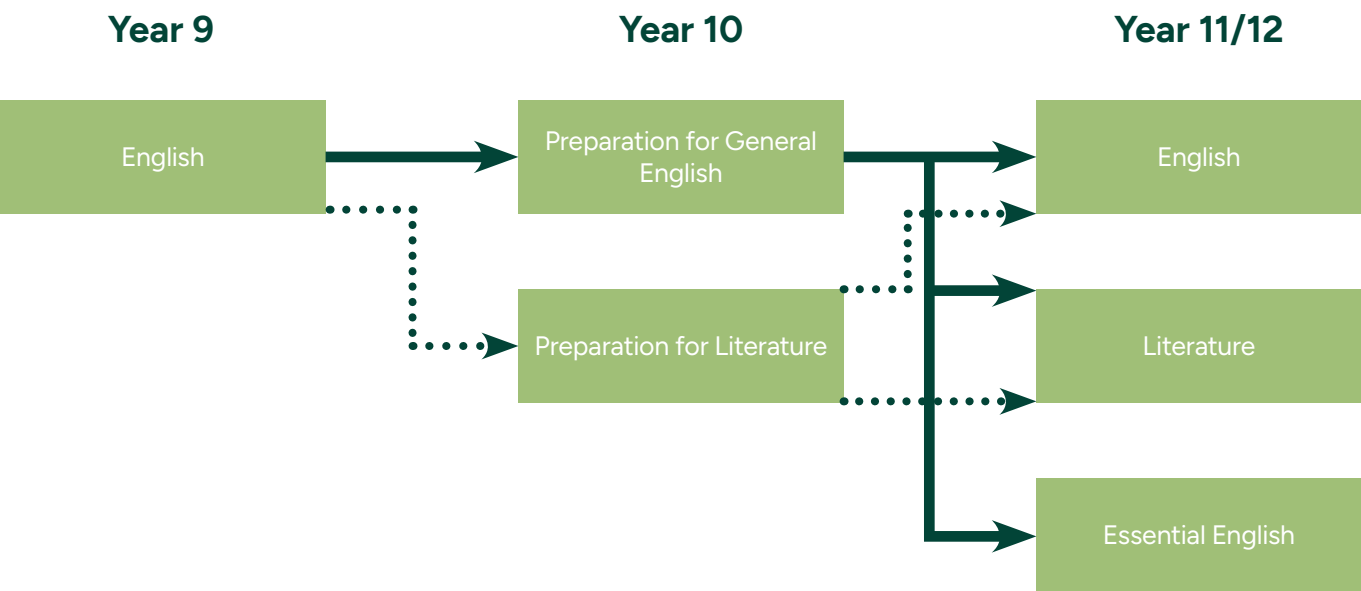
- English
- Literature
- Essential English





ENGLISH

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 – PREPARATION FOR GENERAL ENGLISH

Foundations to be successful in this subject in Year 11 and 12 are developed through Preparation for General 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 preparation for General English. This is a compulsory course for students in Year 10.

What is this course about?

Preparation for General 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 persuasive multimodal response — spoken (4-5 mins.)
- Extended response — written (700-800 words)
- Extended imaginative response — written (600-800 words)
- Extended analytical response — written exam (600-800 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 response - spoken persuasive (up to 8 mins.)
- Extended response - written (up to 1500 words)
- Examination - imaginative written (120 mins.)
- Examination - analytical written (120 mins.)

YEAR 10 – PREPARATION FOR LITERATURE

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 9 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

- Extended response – spoken (4-5 mins.)
- Extended response – written (800-900 words)
- Extended response – imaginative written (600-800 words)
- Extended response – written exam (600-800 words)

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 Preparation for General English or a B result or above in Preparation for Literature.

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 (120mins)
- Extended response – imaginative spoken/multimodal (up to 8 mins.)
- Extended response – imaginative written (up to 2000 words)
- Examination – analytical written (external) (120 mins)

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 opinions and ideas in text according to purpose
- 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 mode-appropriate language features to achieve particular purpose

Assessment

- Extended response – spoken (up to 6 mins)
- Examination – short-response (90 mins)
- Extended response – multimodal (up to 6 mins)
- Extended response – written (up to 800 words)

PHYSICAL EDUCATION

YEAR 10

- Physical Education
- Health and Psychology
- Sport and Recreation
- Elite Volleyball Program

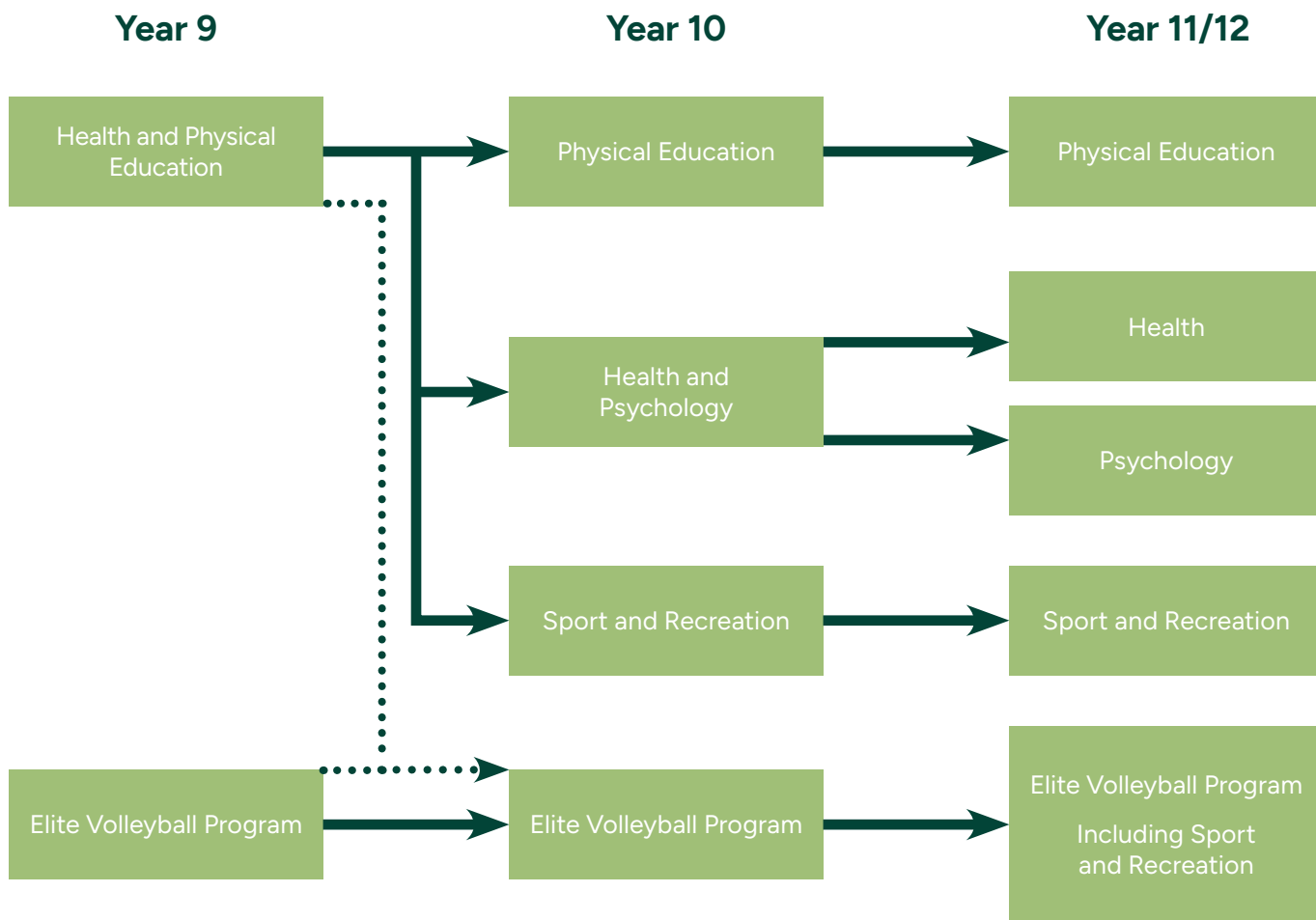
YEAR 11 AND 12

- Physical Education
- Health
- Sport and Recreation
- EVP, Sport and Recreation



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:

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and context

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 B 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 (up to 3mins)
- Examination (60 minutes)
- Analytical Exposition (1000–1500 words)

YEAR 10 – HEALTH AND PSYCHOLOGY

Year 10 Health and Psychology (a combined course of study) provides the foundation to be successful in Psychology and Health in Year 11 and 12. This subject will provide an insight for students looking to access university in the wide variety of applied health and psychology courses.

What is this course about?

Health Education provides students with the valuable opportunity to engage in “real life” learning in preparation for the senior subject of Health. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. In Year 10 students will explore the topics of addressing body image and Domestic Violence throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students will be introduced to the discipline through conducting experiments, analysing qualitative and quantitative research, in preparation for the Senior subject: Psychology. In Year 10 students will explore the topics of gustation (taste) through investigating the psychological and biological influences on this sensation as well as the effect stress has on the mind and body.

How will I be assessed?

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

- Describe and explain scientific concepts, data, and their limitations
- Analyse and interpret evidence
- Investigate and evaluate claims and conclusions
- Communicate findings
- Analyse and interpret information to draw conclusions
- Evaluate and reflect on implemented action strategies to justify recommendations

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, Year 9 HPE and Year 9 English.

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

Subject Matter

- Stress
- Body image
- Taste
- Domestic violence

Skills

Health

- Recognise and describe information about health-related topics and issues.
- Comprehend and use health approaches and frameworks.
- Analyse and interpret information about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Organise information for particular purposes.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Psychology

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

Assessment

Health:

- Group Research Project report (800-1000 words)
- Analytical Exposition Exam (600-800 words)

Psychology:

- Student Experiment (800-1000 words)
- Short response Exam

YEAR 10 – ELITE VOLLEYBALL PROGRAM

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

What is this course about?

Module 1 – Coaching: students investigate beginning coaching strategies and application through the Level 1 Coaching Course, in partnership with Volleyball Queensland. Students prepare coaching sessions for a local primary school competition.

Module 2 – Optimising performance. Students understand defensive and offensive to investigate and plan strategic modifications to optimise self and other performance.

Module 3 – Strength and Conditioning: students explore performance development within strength and conditioning and demonstrate their improvements in the gym environment.

Module 4 – Event Management: students identify, plan and manage a primary school Gala Day Volleyball event.

How will I be assessed?

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

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

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 B standard or better in Year 9 Elite Volleyball Program. Entry in the Elite 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

Performance

- Ability to analyse and critique data, feedback and footage
- Synthesise data to develop strategies
- Evaluate and modify strategies to enhance performance
- Execution of a range of specific skills relative to a variety of volleyball positions
- Volleyball positions and gameplay scenarios

Theoretical

- Develop and refine wholistic knowledge of the game as an athlete, teammate, coach and event management key stakeholder
- Psychosocial principles to enhance performance
- Ability to identify and make decisions regarding to tactical strategies and team focus areas

Assessment

- Volleyball performance evidence (2-4 minutes)
- Project folio (500 – 800 words)
- Coaching performance (30 minutes)

YEAR 10 – SPORT AND RECREATION

Students who undertake this course have an appropriate pathway into Sport and Recreation. Students in this course will follow a similar outline to the Year 10 Elite Volleyball Program (EVP), however with a focus on officiating, event management, game development and sports nutrition.

What is this course about?

Upon completion, this course will allow students to be successful in sports and recreation in Year 11 and 12. This foundation subject incorporates event management and tournament organisation, sports officiating, as well as game development. 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:

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

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 officiating
- Event management and tournament organisation
- Game development
- Optimising performance

Skills

- Active participation in sport and recreation activities is central to the learning in sport and recreation
- Sport and recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community
- Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.
- Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Assessment

- Performance assessment (3-4 minutes)
- Project presentation (3-6 minutes)
- Extended response (500 – 1000 words)

PHYSICAL EDUCATION (GENERAL)

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 (12%) and theoretical (88%) elements.

- Recognise and explain concepts and principles about movement
- Demonstrate specialised movement sequences and movement strategies
- Apply concepts to specialised movement sequences and movement strategies
- Analyse and synthesise data to devise strategies about movement
- Evaluate strategies about and in movement
- Justify strategies about and in movement
- Make decisions about and use language, conventions and mode-appropriate features for particular purposes and context

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 should have achieved a C result in Year 10 English and 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
- 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 (9-11min, performance up to 3 min)
- Investigation report (1500–2000 words)
- Examination (2hrs, 800–100 words)

HEALTH

What is this course about?

Studying Health provides students with a contextualised strengths-based inquiry of the various determinants that create and promote lifelong health, learning and active citizenship. Drawing from the health, behavioural, social and physical sciences, Health offers students an action, advocacy and evaluation-oriented curriculum.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health-educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

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

How will I be assessed?

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

- Recognise and describe information about health-related topics and issues
- Comprehend and use the Health inquiry model
- Analyse and interpret information to draw conclusions about health-related topics and issues
- Critique information to distinguish determinants that influence health status
- Investigate and synthesise information to develop action strategies
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion
- Organise information for particular purposes
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

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 Year 10 Health/Psychology, or Year 10 English.

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

Subject Matter

- Resilience as a personal health resource
- Peers and family as resources for healthy living - Alcohol and other drugs (elective)
- Community as a resource for healthy living - Transport safety
- Respectful relationships in the post-schooling transition

Skills

- Data analysis
- Investigate sustainable health change at personal, peer, family and community levels
- Define and understand broad health topics
- Contextualise health issues for further investigation
- Plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion
- Public speaking - to conduct research and health innovations to peers and the whole school

Assessment

- Action research (1500 – 2000 words)
- Extended response (800 – 1000 words)
- Investigation – analytical exposition (1500 – 2000 words)
- External Examination (2hrs 800 – 1000 words)

SPORT AND RECREATION (APPLIED)

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

What is this course about?

In Sport and Recreation, students will examine the effects of sport and recreation on individuals and communities. They will investigate the role of sport and recreation in maintaining good health and investigate personal and interpersonal skills to achieve goals.

Sport and Recreation involves students working individually, in groups and in teams. They will be involved in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges.

How will I be assessed?

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

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

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 10 Sport and Recreation, Year 10 Specialist Volleyball Program or Year 10 Physical Education.

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

Subject Matter

- Athlete development and wellbeing
- Coaching and officiating
- Fitness for sport and recreation
- Emerging trends in sport, fitness and recreation

Skills

- Active participation in sport and recreation activities is central to the learning in sport and recreation
- Sport and recreation enables students to engage in sport and recreation activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community
- Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.
- Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

Assessment

- Performance (2-4 minutes)
- Extended response (500-1000 words)
- Project (3-6 minutes)

ELITE VOLLEYBALL PROGRAM

EVP will participate in a course of study in Sport and Recreation to establish a basis for further education and employment in the fields of fitness, sports officiating, sports coaching, sports administration, community health and recreation and sport performance.

What is this course about?

In EVP Sport and Recreation, students will examine the effects of sport and recreation on individuals and communities. They will investigate the role of sport and recreation in maintaining good health and investigate personal and interpersonal skills to achieve goals.

EVP Sport and Recreation involves students working individually, in groups and in teams. They will be involved in physical activities, volleyball and performances, planning and organising activities, investigating solutions to individual and community challenges.

How will I be assessed?

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

- Investigate activities and strategies to enhance outcomes
- Plan activities and strategies to enhance outcomes
- Perform activities and strategies to enhance outcomes
- Evaluate activities and strategies to enhance outcomes

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 B standard or better in Year 10 Sport and Recreation, Year 10 Elite Volleyball Program or Year 10 Physical Education.

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

Subject Matter

- Event management
- Coaching and officiating
- Optimising performance
- Fitness for sport and recreation

Skills

Performance

- Ability to analyse and critique data, feedback and footage
- Synthesise data to develop strategies
- Evaluate and modify strategies to enhance performance
- Execution of a range of specif skills relative to a variety of volleyball positions
- Volleyball positions and gameplay scenarios

Theoretical

- Develop and refine wholistic knowledge of the game as an athlete, teammate, coach and event management key stakeholder
- Psychosocial principles to enhance performance
- Ability to identify and make decisions regarding to tactical strategies and team focus areas

Assessment

- Performance (2-4 minutes)
- Extended response (500-800 words)
- Project (3-6 minutes)

HUMANITIES

YEAR 10

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

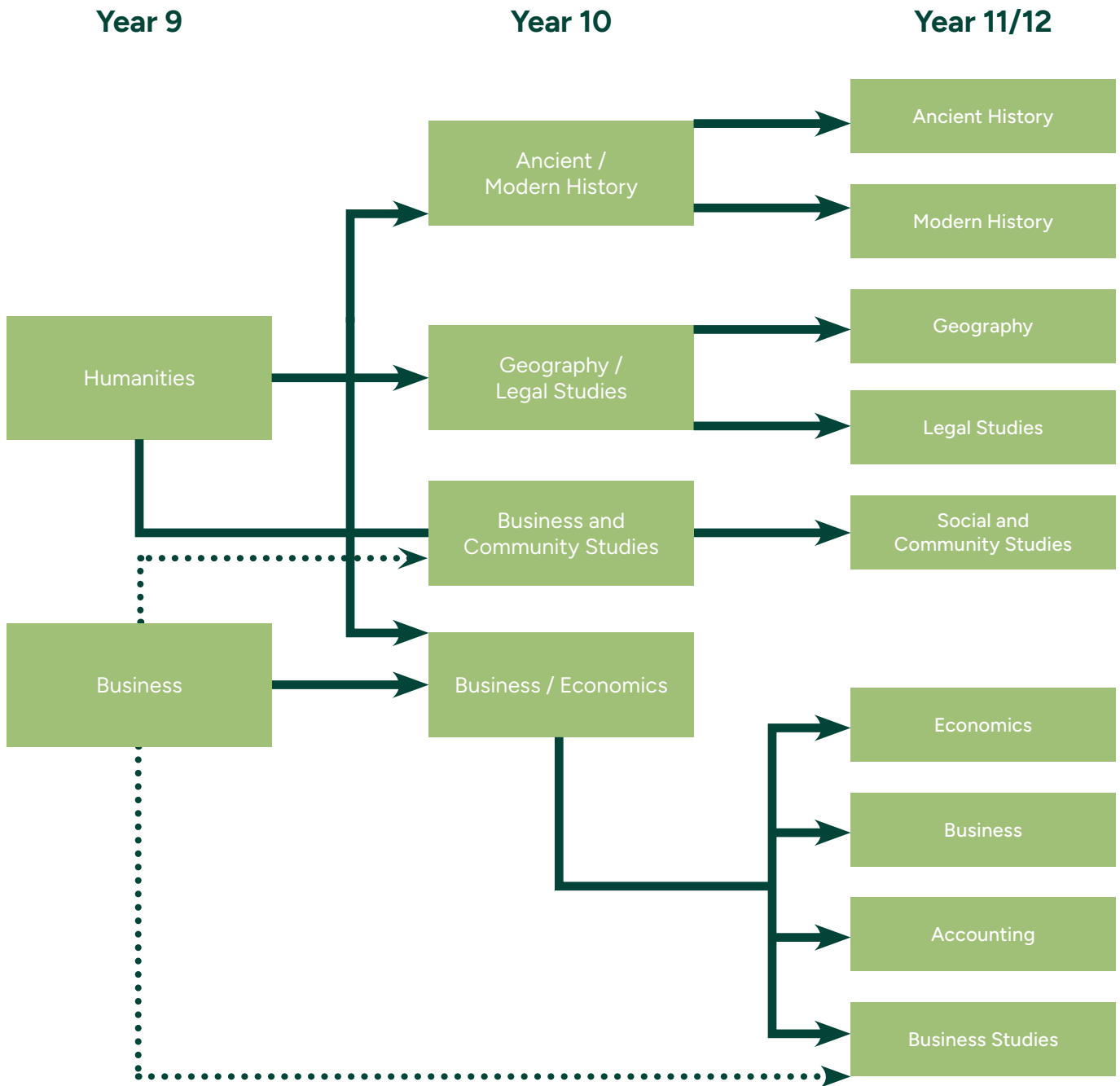
YEAR 11 AND 12

- Accounting
- Ancient History
- Business
- Economics
- Geography
- Legal Studies
- Modern History
- Social and Community Studies
- Business Studies



HUMANITIES

Education Pathway Chart



KEY

Elective



Recommended Pathway



Available Pathway

YEAR 10 – ANCIENT AND 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 and 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

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

YEAR 10 – GEOGRAPHY AND 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

- Argumentative Essay – Written (600-800 words)
- 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 AND 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

Accounting

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

Business

- Investigation – business report (800-1000 words)

Economics

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

YEAR 10 – BUSINESS AND COMMUNITY STUDIES

Year 10 Business and Community Studies is a subject combining both Business Studies and Social and Community Studies to give students an insight into the senior applied subject options offered by the Humanities faculty.

What is this course about?

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

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

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

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study could include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

How will I be assessed?

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

- Explain business and social concepts, processes and practices
- Examine business and social information
- Apply business and social knowledge
- Communicate responses
- Evaluate projectsg

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

Subject Matter

Social and Community Studies

- Australian society
- Australia's place in the world

Business Studies

- Customer relationships
- Customer Service

Skills

- Critical thinking
- Creative thinking
- Collaboration and teamwork
- Problem solving
- Decision making
- Reflecting and evaluating

Assessment

- Investigation (written 600 words and 3mins spoken)
- Extended response (written 600 words and 3mins spoken)
- Project (written 600 words and 3mins spoken)

ANCIENT HISTORY (GENERAL)

This course is available in Year 10 as Ancient and 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 evidence from sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate to suit purpose

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 B 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

- Investigating the Ancient World
- Personalities in their time
- Reconstructing the Ancient World
- People, power and authority

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 and 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
- 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 and 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 Macroeconomics

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 and 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
- Comprehend geographic patterns
- Analyse geographical data and information
- Apply geographical understanding
- Propose action
- 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 and 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 and 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 evidence from historical sources
- Synthesise evidence from historical sources
- Evaluate evidence from historical sources
- Communicate to suit purpose

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 B 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 and 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.

Legal studies enables students to appreciate how the legal system is relevant to them and their communities. The course enhances students' abilities to contribute in an informed and considered way to legal challenges and change, both in Australia and globally.

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 and 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 – analytical essay (1500-2000 words)

ACCOUNTING (GENERAL)

Elements of this course are available in Year 10 as Business and 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 accounting concepts, principles and processes
- Synthesise accounting principles and processes
- Analyse and interpret financial data and information
- Evaluate practices of financial management to make decision and propose recommendations
- Create responses that communicate meeting

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
- Financial reporting
- Managing resources
- Accounting – the big picture

Skills

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

Assessment

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

BUSINESS (GENERAL)

This course is available in Year 10 as Business and 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 and strategies
- Analyse and interpret business situations
- Evaluate business 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 and 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 AND COMMUNITY STUDIES (APPLIED)

This course is available to Year 11 students only.

What is this course about?

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

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

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

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

Social and Community Studies encourages students to explore and refine personal values and lifestyle choices.

How will I be assessed?

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

- Explain personal, social concepts and skills
- Examine personal and social information
- Apply personal and social knowledge
- Communicate responses
- Evaluate projects

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

- Lifestyle and financial choices
- Relationships and work environments
- Legal and digital citizenship
- Arts and identity

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 800 words and 4 min. spoken)
- Investigation (written 800-1000 words or spoken 4-7 min.)
- Extended response (written 800-1000 words or spoken 4-7 min.)

YEAR 11 – BUSINESS STUDIES (APPLIED)

This course is available to Year 11 students only

What is this course about?

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

Business practices provide the foundation of an organisation to enable it to operate and connect with its customers, stakeholders and community. The business practices explored in this course of study may include working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

How will I be assessed?

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

- Explain business concepts, processes and practices
- Examine business information
- Apply business knowledge
- Communicate responses
- Evaluate projects

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 the senior school?

Subject Matter

- Working in Administration
- Working in Marketing
- Working in Events
- Entrepreneurship

Skills

- Decision-making skills
- Plan, implement and evaluate business practices, solutions and outcomes
- Problem solving
- Collaboration and teamwork
- Analysis
- Reflection and evaluation

Assessment

- Extended response business report (written up to 1000 words)
- Project (written up to 1000 words and up to 7 minutes spoken)

LANGUAGES

YEAR 10

- Chinese
- German

YEAR 11 AND 12

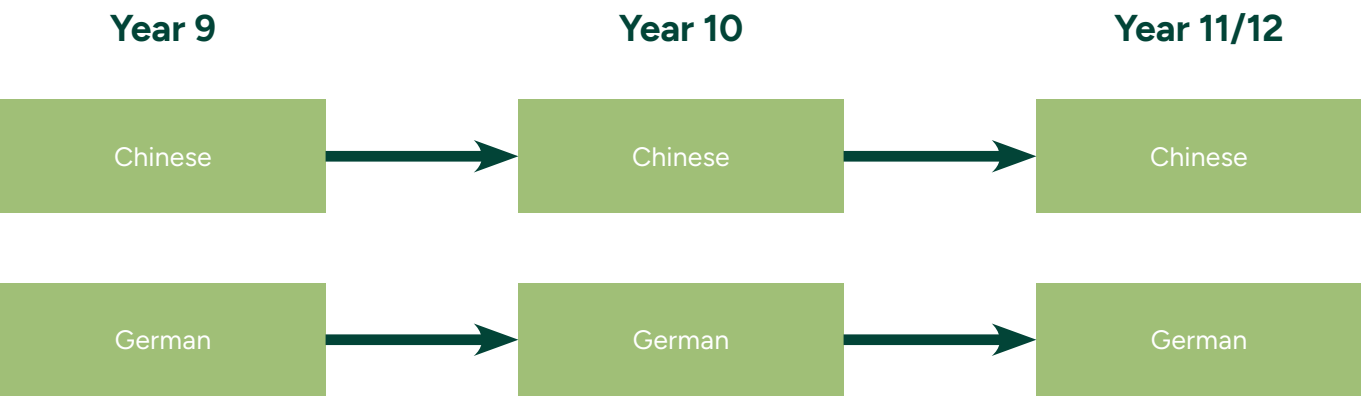
- Chinese
- German





LANGUAGES

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. The systems of writing and speaking in Chinese are distinct. Learners analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending learners' understanding of contexts and audiences to enhance their personal communication skills. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

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)

The foundations to be successful in this subject in Year 11 and 12 are developed through Year 10 Chinese. This course is for students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

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/carers, peers, social customs, lifestyle and leisure, the arts, entertainment and sports, and discussing the present and future choices 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 – extended response – (80 min exam + 3-7 mins spoken)
- Multimodal presentation – combination response (3 weeks preparation, 4-8 min presentation + 5-7 min conversation with teacher)
- Examination- Combination response

YEAR 10 – GERMAN

As with any language, strong foundations for success in German in Year 11 and 12 are developed through Year 10 German. 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 German provides opportunities for students to expand vocabulary and experiment their language skills with a wider range of modes of communication, for example, digital, collaborative performance and group discussions. Students gain greater control of language structures and systems, and their understanding of the variability of language use increase confidence and interest in communicating in a growing range of contexts. They demonstrate understanding of language variation and change; of how intercultural experience, technology, media and globalization influence language use and forms of communication.

How will I be assessed?

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

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

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 German.

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)

GERMAN (GENERAL)

The foundations to be successful in this subject in Year 11 and 12 are developed through Year 10 German. This course is for students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work.

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 German-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.

German has been taught in schools, universities and communities in Australia since the mid-1800s and by the 1930s was a well-established part of the Australian educational landscape. As well as being a core element of the tradition of a broad humanistic education, German can also be seen as a cultural marker of the waves of immigration from Western Europe. Migration from German-speaking countries is ongoing, thus continuing the contribution that German speakers have made in shaping Australian culture from the time of the first German settlements. Strong partnerships have developed with organisations such as the Goethe-Institut, the German Embassy and the German-Australian Chamber of Industry and Commerce to provide solid support for the teaching and learning of German in Australia.

How will I be assessed?

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

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

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 German.

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

Subject Matter

In learning German as a second language, students delve into diverse and engaging topics that offer both linguistic skills and cultural insights. The life stories of known people introduce learners to influential German figures, enhancing their vocabulary while providing historical and cultural context. Sharing stories of our lives and family members fosters personal connections and practical usage of the language, highlighting how these narratives relate to one another and the challenges of everyday life. Students discuss common chores and free time activities, which helps them navigate daily conversations and routines. A global perspective is emphasized through topics like production chains and interconnectedness through travel and trade, illustrating the impact of globalization on language and culture. Exploring jobs for young people and learning how to write a job application equip students with essential skills for future employment. Discussions on money issues further develop their ability to handle real-world situations in German. These topics not only build linguistic competence but also provide a well-rounded understanding of life in German-speaking countries.

- Family/carers, peers, social customs, lifestyle and leisure, the arts, entertainment and sport, and discussing the present and future choices 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 – extended response – (80 min exam + 3-7 mins spoken)
- Multimodal presentation – combination response (3 weeks preparation, 4-8 min presentation + 5-7 min conversation with teacher)

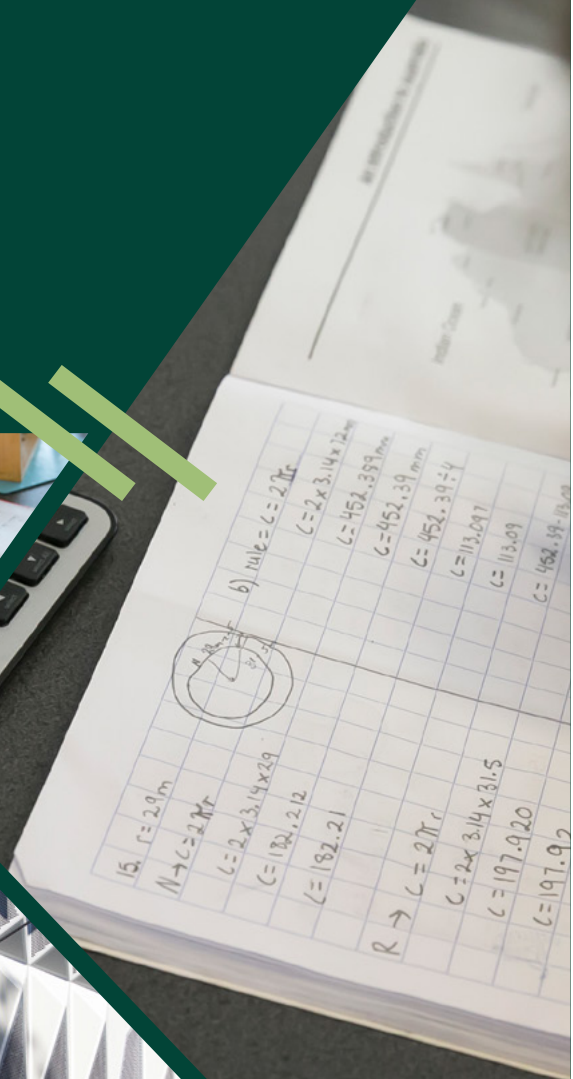
MATHEMATICS

YEAR 10

- Preparation for General Mathematics
- Preparation for Mathematical Methods
- Preparation for Specialist Mathematics

YEAR 11 AND 12

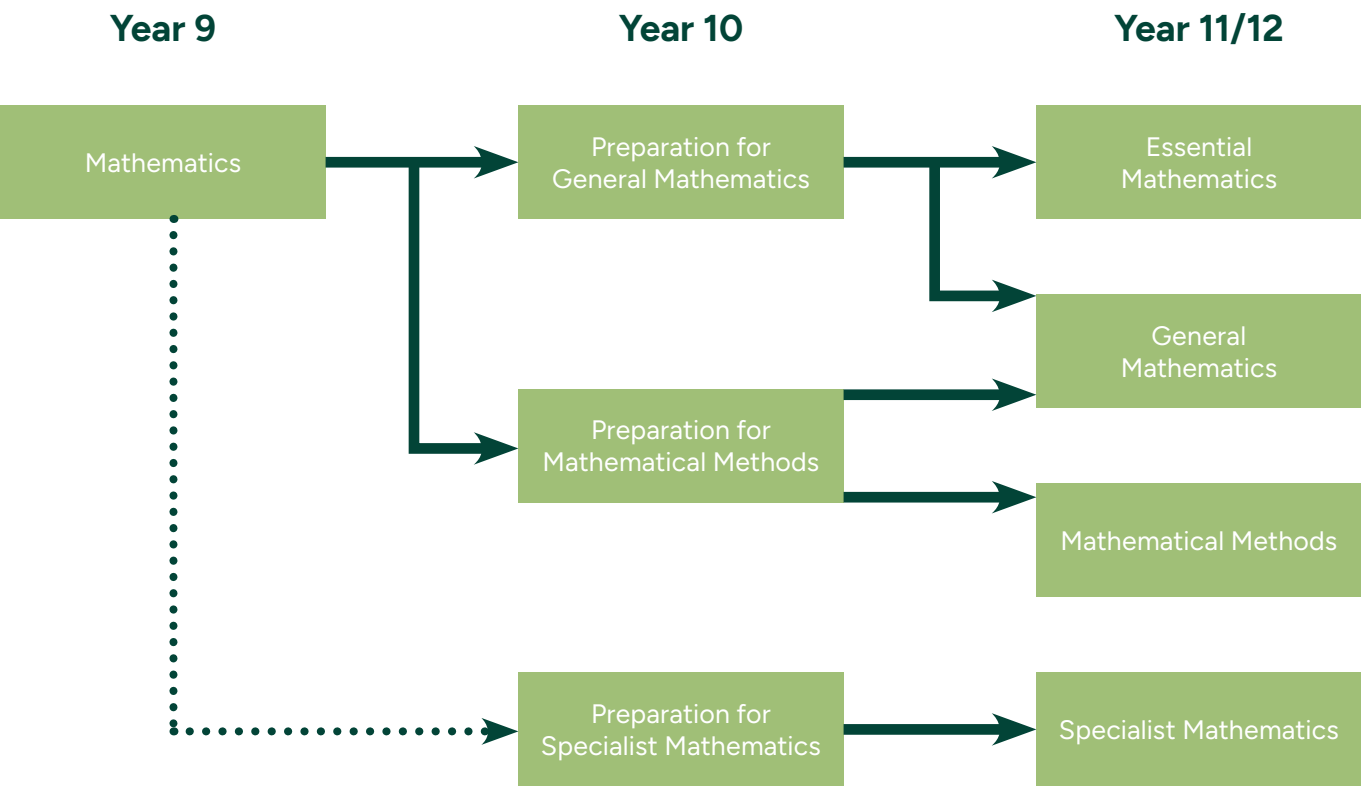
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- Essential Mathematics





MATHEMATICS

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 – PREPARATION FOR GENERAL MATHEMATICS

Every student in Year 10 will be undertaking either Preparation for General Mathematics or Preparation for Mathematical Methods. Introduction to General Mathematics develops the foundation to be successful in General Mathematics and Mathematical Methods in Year 11 and 12. For students looking to pursue university entrance in the many fields of engineering, science, and medicine, Mathematical Methods is required. General Mathematics is a challenging subject and a prerequisite requirement for many courses at university.

What is this course about?

Preparation for General 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 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 Space
- Statistics and Probability

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems select, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and complex familiar, complex unfamiliar, technology permitted and technology free)

YEAR 10 – PREPARATION FOR MATHEMATICAL METHODS

Preparation for Mathematical Methods 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 to study Mathematical Methods. Preparation for Mathematical Methods 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 Preparation for Mathematical Methods or Preparation for General Mathematics.

What is this course about?

Preparation for Mathematical Methods 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 Space
- Statistics and Probability

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and complex familiar, complex unfamiliar, technology permitted and technology free)

YEAR 10 – PREPARATION FOR SPECIALIST MATHEMATICS

This is an elective subject. Preparation for 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 Preparation for Specialist Mathematics and should also be enrolled in Preparation for Mathematical Methods.

What is this course about?

Preparation for 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

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and 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

- Money, measurement and relations
- Applied trigonometry, algebra, matrices and univariate data
- Bivariate data, sequences and change, and Earth geometry
- Investing and networking

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and 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 and functions
- Calculus and further functions
- Further calculus
- Further calculus and statistics

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and 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 Preparation for Mathematics Methods. 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 and proof
- Complex numbers, trigonometry, functions and matrices
- Mathematical induction, and further vectors, matrices and complex numbers
- Further calculus and statistical inference

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

- Problem Solving and Modelling Task (10 pages, 2000 words)
- Examination (90mins, simple and complex familiar, complex unfamiliar, technology permitted and technology free)

ESSENTIAL MATHEMATICS (APPLIED)

What is this course about?

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.

Students will develop skills that go beyond the traditional ideas of numeracy. This is achieved through a greater emphasis on estimation, and solving real life problems. These skills will help 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.

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
- Data and money
- Measurements, scales and chance
- Graphs, data, and loans

Skills

- Recall mathematical knowledge
- Use mathematical knowledge
- Communicate mathematical knowledge
- Evaluate the reasonableness of solutions
- Justify procedures and decisions
- Solve mathematical problems elect, recall and use facts, rules, definitions and procedures

Assessment

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

SCIENCE

YEAR 10

- Biology and Environmental Science
- Physics and Chemistry
- Science in Action

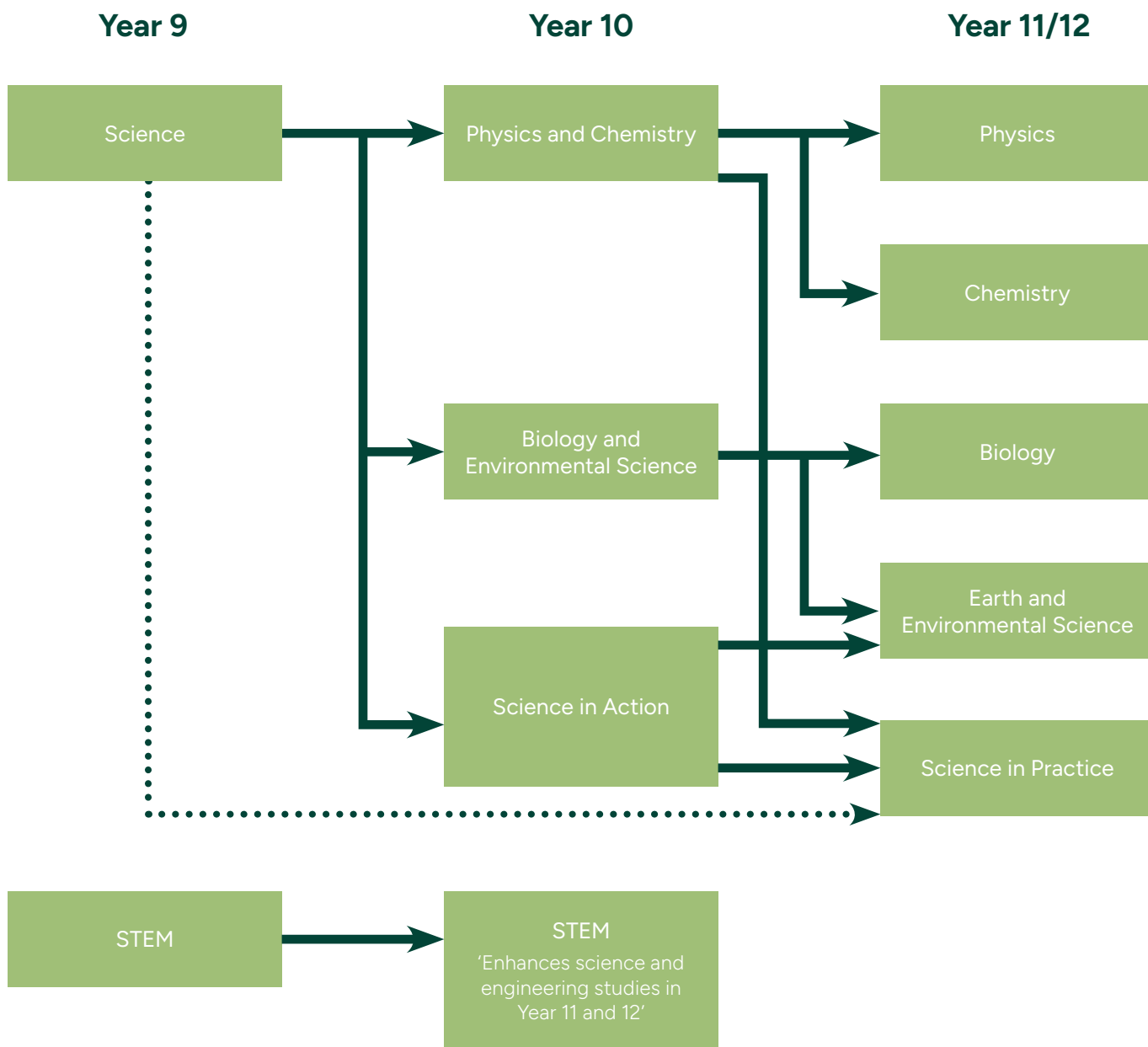
YEAR 11 AND 12

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



SCIENCE

Education Pathway Chart



KEY

Elective

Recommended Pathway

Available Pathway

YEAR 10 – BIOLOGY AND ENVIRONMENTAL SCIENCE

Year 10 Biology and Environmental Science (a combined course of study) provides the foundation to be successful in Biology, and Earth and 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 and 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 AND 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 analyse how the periodic table organises elements and use it to make predictions about the properties of elements and compounds. 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 and compounds. 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 and Astrophysics

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 IN ACTION

Science in Action is designed for students interested in practical applications of science who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education, training or work.

What is this course about?

Science in Action is a comprehensive course designed to cultivate critical thinking skills by engaging students in hands-on experiences that involve evaluating claims using systematic reasoning and developing a deep scientific understanding of the natural and physical world. This general science course integrates elements of STEM (Science, Technology, Engineering, and Mathematics) disciplines to provide students with a well-rounded and interdisciplinary learning experience.

Hands-on activities, such as experiments and investigations, form an integral part of this course. Through these practical experiences, students will develop problem-solving skills that are transferable to new situations. They will also gain a deeper understanding of the nature of science, its limitations, and its role in society.

Science in Action is a dynamic and practical course that caters to students with diverse backgrounds, interests, and career aspirations. It provides a solid foundation for students who wish to explore vocational pathways beyond senior secondary schooling, including vocational education, training, or direct entry into the workforce.

How will I be assessed?

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

- Knowing and Understanding
- Analysing and Applying
- Planning, Evaluating, and Creating

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 Science or English.

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

Subject Matter

- Environmental Science
- Health and human biology
- Food technology
- Forensic science
- Agricultural science
- STEM

Skills

Students will develop;

- Practical laboratory skills: Developing proficiency in using scientific equipment, conducting experiments, and recording accurate data.
- Critical Thinking: Enhancing the ability to analyse and evaluate scientific information, make logical connections, and draw evidence-based conclusions.
- Problem-Solving: Applying scientific principles to solve real-world problems and develop innovative solutions.
- Scientific Method: Understanding the steps involved in conducting scientific investigations, including formulating hypotheses, designing experiments, and interpreting results.
- Communication: Improving verbal and written communication skills to effectively convey scientific concepts and findings.
- Teamwork: Collaborating with peers to plan and conduct experiments, share responsibilities, and achieve common goals.
- Data Analysis: Learning to organize, analyse, and interpret scientific data using appropriate mathematical and statistical techniques.
- Research Skills: Gaining proficiency in researching scientific topics, accessing reliable sources of information, and citing references.
- Safety and Ethical Practices: Acquiring knowledge of laboratory safety protocols, ethical considerations in scientific research, and responsible use of resources.

Assessment

- Practical components and artefacts
- Project (300-400 words)
- Investigations (600-800 words)
- Examinations (50 min)

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 AND ENVIRONMENTAL SCIENCE (GENERAL)

What is this course about?

Earth and 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 in Biology and Earth Science or C in Physics and Chemistry or a B in Science in Action.

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 and Year 10 Mathematics. 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 and 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

- Health and Psychology

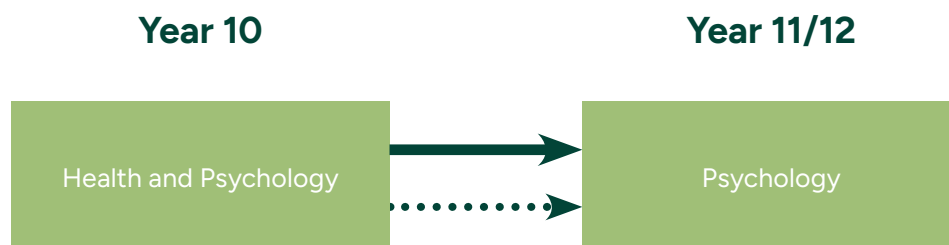
YEAR 11 AND 12

- Psychology



APPLIED POSITIVE PSYCHOLOGY

Education Pathway Chart



KEY

Elective



Recommended
Pathway



Available Pathway

YEAR 10 – HEALTH AND PSYCHOLOGY

Year 10 Health and Psychology (a combined course of study) provides the foundation to be successful in Psychology and Health in Year 11 and 12. This subject will provide an insight for students looking to access university in the wide variety of applied health and psychology courses.

What is this course about?

Health Education provides students with the valuable opportunity to engage in “real life” learning in preparation for the senior subject of Health. Drawing from the health, behavioural, social and physical sciences, the Health syllabus offers students an action, advocacy and evaluation-oriented curriculum. In Year 10 students will explore the topics of addressing body image and Domestic Violence throughout the semester within the context of peer and community health. Students will be introduced to specific health approaches and frameworks that can be used to critically analyse and interpret information to provide solutions to these health issues.

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions. Students will be introduced to the discipline through conducting experiments, analysing qualitative and quantitative research, in preparation for the Senior subject: Psychology. In Year 10 students will explore the topics of gustation (taste) through investigating the psychological and biological influences on this sensation as well as the effect stress has on the mind and body.

How will I be assessed?

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

- Describe and explain scientific concepts, data, and their limitations
- Analyse and interpret evidence
- Investigate and evaluate claims and conclusions
- Communicate findings
- Analyse and interpret information to draw conclusions
- Evaluate and reflect on implemented action strategies to justify recommendations

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, Year 9 HPE and Year 9 English.

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

Subject Matter

- Stress
- Body image
- Taste
- Domestic violence

Skills

Health

- Recognise and describe information about health-related topics and issues.
- Comprehend and use health approaches and frameworks.
- Analyse and interpret information about health-related topics and issues.
- Critique information to distinguish determinants that influence health status.
- Organise information for particular purposes.
- Investigate and synthesise information to develop action strategies.
- Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion.
- Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Psychology

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

Assessment

Health:

- Group Research Project report (800-1000 words)
- Analytical Exposition Exam (600-800 words)

Psychology:

- Student Experiment (800-1000 words)
- Short response Exam

PSYCHOLOGY (GENERAL)

Aspects of this course are found in Year 10. 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 ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

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 Biology and Earth Science, Physics and Chemistry, Health and Psychology.

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

Subject Matter

- The role of the brain
- Sleep
- Cognitive development
- Memory
- Learning
- Emotion and motivation
- Psychological disorders and treatment
- Vision and hearing
- Intelligence
- Social Psychology
- Attitudes

Skills

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

Assessment

- Data Test (1hr, 500 words)
- Experimental investigation (1500-2000 words)
- Research investigation (1500-2000 words)
- External examination (2x 90mins)

THE ARTS

YEAR 10

- Music
- Drama
- Visual Art
- Media Arts
- Visual Design

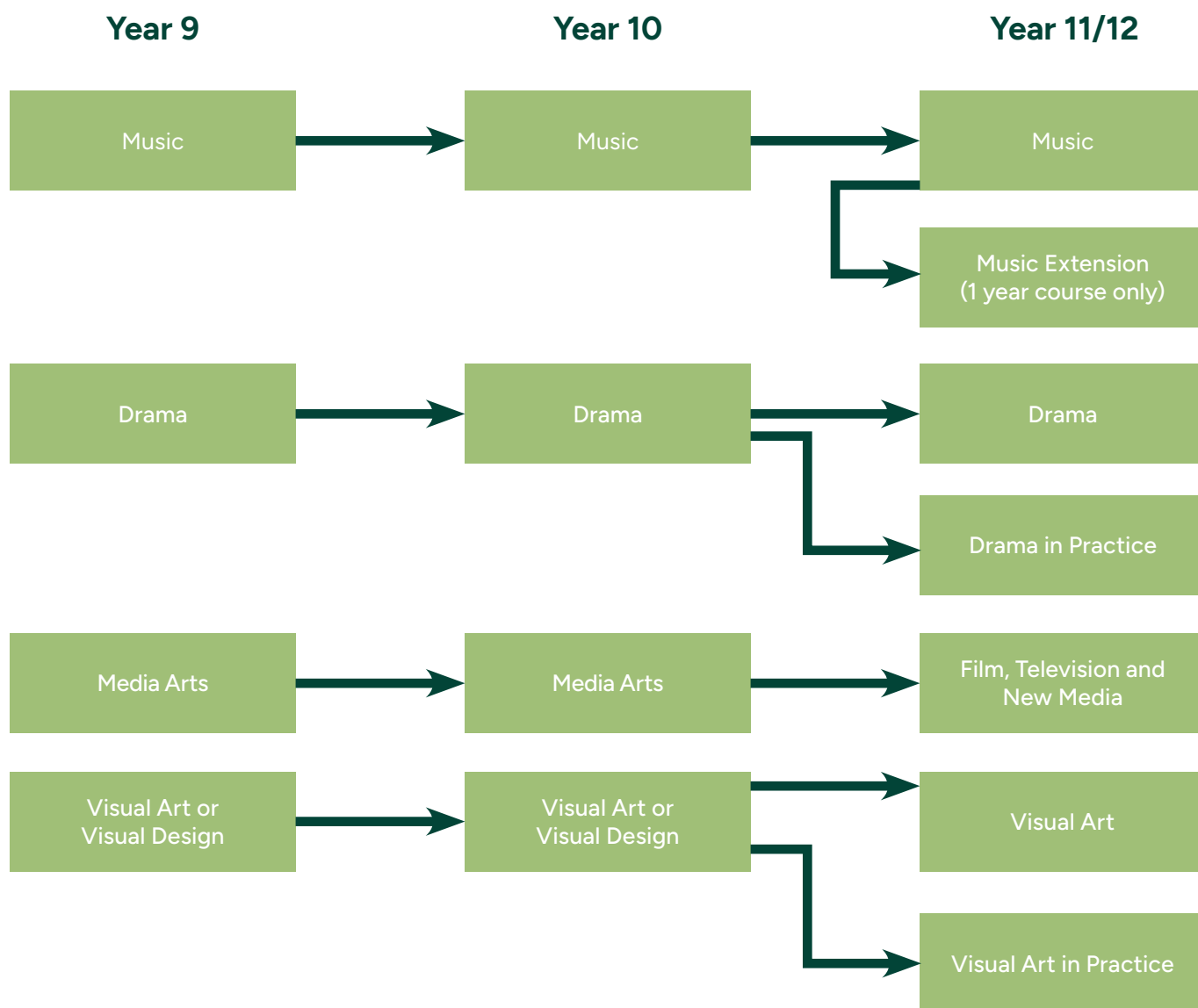
YEAR 11 AND 12

- Music
- Music Extension
- Drama
- Drama in Practice
- Visual Art
- Film, Television and 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
- 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 or comparative practical/compositional skills 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?

In Media Arts, students learn to engage with traditional and emerging media technologies and creative processes. In order to design, produce, distribute and interact with a range of moving-image screen based media artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and in different contexts. They work individually and in collaboration with peers to acquire and develop skills and practices to create and communicate meaning 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
- Collaboration and teamwork
- 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
- Written, visual, critical and digital literacy skill

Assessment

- Case Study (800-1000 words)
- Trailer production - three column scripts (2-3 min production) and reflective statement (200-400 words)
- Stylistic Project - Music video (multi-modal) pitch. 12-15 shot storyboard; 1 min production
- Examination - Screen stimulus 90 min (600-800 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
- Subject matter
- Forms
- Styles
- Techniques
- Visual conventions
- Materials, techniques, technologies and art processes
- Practices
- Spaces – studio and gallery
- Skills – expressive; critical; conceptual; practical; multi-modal
- Processes
- Viewpoints

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

- Practical - experimental and resolved artworks, Powerpoint evidence.
- Examination (90mins, 300-400 words minimum)

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 Visual Design and are looking towards a pathway into university in one of the various Art or Visual Design programs.

What is this course about?

As in Visual Art, learning in Visual Design involves students making and responding to designs, 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 design.

How will I be assessed?

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

- Evaluate how representations communicate artistic intentions in designs you make and view
- Evaluate designs 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 designers on your own designs
- Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their designs

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 a designer 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 design 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

- Practical - experimental and resolved artworks, Powerpoint evidence.
- Examination (90mins, 300-400 words minimum)

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 and Year 10 English. 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
- 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)

Artist in residence opportunity funded by SRS. Students will participate in workshops run by professional theatre artists (e.g. shake and stir)

DRAMA IN PRACTICE

What is this course about?

Drama in Practice interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. Drama in Practice engages students in imaginative and creative processes and involves them using a range of artistic skills as they make 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 and interpretation 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 in Practice provides opportunities for students to learn how to engage with dramatic works as both artists and audience through the use of practical skills and critical literacies.

How will I be assessed?

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

- Use dramatic languages.
- Plan drama works for a community context.
- Communicate ideas through creating and performing drama works for a community context
- Evaluate drama works for a community context

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 and Year 10 English. 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
- 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

- Devising Project – Written (up to 600 words)
- Performance (2 min minimum)
- Director's Brief – Multimodal (up to 5min) or Written (8 A4 pages) + Evaluation of Brief (up to 600 words)
- Performance (up to 4 min.)

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 or equivalent practical experience. 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 (up to 5mins)
- Composition (at least 1min, up to 500 words)
- Integrated Project (written up to 1000 words spoken: up to 8mins)
- 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 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 and C in English.

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 (up to 1500 words)
- Multi-platform content project (treatment up to 1200 words), Up to 5 min production
- Stylistic production statement of intent up to 500 words, pre-production storyboards or script up to 5 min.
- Examination (2hrs)

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 (up to 2000 words) – for our current Year 11's – we adjusted – up to 1200 words for Year 11 formative assessment.
- Project – inquiry phase (folio of resolved art work, supporting statements up to 150 words) per statement, annotations up to 200 words
- Examination (2hrs, 800-1000 words)

VISUAL ARTS IN PRACTICE (APPLIED)

This is a Year 11 and 12 course. 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
 - Visual literacies and contexts
 - Artwork realization
 - Art-making technologies
 - Art-making techniques
 - Industry connections
 - Display and curatorial skills
 - Contexts for artworks
 - Artworks have a purpose
 - Through unit options:
 - A – Looking inwards (self)
 - B- Looking outwards (other)
 - C- Clients
 - D- Transform and Extend
- Particular skills are required to create a visual artwork
 - Reflecting on artwork and evaluating art-making processes improves the creation of visual artworks
- Through a selection of the following electives
- 2D
 - 3D
 - Digital and 4D
 - Design
 - Craft
- How will I be assessed
- Use of visual art Practices
 - Plan artworks
 - Communicate ideas
 - Evaluate artworks.

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

- Experimental folio multi-modal up to 5mins, spoken (8 A4 pages or equivalent)
- Resolved work - powerpoint submission



Learners *Who* Flourish