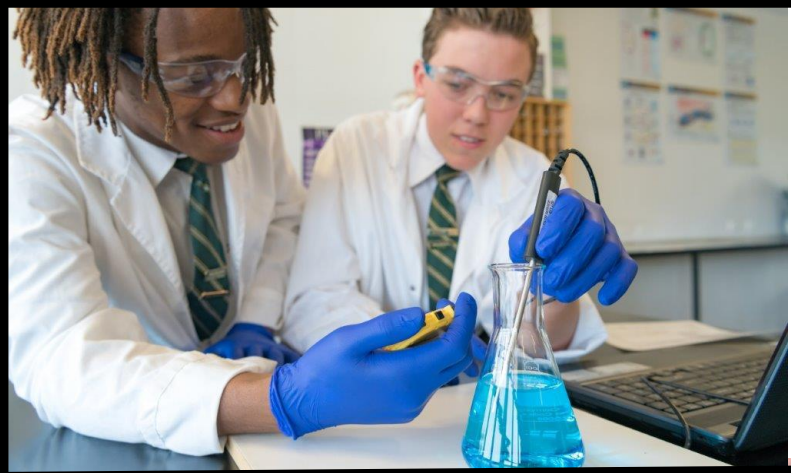




Balmoral State High School



SENIOR STUDENT CURRICULUM & PATHWAYS HANDBOOK

2023

Table of Contents

Principal Address	4
Senior Education Profile.....	5
QLD Certificate of Education	5
Senior Subjects	5
Australian Tertiary Admissions Rank (ATAR)	7
Applied Syllabi	7
General Syllabi.....	8
Vocational Education and Training (VET) subjects.....	10
Balmoral Senior Subject Offerings.....	11
Year 10 Curriculum Offerings.....	11
Year 11 and 12 Curriculum Offerings.....	12
Senior Pathways Roadmap	13
Year 10 Curriculum and Pathway Offerings.....	14
ENGLISH FACULTY	16
English	16
HEALTH AND PHYSICAL EDUCATION FACULTY	17
HPE	17
Football Academy	18
Netball Academy	18
HUMANITIES FACULTY	19
Business Enterprise.....	19
History.....	19
People, Land and Law	20
LANGUAGES FACULTY	20
Japanese.....	20
MATHEMATICS FACULTY.....	21
Mathematics	21
Mathematic Methods	21
SCIENCES FACULTY	22
Science-Applied.....	22
Biology	22
Chemistry.....	23
Physics.....	23
TECHNOLOGIES FACULTY	24
Aerospace	25
Design	25
Engineering	26
Fashion.....	26

Food and Nutrition.....	27
Technology Materials and Specialisations	27
THE ARTS FACULTY	28
Art	28
Dance	29
Drama	30
Film and Media	30
Music.....	31
Year 11 and 12 Curriculum and Pathway Offerings.....	32
ENGLISH FACULTY	34
Literature	34
English	35
Essential English	37
HEALTH AND PHYSICAL EDUCATION FACULTY	38
Physical Education	38
Sport and Recreation	40
Football Academy	41
HUMANITIES FACULTY	43
Business	43
Geography.....	44
Legal Studies	46
Modern History.....	47
Social and Community Studies	49
LANGUAGES FACULTY	51
Japanese.....	51
MATHEMATICS FACULTY.....	52
Essential Mathematics.....	52
General Mathematics	53
Mathematic Methods	55
Specialist Mathematics	56
SCIENCES FACULTY	58
Biology	58
Chemistry.....	59
Physics.....	61
Science in Practice	62
TECHNOLOGIES FACULTY	64
Aerospace	64
Design	65
Fashion.....	66
Industrial Graphics Skills	68
Information and Communication Technology.....	69
Food and Nutrition.....	70
THE ARTS FACULTY.....	72
Drama	72
Drama in Practice.....	73
Film, Television and Media	74
Music.....	75

Visual Arts	77
Visual Arts in Practice	78
Vocational Education and Training (VET).....	80
Certificate II Engineering Pathways	81
Certificate I Construction	81
Diploma of Business	83
Certificate II Hospitality.....	83
Certificate III Aviation.....	84
Certificate IV Crime and Justice	85
Certificate II Health Support Services	86
Certificate III Individual Support	87

PRINCIPAL ADDRESS



Balmoral State High School is moving confidently into the future. We are building a future based on a proud heritage of high achievement in the academic, vocational, sporting and artistic areas. We foster intellectual, social, physical and cultural development in young people. We strive to challenge and enrich the lives of students in order that they may reach their full potential. Our students are encouraged to accept responsibility and develop independence and self-discipline through our values rich core expectations.

High Expectations - Commitment to Achieving Excellence

Our Science and Mathematics facilities and programs are second to none, providing pathways to careers in STEM; Chemistry, Physics, Aerospace Science, Engineering, Biomedical, Forensic Science, Medicine and Allied Health. Our Science block offers state of the art laboratories for Inquiry Based experiential learning with the full range of IT resources.

Striving for Excellence

In addition to a broad range of core academic subjects - English, Humanities, Languages, Health and Physical Education- Balmoral SHS is renowned for its innovative and vibrant Arts Faculty offering: Film, Television and New Media, Visual Art, Instrumental Music, Music, Dance and Drama. Gifted and Talented programs include: Boeing Enterprise Team, School Theatre and Music productions, VIBE Radio Station, Vocational Education students complete Certificates I to Diploma qualifications and through our significant partnerships are able to undertake School- Based Traineeships and Apprenticeships in areas such as; Business, IT and Multimedia, Construction, Engineering, Retail, Hospitality and Commercial Cookery.

Embracing a World View

Our Award-winning International Program provides education and cultural experience to students from all over the world. We believe that future citizens of the world will require global understanding and this is fostered through interaction with students from differing cultural backgrounds.

A Safe and Successful School

We are a school that invests heavily in the success of our students. We value family and community; a place where everyone can feel safe; where students know they are supported and where we are serious about learning and teaching. We are large enough for opportunities, however small enough to care.

Our aim is to provide the best education possible to all students so that they may be active and resilient citizens of the future. We seek to provide a well-rounded education with opportunities for intellectual, social and emotional growth over the six vital years of high school. We recognise that everyone is different, and it is the difference that enriches our community. We want our students to challenge their minds, release their creativity and embrace lifelong learning and growth.

We are privileged to have vibrant and talented staff dedicated to teaching your children. It is with their help support and guidance that your child will reach their full potential and find success.

I invite you to join us on an exciting journey- the education of your child – our future!

SENIOR EDUCATION PROFILE

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

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

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

SENIOR STATEMENT

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

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

QUEENSLAND CERTIFICATE OF EDUCATION (QCE)

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

QUEENSLAND CERTIFICATE OF INDIVIDUAL ACHIEVEMENT (QCIA)

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

SENIOR SUBJECTS

The QCAA develops and supports six types of senior subject syllabi — Applied, General, General (Extension), General (Senior External Examination), Short Course and Vocational Education and Training (VET). Results in VET, Applied and General subjects can contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

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

Applied and Applied-Essential Syllabi

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

General Syllabi

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

General-Extension Syllabi

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the related General course. Extension courses offer more challenge than the related General courses and build on the studies students have already undertaken in the subject.

General (Senior External Examination) Syllabi

Senior External Examinations are suited to:

- students in the final year of senior schooling (Year 12) who are unable to access particular subjects at their school
- students less than 17 years of age who are not enrolled in a Queensland secondary school, have not completed Year 12 and do not hold a Queensland Certificate of Education (QCE) or Senior Statement
- adult students at least 17 years of age who are not enrolled at a Queensland secondary school.

Short Course Syllabi

Short Courses are developed to meet a specific curriculum need and are suited to students who are interested in pathways beyond senior secondary schooling that lead to vocational education and training and establish a basis for further education and employment. They are informed by, and articulate closely with, the requirements of the Australian Core Skills Framework (ACSF). A grade of C in Short Courses aligns with the requirements for ACSF Level 3.

For more information about the ACSF see www.education.gov.au/australian-core-skills-framework

Vocational Education and Training (VET) Subjects

VET subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. They can also lead to further tertiary study and contribute to a students ATAR and/or Selection Rank.

UNDERPINNING FACTORS

All senior syllabuses are underpinned by:

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

Applied, Applied-Essential Syllabi and VET Subjects

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

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

General Syllabi and Short Course Syllabi

In addition to literacy and numeracy, General syllabi and Short Course syllabi are underpinned by:

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

- best five General subject results, or
- best results in four General subjects, plus one Applied subject, or
- best results in four General subjects, plus one VET qualification at Certificate III or above.

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

English Requirement

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

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

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

APPLIED AND APPLIED-ESSENTIAL SYLLABI

Course Overview

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

Units 1 and 2 of the courses are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning. Results from assessment in Applied subjects contribute to the award of a QCE and results from Units 3 and 4 may contribute as a single input to ATAR calculation.

A course of study for Applied syllabi includes core topics and elective areas for study.

Assessment

Applied syllabi use four summative internal assessments from Units 3 and 4 to determine a student's exit result.

Schools should develop at least two but no more than four internal assessments for Units 1 and 2 and these assessments should provide students with opportunities to become familiar with the summative internal assessment techniques to be used for Units 3 and 4.

Applied syllabuses do not use external assessment.

Essential English and Essential Mathematics – Common Internal Assessment (CIA)

For the two Applied (Essential) syllabi, students complete a total of four summative internal assessments in Units 3 and 4 that count toward their overall subject result. Schools develop three of the summative internal assessments for each of these subjects and the other summative assessment is a common internal assessment (CIA) developed by the QCAA.

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

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

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

Summative Internal Assessment

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

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

GENERAL AND GENERAL-EXTENSION SYLLABI

Course Overview

General syllabi are developmental four-unit courses of study.

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

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

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

Assessment – Units 1 and 2 (General only, not extension)

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

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

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

Assessment – Units 3 and 4

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

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

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

Assessment – External

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

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

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

GENERAL (SENIOR EXTERNAL EXAMINATION) SYLLABI

Senior External Examinations (SEEs) consist of individual subject examinations in a range of language and non-language subjects, conducted across Queensland in October and November each year.

The syllabi are developmental courses of study consisting of four units. Each syllabus unit has been developed with a notional teaching, learning and assessment time of 55 hours.

A SEE syllabus sets out the aims, objectives, learning experiences and assessment requirements for each examination subject.

Students/candidates may enrol in a SEE subject:

- to gain credit towards a QCE
- to meet tertiary entrance or employment requirements
- for personal interest.

Senior External Examination subjects are for Year 12 students, candidates under 17 years who are not at school, and adults. Eligible Year 12 students can sit a maximum of two SEE subject examinations in their Year 12 year of schooling.

Year 12 students wishing to register for SEEs must do so through their secondary school. The school principal will determine students' eligibility based on information in the QCAA memorandum.

Assessment

Assessment for these subjects is at the end of the course and is an external examination.

These examinations are conducted across Queensland in October and November of each year. Important dates and the examination timetable are published in the Senior Education Profile (SEP) calendar, available at www.qcaa.qld.edu.au/senior/sep-calendar.

SEE results are based solely on students'/candidates' demonstrated achievement in the end-of-year examinations. Work undertaken during the year (such as class tests or assignments) is not assessed.

Senior External Examination results may contribute credit to the award of a QCE and may contribute to ATAR calculations.

Note: Senior External Examinations (SEEs) are different from the external assessment component in General subjects in the new QCE system.

For more information about Senior External Examinations, see www.qcaa.qld.edu.au/senior/see

SHORT COURSE SYLLABI

Short Courses are one-unit courses of study. A Short Course syllabus includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

- Aboriginal & Torres Strait Islander Languages
- Career Education
- Literacy
- Numeracy

Assessment

Short Course syllabi use two summative school-developed assessments to determine a student's exit result. Schools develop these assessments based on the learning described in the syllabus. Short Courses do not use external assessment.

Short Course syllabi provide instrument-specific standards for the two summative internal assessments. The instrument-specific standards describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the topic objectives and are contextualised for the requirements of the assessment instrument.

VOCATIONAL EDUCATION AND TRAINING SUBJECTS

VET provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills. VET subjects also lead to a tertiary pathway and contribute to a student's ATAR and/or Selection Rank. Balmoral State High School delivers a number of VET qualifications itself as its own Registered Training Organisation (RTO), as well as partnering with a number of external providers to deliver further VET programs and qualifications.

Assessment

All assessment in VET subjects is competency-based. A competency-based assessment is a way to measure competency for a vocational skill. To prove their competency, the learner must demonstrate an ability to work through specific units of competency using the benchmarks provided by industry-defined standards.

The emphasis on competency-based training is on the learner's ability to receive, respond to and process information whilst consistently applying their skills and knowledge. Therefore, the process of collecting evidence and making judgements drives the creation, delivery, and management of competency-based assessment that aligns with the application.

Students receive a result that is either competent or not-yet-competent. Students also receive multiple opportunities to demonstrate competence for each unit completed.

BALMORAL STATE HIGH SCHOOL SENIOR SUBJECT OFFERINGS

Students entering the senior phase of learning are encouraged to select subjects that meet their individual needs, interests, abilities, aspirations and respective 'pathway'.

Students selecting subjects for Year 10 also need to consider whether the subject is preparation for a general, applied or VET subject in Year 11, whilst ensuring the mix of subjects align with their chosen pathway. Students selecting subjects for Year 11 need to also consider their mix of subjects and how each type contributes to their respective pathway.

YEAR 10 CURRICULUM OFFERINGS			
SUBJECT	TYPE	SUBJECT	TYPE
Aerospace	General Prep	Film and Media	General Prep
Applied Science	Applied Prep	Food and Nutrition	General Prep
Art	General & Applied Prep	Football Academy	Applied Prep
Biology	General Prep	Health & Physical Education	General & Applied Prep
Business Enterprise	Gen, Applied & VET Prep	History	General Prep
Certificate II in Health Support	VET	Japanese	General prep
Chemistry	General Prep	Music	General prep
Dance	General Prep	Mathematics	General and Applied Prep
Design	General Prep	Math Methods	General Prep
Digital Technology	General & Applied Prep	Netball Academy	Applied Prep
Drama	Applied prep	People, Land & Law	General Prep
Engineering	General Prep	Physics	General Prep
English	General & Applied Prep	Tech Materials & Specialisations	Applied Prep
Fashion	Applied Prep		



YEAR 11/12 CURRICULUM OFFERINGS

SUBJECT	TYPE	SUBJECT	TYPE
Accounting	General	Football Academy	Applied/VET
Aerospace Systems	General	Food and Nutrition	General
Biology	General	Geography	General
Business	General	General Mathematics	General
Certificate I in Construction	VET	Industrial Graphics Skills	Applied
Certificate II Engineering Pathways	VET	Information & Communication Tech	Applied
Certificate II in Hospitality	VET	Japanese	General
Certificate III Aviation	VET	Legal Studies	General
Cert III Individual Health Support	VET	Literature	General
Certificate IV Crime & Justice	VET	Mathematical Methods	General
Chemistry	General	Modern History	General
Design	General	Music	General
Drama	General	Health & Physical Education	General
Drama in Practice	Applied	Physics	General
Diploma of Business	VET	Science in Practice	Applied
English	General	Social & Community Studies	Applied
Essential English	Applied	Sport and Recreation	Applied
Essential Mathematics	Applied	Specialist Mathematics	General
Fashion	Applied	Visual Art	General
Film, TV and New Media	General	Visual Art in Practice	Applied

SENIOR PATHWAYS ROADMAP

SENIOR PATHWAYS ROADMAP

YEAR 10
OPTIONS

YEAR 11/12
OPTIONS

CAREER
CLUSTER

VET, BSDE or
External Options

School Options

VET, BSDE or
External Options

School Options

ENRICHMENT
OPTIONS

UNIVERSITY			
Business & Law	Business Enterprise	Diploma Business Cert IV Crime & Justice	Accounting Legal Studies Business Japanese
Creative & Performing Arts	Drama Dance Music Art	Music Film, TV and Media	Visual Art
Health, Medicine & Behavioural Science	Cert II Health Support Services	Cert III Individual Health Support	Biological Chemistry Food & Nutrition Physical Education
Social Science Languages and Education*	People, Land & Law History Japanese	Japanese Modern History Geography	University Programs
STEM & Environment	Aerospace Biology Chemistry	Cert III Aviation	Aerospace Systems Chemistry Biology Specialist Math Physics

VOCATIONAL			
Creative and Performing Arts	Drama Dance Music Art	Media Arts in Practice Visual Arts in Practice Drama in Practice	Certificate Course Work Placement School-based Traineeships and Apprenticeships
Business, Management and Hospitality	Business Enterprise	Cert II Hospitality Diploma of Business	Social & Community Studies Business
Digital Media and Communication Technologies	Film & Media Digital Technologies	Information Communication & Technologies	
Engineering, Manufacturing and Technology	Design Engineering TMT	Cert I Construction Cert III Aviation Cert II Engineering Cert II Electrotechnology	Design Industrial Graphics Skills
Hair, Beauty & Fashion	Fashion	Cert II Hair and Beauty Cert II Hairdressing	Fashion
STEM, Health & Fitness	Cert II Health Support Services FBA Applied Science NBA	Cert III Health Cert III Fitness	Physical Ed. Sport & Rec. Football Academy Sci. in Practice



YEAR 10

**Curriculum &
Pathway Offerings**

YEAR 10 CURRICULUM AND PATHWAY OFFERINGS

Year 10 is the official entry point to the Senior Phase of Learning. It is the final year of the Australian Curriculum, and forms the foundation of knowledge, understanding and skills required for senior studies. It is when students reflect on and make important decisions about:

- achieving a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA)
- undertaking Vocational Education and Training (VET)
- seeking school-based training and apprenticeship opportunities for commencing tertiary studies.

Students selecting subjects for Year 10 are encouraged to consider the type of pathway they wish to pursue when entering Year 11, and then their respective subjects that suit. To help students select subjects and pathways, Balmoral State High School have identified 2 broad pathway categories: vocational and tertiary. A vocational pathway prepares students for employment, traineeships or apprenticeships, as well as further study up to a Diploma level qualification. The tertiary pathway is designed to prepare students for entering University or higher-level education post-Year 12.

Year 10 Pathways

GREEN PATHWAY	Tertiary Preparation		
	CORE STUDY	ELECTIVE STUDY	ENRICHMENT STUDY
	English + Math or Math Methods + 1 x Science	2 x general prep subjects + 1 x any other subject	Certificate Course Work Experience
GOLD PATHWAY	Vocational Preparation		
	CORE STUDY	ELECTIVE STUDY	ENRICHMENT STUDY
	1 x English + 1 x Mathematics + 1 x Science	3 x any other subjects (but no more than 3 general prep subjects total)	Certificate Course TAFE 'Trade Taster' Program Work Placement SBATs

English

English in Year 10 prepares students for both the General and Applied version of the subject in Year 11.

English

Overview:

English at Balmoral State High School has a vibrant contemporary focus, with opportunities for all students to prepare for their Year 11 and 12 English subjects (General English or Essential English). 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.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Contemporary Issues Students explore contemporary Australian social issues through a range of texts, with a particular focus on those relating to gender. They analyse how these texts position audiences through the privileging and marginalising of competing perspectives. Subsequently, students craft their own persuasive speech advocating a particular position on a social issue within the focus area.	How Do We Live? Students analyse the ways in which various texts convey particular philosophies for living. They pay particular attention to the effect of certain language features in poetry which position audiences to accept viewpoints on key themes and aspects of human life.	The Individual and The Group (semester-long focus) In this semester-long unit, students accelerate their preparation for the requirements of Year 11 and 12 General and Essential English. In the first half of the unit, they study a novel which explores social, moral and ethical issues. By analysing plot, characterisation, setting and language, they examine how authors position and engage readers to understand serious issues. In the second half of the unit, they deepen this focus by comparing and contrasting key excerpts of the same novel with a range of complementary texts exploring similar themes. This leads to their final analytical task of the course.	
Assessment:	Assessment:	Assessment:	Assessment:
Persuasive speech	Analytical essay	Imaginative intervention	Analytical essay (comparative)

HEALTH & PHYSICAL EDUCATION

A range of subjects are offered within the Health and Physical Education subject area. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered:

- HPE (general and applied prep)
- Football Academy (applied prep)
- Netball Academy (general and applied prep)

Health and Physical Education

Overview:

Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity. Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

The Year 10 HPE curriculum provides a link between the junior and senior school, preparing students for success in Years 11 and 12, in the Physical Education and Recreation subjects. While still working towards the Achievement Standards, students will undertake learning experiences directly linked to the requirements of the related senior subjects.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Coaching and Indigenous Games Student research a variety of indigenous games and coaching practices. Students design, implement and evaluate a coaching session based on their research.	Biomechanics and Badminton Students explore biomechanical concepts and their own performance, through analysis of movement skills within Badminton.	Tactical Awareness and Invasion Games Students explore movement concepts, specialised movement sequences and movement skills relevant to Invasion games. Students use this knowledge to evaluate their effectiveness to improve movement strategies.	Exercise Physiology and Conditioning Students explore energy production and develop their own fitness profile. They then design, implement and evaluate a personalised training micro-cycle design to improve their identified area of fitness.
Assessment:	Assessment:	Assessment:	Assessment:
<ul style="list-style-type: none"> • Practical • Assignment 	<ul style="list-style-type: none"> • Practical • Assignment 	<ul style="list-style-type: none"> • Practical • Assignment 	<ul style="list-style-type: none"> • Practical • Assignment

Football Academy

Overview:

The 'Football Academy' is conducted as a school subject under the umbrella of Health and Physical Education. While addressing general health and personal development outcomes, the curriculum also focuses upon specific football related elements such as nutrition for football, sports physiology, fitness principals, injury management and prevention, goal setting, careers in football, coaching (Grassroots and Skill Trainer Licence) and refereeing (Laws of the Game). Students must trial and be accepted into the academy by demonstrating high levels of footballing ability in the three criteria, which are; "Game Awareness", "Technical/Tactical" and "Football conditioning". Football conditioning, technical and tactical skills and game awareness are sequentially developed over the six year course and the Year 10 course is an essential component for Years 11 and 12. This is all linked closely to the 'Building Blocks' phases of Football Federation Australia's (FFA) National Curriculum. Students must meet high academic efforts and behavioural standards to gain entry into the subject.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Drugs & Alcohol in Sport	Football practical – technical/tactical	Motivation & Goal Setting	Football practical – technical/tactical
Assessment:	Assessment:	Assessment:	Assessment:
Assignment	Technical/tactical ability	Assignment	Technical/tactical ability

Netball Academy

Overview:

As a product of the Health and Physical Education curriculum, the 'Netball Academy' is offered to Year 10 students as a subject. The curriculum places as strong emphasis on the personal growth and the personal health outcomes for students, as well as the Netball specific elements of the curriculum. These involve; nutrition & player welfare, sports psychology-growth mindset-team dynamics, exercise physiology, injury management and prevention, careers and volunteers in netball (coaching & officiating), as well as games analysis and tactical awareness in Netball. To be involved in the Netball Academy, students complete a trial, striving to achieve in the following areas; "Game sense/awareness", "Technical/Tactical" and "Netball Conditioning" & "Sportsmanship". The areas are continuously developed over the six-year course, with the Year 10 units being essential to the components of the Years 11 & 12 course. The practical components of the Netball Academy, mirror the "Netball Australia", netball skills development framework. Students within the Netball Academy must meet high academic efforts and behaviour standards to enter the subject.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Nutrition & Player Welfare	Sports Psychology-growth mindset & confidence	Careers & Volunteers in Netball	Games Analysis & Tactical Awareness in Netball
Assessment:	Assessment:	Assessment	Assessment
Assignment	Exam	Officiating & Coaching Course (theoretical & practical)	Video review (theory) Practical performance (game sense)

HUMANITIES

A range of subjects are offered within the Humanities department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered:

- Business Enterprise (general, applied and VET prep)
- History (general prep)
- People, Land and Law (general prep)

Business Enterprise

Overview:

Year 10 Business is a recommended, but not compulsory foundational course, which embraces the introductory knowledge and skills from three senior Humanities subjects: Accounting, Business and Economics. It also builds towards the Diploma of Business. Students will learn fundamental concepts of these subjects including processing and recording financial transactions, the ways businesses contribute to society and understanding how global changes can affect individuals, businesses and government.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to Accounting	Social Enterprise	Economics	Personal budgeting
Assessment:	Assessment:	Assessment:	Assessment:
Examination: Combination Response	Investigation: Business Report	Examination	Research task

History

Overview:

History in year 10 prepares students for the study of a range of subjects from the Humanities and Social Sciences learning area, including Ancient and Modern History, Legal Studies and Economics. Students will develop transferable skills in critical and creative thinking, collaborative learning and information literacy through their study of the past and analysis and evaluation of historical sources. They will develop their ability to frame a research question, locate and organise information from a wide range of sources and use an accurate referencing system. The study of history teaches students valuable skills in organisation and time management.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Ancient History: Nero-the man, the myth, the monster.	World War II	Rights and Freedoms: 1945-present	Migration experiences: 1945-present
Assessment:	Assessment:	Assessment:	Assessment:
Short response to historical sources-examination	Historical investigation-research essay	Historical investigation-independent source investigation	Historical essay in response to sources-examination

People, Land and Law

Overview:

Year 10 People, Land & Law is a recommended, but not compulsory foundational course, which embraces the introductory knowledge and skills from three senior Humanities subjects: Legal Studies, Geography, and Social and Community Studies. It also builds towards the Certificate IV in Crime and Justice. Students will learn fundamental concepts of these subjects including legal processes and principles, field study skills and studies of the interplay between human beings and their physical environments.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Environmental Change and Management	Youth and the Law - introduction	Youth and Law – depth study	Human Wellbeing
Assessment:	Assessment:	Assessment:	Assessment:
Field study / report	Examination Short response and extended response exam	Assignment: Argumentative essay	Report

LANGUAGES

In Year 10, students are only offered Japanese as the language to study. It is a general preparation subject.

Japanese

Overview:

Japanese at Balmoral State High School is an organic mix of cultural studies and acquisition of language features. We recognise that students study Japanese language for a variety of different reasons. As such, we cater for a wide variety of cultural studies, with a heavy focus on building confidence with the language. Japanese learners are encouraged to self-study at home, while using class time to engage with grammatical structures, idioms, and cultural discussions. This course is suited to learners who have completed Japanese study in junior high school grade, with assumed foundational knowledge of the language.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Our Society: Festivals and celebrations. In this unit, students research and compare popular Japanese festivals with significant Australian celebrations.	Exploring our world: Travelling to and around Japan. In this unit, students will become acquainted with domestic travel within Japan. Students freely choose the locations of their trip, and communicate their knowledge of Japan in a one-on-one conversation with the teacher.	My Future: Talking about my future plans. As students come to terms with senior schooling, they are encouraged to think about their future plans. In this unit, students will discuss future plans. Students will also hear about Japanese students who are also planning their futures.	My World: Technology The everyday use of technology and in particular mobile phones is part of our daily landscape. In this unit students will look at ways to express their daily technological habits and social media usage in Japanese.
Assessment:	Assessment:	Assessment:	Assessment:
Written assessment (genkoyoshi; 200-500 characters)	Oral task and written exam (response to stimulus)	Oral and listening & reading task (comparative)	Written exam (response to stimulus)

MATHEMATICS

Two options are offered within the Mathematics department. Students are encouraged to select a course of which meets their individual needs, abilities and pathway aspirations.

In Year 10, students will be offered:

- Mathematics (applied and general prep) or
- Mathematic Methods (general prep)

Mathematics

Overview:

This is a general Year 10 mathematics course. Completion of this course will lead into General Maths (general) or Essential Maths (applied) in Year 11.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Geometry and Probability	Probability and Algebra	Linear equations and Statistics	Statistics, Money and Measurement
Assessment:	Assessment:	Assessment:	Assessment:
Exam	PSMT Exam	Exam	PSMT Exam

Mathematic Methods

Overview:

This is an extension Year 10 mathematics course. To select this course it is recommended to be achieving at a B or higher in Year 9 Mathematics. Completion of this course will lead into Mathematical Methods (general) and Specialist Maths (general) in Year 11.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Geometry, Trigonometry and Probability	Probability, Surds and Algebra	Linear equations, quadratics and Statistics	Statistics, Circles and Trigonometric functions
Assessment:	Assessment:	Assessment:	Assessment:
Exam	PSMT Exam	Exam	PSMT Exam

SCIENCES

A range of subjects are offered within the Science department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered:

- Science (applied prep)
- Biology (general prep)
- Chemistry (general prep)
- Physics (general prep)

Science – Applied

Overview:

Applied Science in Year 10 is for students who are intended in studying Science in Practice in Year 11 & 12. The focus for the year will be on the development of real-world skills contextualised through science disciplines. The assessment is designed to be flexible and open-ended to allow students to study their interests applied through digital technologies.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Non-infectious diseases and genetic disorders – investigate a variety of lifestyle diseases and genetic disorders	Chemistry of food – The exploration of how human utilise chemical reaction to create a variety of food	Environmental management – delve into how coastal regions have been affected by human development with hands on field experience	Car Crash science – look at the science behind car crashes and car safety features
Assessment:	Assessment:	Assessment:	Assessment:
Project: Scientific Poster	Investigation: Brewing ginger beer	Collection of work	Examination

Biology

Overview:

Year 10 Biology is a strongly recommended, but not compulsory, foundational course, which prepares students for the general senior subject, Biology. Students will gain knowledge and skills essential for success in Year 11 and 12 while gaining invaluable exposure to assessment types.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Cells and biological reactions – understand cellular structures and functions of animal & plant cells	Maintaining the internal environment – investigate how animals maintain homeostasis and respond to infectious diseases	Ecology – understand how biodiversity is directly linked to sustainability and discover ecosystem dynamics	Genetics & Evolution – delve in the world of inheritance and understand the biological theory of evolution
Assessment:	Assessment:	Assessment:	Assessment:
Student Experiment	Data test & Semester Exam	Research Investigation	Semester Exam

Chemistry

Year 10 Chemistry is a strongly recommended, but not compulsory, foundational course, which prepares students for the general science senior subject, Chemistry. Students will gain knowledge and skills essential for success in Year 11 and 12 while gaining invaluable exposure to assessment types.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Foundations – Structure Properties and Reactions – understand periodic trends, and investigate how factors affect chemical reactions	Bonding and Stoichiometry – predict products of chemical reactions and yield using the mole concept	Organic Chemistry – Identify functional groups within carbon molecules and understand how these can form large useful molecules such as fuels and polymers	Acids and Bases and Equilibrium – understand the properties of acids and bases and the reversibility of chemical reactions.
Assessment:	Assessment:	Assessment:	Assessment:
Student Experiment	Data test Semester Exam	Research Investigation	Semester Exam

Physics

Overview:

Year 10 Physics is a strongly recommended, but not compulsory, foundational course, which prepares students for the general senior subject, Physics. Students will gain knowledge and skills essential for success in Year 11 and 12 while gaining invaluable exposure to assessment types.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
The Universe: Investigate cosmological phenomena, including theories for the beginning and end of the universe.	Electrical Physics: Examine static electricity and the relationship between current, voltage, resistance, and power in simple circuits.	Statics & Dynamics: Investigate forces and mechanical advantage of simple machines. Explore concepts of material science and construction.	Motion: Analyse the forces and motion associated with vehicles
Assessment:	Assessment:	Assessment:	Assessment:
Research Investigation	Semester Exam	Student Experiment	Data Test Semester Exam

TECHNOLOGIES

A range of subjects are offered within the Technology subject area. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered:

- Aerospace (general and VET prep)
- Design (general and applied prep)
- Digital Technology (general prep)
- Engineering (general prep)
- Fashion (applied prep)
- Food and Nutrition (general prep)
- Technology Materials and Specialisations (applied prep)

Aerospace

Overview:

Year 10 Aerospace is a recommended, but not compulsory foundational course, which prepares students for the general subject, Aerospace Systems. The course will focus on Basic Aeronautical Knowledge, Rockets, Remotely Piloted Aircraft Systems (RPAS) and Safety and Fixed-wing flight.

Study in Aerospace can lead to careers in the Aviation industry which Balmoral has a close connection with. Students in this program get exclusive access to industry professionals and experiences.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Basic Aeronautical Knowledge	Remotely Piloted Aircraft Systems	Rockets	Safety and fixed-wing flight
Assessment:	Assessment:	Assessment:	Assessment:
Exam 25%	Folio 25%	Exam 25%	Folio 25%

Design

Overview:

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Design in Year 10 prepares students for electing to study Design Year 11 and 12.

Students will learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Design in Practice	Human-centred Design	Commercial Design	Sustainable Design
Assessment:	Assessment:	Assessment:	Assessment:
Project 25%	Project 25%	Project 35%	Exam 15%

Digital Technology

Overview:

In Year 10 Digital Technologies, students extend their knowledge and understanding of programming and information systems. Students are assessed through a range of practical projects and one written examination. Completing this subject will prepare students for both Digital Solutions (General).

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Algorithms and programming	Algorithms and programming	SQL	Information Systems
Assessment:	Assessment:	Assessment:	Assessment:
Portfolio project	Practical project	Exam	Practical project

Engineering

Overview:

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

A course of study in Year 10 Engineering can establish a basis for further study in year 11 and 12 of Engineering (General). Further education in this area can lead to employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical, telecommunications, environmental, micro-Nano and systems.

The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

Course Outline:

Term 1	Term 2	Term 3	Term 4
Engineering fundamentals <ul style="list-style-type: none"> - Mechanics - Engineering problem solving process 	Engineering fundamentals <ul style="list-style-type: none"> - Materials - Engineering communication - Engineering problem solving process 	Emerging technologies <ul style="list-style-type: none"> - Emerging needs - Emerging processes and machinery - Exploring autonomy 	Machines and mechanisms <ul style="list-style-type: none"> - Machines in society - Machine control
Assessment:	Assessment:	Assessment:	Assessment:
Exam 25%	Project 25%	Project 25%	Exam 25%

Fashion

Overview:

Year 10 Fashion is a strongly recommended, but not compulsory, foundational course, which prepares students for the applied senior subject, Fashion. Students will gain knowledge and skills essential for success in Year 11 and 12 while gaining invaluable exposure to assessment types. Key topics studied in Fashion include skill development in market research, sketching, design and construction of fashion garments and sustainable textiles products.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Develop practical sewing and embellishment techniques for garment construction	Investigate the use of elements and principles of design with inspirational designers	Research, sketch and prototype different garment designs to create your own fashion label featuring fashion subcultures	Plan, organise and create fashion garments for a runway fashion show , to promote sustainability in Fashion
Assessment:	Assessment:	Assessment:	Assessment:
Practical Skills Folio Theory Exam	Extended Response: Critique fashion designer	Design folio – Creating a fashion label	Design Folio – launching a fashion show

Food and Nutrition

Overview:

Year 10 Food and Nutrition is a strongly recommended, but not compulsory, foundational course, which prepares students for the general senior subject, Food and Nutrition. Students will gain knowledge and skills essential for success in Year 11 and 12 while gaining invaluable exposure to assessment types. Key topics studied in Food and Nutrition include practical experiments in food science, to develop and promote new products for community health in Australia.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Examine the role of macro and micro nutrients , and their impact on consumer health.	Develop market research and practical cookery techniques, when designing new food products to promote sustainability in protein cookery .	Investigate the impact of sensory properties and nutritional value of carbohydrates, when designing food products for a line extension .	Reformulate convenient snack products to meet the nutritional needs of different consumer markets .
Assessment:	Assessment:	Assessment:	Assessment:
Theory Exam	Design Folio – Protein	Design Folio – Carbohydrates	Theory Exam

Technology Materials and Specialisations

Overview:

Technology Materials and Specialisations focuses on creating solutions. Students develop projects and manage these projects by applying project management plans and using appropriate technologies skilfully and safely to produce high-quality solutions suitable for the client. Students manage projects taking into consideration time, cost, risk and production processes and investigate and make judgements on how the characteristics and properties of materials impact on the end result.

Technology Materials and Specialisations in Year 10 prepares students for electing to study Certificate II in Electrotechnology, Certificate I in Construction or Industrial Technology Skills in Year 11 and 12.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Safety Work Practices Students will develop skills and apply safe work practices. Project example: LED Lamp Project (timber)	Aerospace industry: incorporating various structures, materials and technologies suitable in the manufacture of aircraft. Project example: Aluminium tool tickets, metal mallet	Construction industry: Students will learn and use skills to build a model house frame from timber. Project example: Timber house frame (scale)	Electrical industry: Students will learn and use skills to wire the model house from term 3 to light up the home. Project example: House wiring from LED's
Assessment:	Assessment:	Assessment:	Assessment:
Summative - Mandatory OnGuard safety training courses & Skill proficiency demo (5%) Summative – Examination (20%)	Summative – a folio of work with designed solution (20%)	Summative – model project and dimensioned floor plan of house (25%)	Summative - a research booklet on sustainable electricity in Brisbane (15%) Summative - Examination (15%)

THE ARTS

A range of subjects are offered within the Arts department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 10, students will be offered:

- Art (general and applied prep)
- Dance (general prep)
- Drama (applied prep)
- Film and Media (general and applied prep)
- Music (general prep)

Art

Overview:

In Visual Art students make and respond 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. Year 10 Visual Art is a recommended, but not compulsory foundational course, which prepares students for senior Visual Art and Senior Visual Arts in Practice.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
"The Isms" – Twentieth century art movements, artists focuses on the understanding of Art movements and Artists in the 20th Century. This investigation then leads to creation of works inspired by these movements.	Self Portrait – Mixed media considers the manipulation of media and techniques involved with mixed media.	Artist Book –various media/sculpture This unit consolidates previous skills to create a sculptural artist book on a theme.	The Inquiry unit aims to prepare students for the Senior Art programs through a series of artworks developing creative thinking and culminating in a final resolved piece incorporating the artworks using art techniques and technology.
Assessment:	Assessment:	Assessment:	Assessment:
Folio of work Written task	Art work	Folio of work Written task	Folio of work including PowerPoint presentation

Dance

Overview:

In year 10 dance, students will develop critical thinking, problem-solving skills and creativity through choreographing, performing and responding tasks. Throughout the units students are introduced to the history of dance, dance film clips and dance in different cultures. Students explore choreographic processes and how they can create meaning and representations through dance. Students will develop analytical skills and compare, contrast and describe dance components through the viewing of popular dances from different times in history. They will also develop opinions and learn to justify their interpretation.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Film Clips of Yesterday & Today Students are introduced to the history of film clips for dance and how it has developed over the years. Students will learn to embody different dance genres through movement components that relate to famous dance pioneers.	Pop Pop Popular Students are introduced to Pop Culture and will study its effects on society over the era. They will develop analytical skills and compare, contrast and describe dance components through the viewing of popular dances from different times in history.	Contemporary Dance Students explore the genre of contemporary dance. Students will be introduced to different techniques from of contemporary dance pioneers, and will then use this knowledge to create movement and meaning.	Cultural Dance Students explore how a society or culture can create different dances and how countries came to move in particular ways. They analyse a range of cultural dances from countries all over the world with a variety of movement components.
Assessment:	Assessment:	Assessment:	Assessment:
<u>Task 1: Perform</u> Perform a routine from popular music videos.	<u>Task 3: Respond</u> In-class exam. Analyse and evaluate how popular dance clips from different eras have been portrayed in each.	<u>Task 5: Respond</u> Comparative analytical expositions on an Expressions Dance Company performance.	<u>Task 7: Respond</u> Present a seminar on a chosen cultural dance in a PowerPoint presentation.
<u>Task 2: Choreograph</u> In groups students choreograph and direct a dance on a chosen artist for a film clip.	<u>Task 4: Perform</u> Individually learn, polish and perform a teacher-devised popular dance.	<u>Task 6: Choreograph</u> Choreograph and perform a contemporary dance.	<u>Task 8: Choreograph</u> In small groups, choreograph a cultural dance.

Drama

Overview:

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and exploring stories, experiences, emotions and ideas that reflect the human experience. In year 10, students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others, and the world in which they live.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Within the Soliloquy unit students explore role, character situation, voice and movement to develop and perform a polished and engaging published scripted monologue.	In the role of theatre director you are to present a directorial vision as a multimodal pitch for a chosen excerpt of a contemporary play.	As part of an ensemble you will present a performance suitable for a public audience . You will keep a journal that will document your contribution to the Extended Play Study.	Students will respond to a live theatre performance analysing how the director has manipulated conventions of storytelling to shape the elements of drama to communicate dramatic meaning.
Assessment:	Assessment:	Assessment:	Assessment:
Making (Presenting)—monologue performance	Making (Forming)—directorial vision	Making (Forming)—journal	Making (Presenting)—monologue performance

Film and Media

Overview:

Film and Media provides provide opportunities for students to experiment with traditional and new media through a series of units that fosters their own sense of creativity and self-expression. This subject also encourages students to develop an awareness in and of: diverse perspectives of film, television and new media; the institutions and technologies that influence audiences; and the expressive, functional and creative potential of each in local and global contexts.

In year 10 specifically students apply these ideas and concepts to make media products, and to investigate and respond to media content and production via the following course outline and tasks.

Course Outline:

Unit 1	Unit 2	Unit 3 & 4
Music Video: students get to plan for, produce and direct a music video for an artist, band, group of their chosen sub-genre.	Media Convergence: students choose, research and analyse one 'historical' music video and one 'contemporary' music video.	Documentary: students get to plan for, produce and direct a documentary exploring an important social issue or passion.
Assessment: Treatment, Storyboard and 1-2-min excerpt for a music video	Assessment: Multimodal case study	Assessment: Treatment, Storyboard and 1-2-min excerpt for a music video
Task 1 - Making (design)—treatment + storyboard (300 words; 8-10 shots): students write a treatment including synopsis, character representations, visual style and aesthetic for their music video. They also story board their vision in preparation for the production. Task 2 - Making (production)—music video excerpt (1-2 mins): students film and edit their music video excerpt.	Task 3 - Responding—case study investigation (3mins): students research and analyse the context of two music videos (considering time; location; social, political and economic context) including how audiences interacted with and responded to these movements/products.	Making (design)—treatment + three-column script: in groups of two, students assign roles and script a concept for a 2-4 minute documentary. Making (production)—doco: students film and edit their music video excerpt. Responding—extended response exam: students choose a documentary and write an analytical essay about representations and how audiences are positioned.

Music

Overview:

Music allows students to develop their musicianship and creativity through composition, performance and an exploration of critiquing of artists, composers and music. Students will have the opportunity to undertake further study of Music in Year 11 through the General Music course with the potential to take up Music Extension in Year 12.

Course Outline:

Unit 1	Unit 2	Unit 3	Unit 4
Rock Students will perform and compose whilst exploring the evolution of Rock music from the 1930s to present day.	Pop Students will continue to enhance their individual performance and composition skills through contemporary popular music.	Film Students investigate the purposes of film music through the lenses of both the composer and performer.	Stage In the role of the composer and performer students will further develop their skillset to create their own music.
Assessment:	Assessment:	Assessment:	Assessment:
Making/Responding Task: Performance Project Composition Project	Making/Responding Task: Performance Project Composition Project	Making/Responding Task: Performance Project Composition Project	Making/Responding Task: Performance Project Composition Project



YEAR 11 & 12

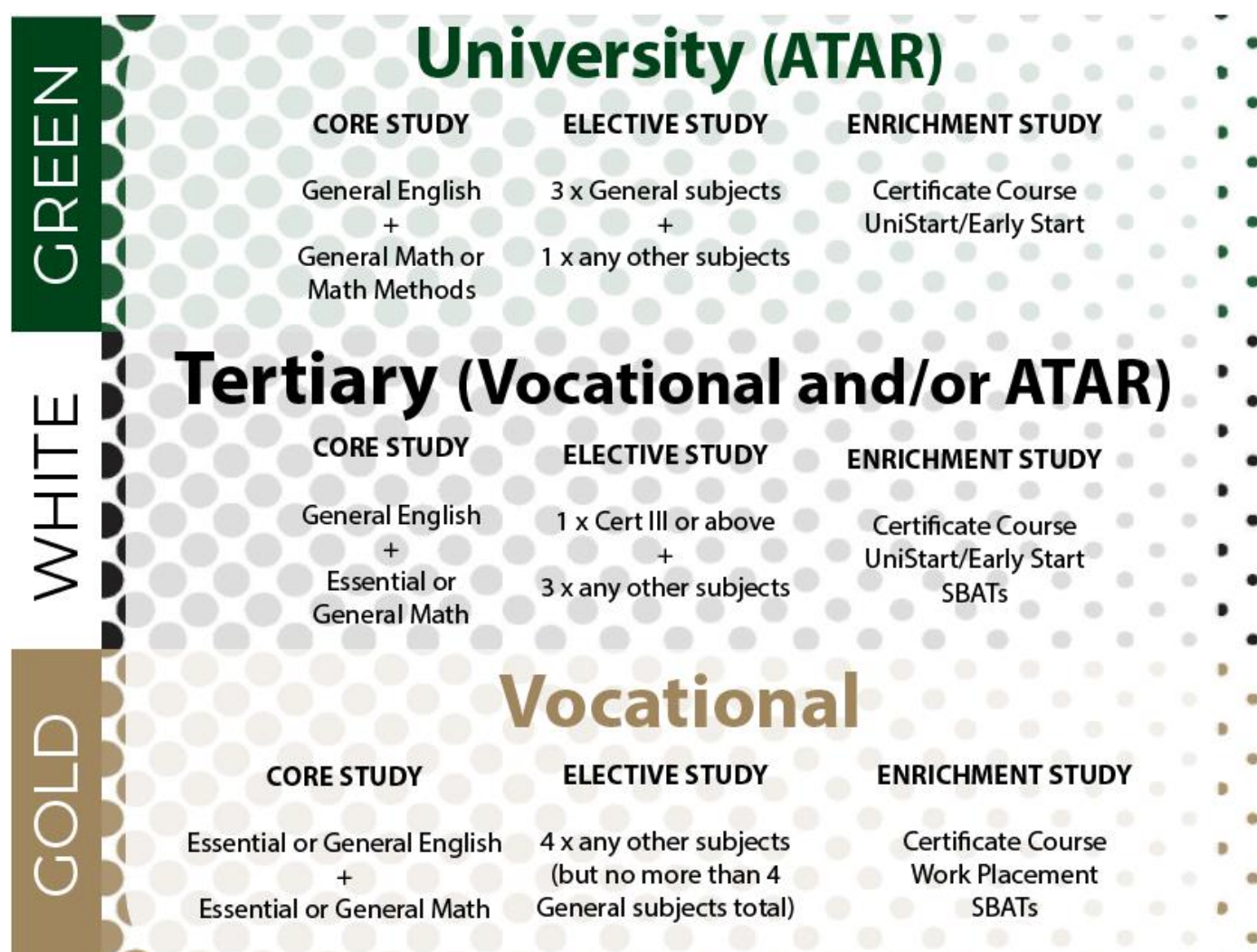
Curriculum & Pathway Offerings

YEAR 11 AND 12 CURRICULUM OFFERINGS AND PATHWAYS

The start of Year 11 is an exciting time for senior students. They have access to an even broader range of subjects and flexible learning pathways that respond to the dynamic world of work and learning, and provide them with the skills they need to succeed in a range of post-school pathways. Their achievements are assessed and aggregated in ways that support meaningful reporting and certification.

Students initially selected subjects in Year 10 considering the type of pathway they wished to pursue when entering Year 11. They also considered whether that subject prepared them for a General or Applied subject, or whether it was a VET qualification. In Year 11 they continue on their journey towards their QLD Certificate of Education (QCE) and at the same time complete subjects and courses that contribute to either an ATAR, Selection ATAR/Tertiary or Vocational - School-Based Traineeship or Apprenticeship.

To help students select their subjects and pathways, Balmoral State High School have identified 3 pathway categories: Vocational, Tertiary and University. A vocational pathway prepares students for employment, traineeships and/or apprenticeships. The tertiary pathway is aimed to support those students still undecided about what they would like to do post Year 12. Students gain valuable vocational skills to prepare them for employment whilst at the same time making them eligible to apply for university. The university pathway is designed to prepare students for entering University and completing a Bachelor level qualification.



ENGLISH

Two types of subjects are offered within the English department. Students are encouraged to select a course of study which meets their individual needs, abilities and pathway aspirations.

In Year 11 and 12, students can choose either:

- General subject – Literature
- General subject – English
- Applied subject – Essential English

Literature

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English for the purposes of responding to and creating literary texts
- the skills to make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms
- enjoyment and appreciation of literary texts and the aesthetic use of language
- creative thinking and imagination by exploring how literary texts shape perceptions of the world and enable us to enter the worlds of others
- critical exploration of ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences
- empathy for others and appreciation of different perspectives through studying a range of literary texts from diverse cultures and periods, including Australian texts by Aboriginal writers and/or Torres Strait Islander writers.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

English

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Essential English

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

Students have opportunities to engage with language and texts through a range of teaching and learning experiences. Essential English fosters:

- skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, social, community, further education and work-related contexts
- skills to choose generic structures, language, language features, technologies to best convey meaning
- skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts
- effective use of language to produce texts for a variety of purposes and audiences
- creative and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with a range of texts, and an awareness of how the language they engage with positions them and others

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that Works <ul style="list-style-type: none"> • Work safety and responsibilities • The changing nature of work in the 21st century • Work relationships (conflict, mediation and team work) • Job seeking 	Texts and human experiences <ul style="list-style-type: none"> • Inspirational people and stories of overcoming adversity • Responding to contemporary reflective and nonfiction texts • Investigating people form diverse cultures and places 	Language that influences <ul style="list-style-type: none"> • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences 	Representations and popular culture texts <ul style="list-style-type: none"> • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Extended response — spoken/signed response	25%	Summative internal assessment 3 (IA3): Extended response — multimodal response	25%
Summative internal assessment 2 (IA2): Common internal assessment	25%	Summative external assessment (EA): Extended response – written response	25%

HEALTH AND PHYSICAL EDUCATION

A range of subjects are offered within the Health and Physical Education department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Physical Education (general)
- Recreation (applied)
- Football Academy (applied)

Physical Education

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Pathways

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

Objectives

- By the conclusion of the course of study, students will:
- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purpose and context

Structure

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

Assessment

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

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

Summative assessments

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

Sport and Recreation

Recreation provides students with opportunities to learn in, through and about sport and active recreation activities, examining their role in the lives of individuals and communities.

Students examine the relevance of sport and active recreation in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in sport and recreation, and how physical skills can enhance participation and performance in sport and recreation activities.

Students explore how interpersonal skills support effective interaction with others, and the promotion of safety in sport and recreation activities. They examine technology in sport and recreation activities, and how the sport and recreation industry contributes to individual and community outcomes.

Students are involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through sport and recreation activities. They examine the effects of sport and recreation on individuals and communities, investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

For Sport & Recreation, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

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

* Evidence must include annotated records that clearly identify the application of standards to performance

NOTE: Students can only choose Sport and Recreation OR Football Academy and not both.

Football Academy

The senior Football Academy class is conducted as a senior school subject aligned with the applied Recreation subject. Students must trial and be accepted into the academy by demonstrating high levels of footballing ability in the three criteria, which are; "Game Awareness", "Technical/Tactical" and "Football conditioning". Football conditioning, technical and tactical skills and game awareness are sequentially developed over the six-year course with the Year 11 and 12 program being the culmination. This is all linked closely to the 'Building Blocks' phases of Football Federation Australia's (FFA) National Curriculum. Students must meet high academic efforts and behavioural standards to gain entry into the subject.

Football Academy provides students with opportunities to learn in, through and about football, examining the role it plays in the lives of individuals and communities.

Students examine the relevance of football in Australian culture, employment growth, health and wellbeing. They consider factors that influence participation in football, and how physical skills can enhance participation and performance in football

Students are involved in acquiring, applying and evaluating information about and in football activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant. They communicate ideas and information in, about and through football activities. They examine the effects of football on individuals and communities, investigate the role of football in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.

Pathways

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

Objectives

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

- demonstrate physical responses and interpersonal strategies in individual and group situations in football activities
- describe concepts and ideas about football using terminology and examples
- explain procedures and strategies in, about and through football activities for individuals and communities
- apply concepts and adapt procedures, strategies and physical responses in individual and group football activities
- manage individual and group football activities

Structure

The Football Academy course is designed around core and elective topics.

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

Assessment

For Football Academy, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- one project (annotated records of the performance is also required)
- one investigation, extended response or examination.

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

NOTE: Students can only choose Football Academy OR Sport and Recreation and not both.

HUMANITIES

A range of subjects are offered within the Humanities department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Business (general)
- Geography (general)
- Legal Studies (general)
- Modern History (general)
- Social and Community Studies (applied)
- Diploma of Business (VET)
- Certificate IV in Crime and Justice Studies (VET)

Business

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

- Unit 1 – Topic 1 – Exam
 – Topic 2 – Investigative Report
- Unit 2 – Topic 1 – Feasibility Study
 – Topic 2 – Exam

Summative assessments

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

Geography

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

Fieldwork is central to the study of Geography in the 21st century. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM). The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others’ lives.

Pathways

Geography 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 Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science. These pathways draw on the skills acquired through understanding and using spatial technologies.

Objectives

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

- explain geographical processes - they can describe the features, elements and interactions of processes that shape the identity of places and result in geographical patterns
- comprehend geographic patterns - they can recognise spatial patterns at global, regional and local scales of study and identify relationships and implications for people and places
- analyse geographical data and information - they select and interpret data and information to infer how the patterns, trends and relationships represent geographical challenges
- apply geographical understanding - they extrapolate from their analysis to generalise about the potential impacts of geographical challenges for environments and/or people
- synthesise information from the analysis to propose action - they propose justified action/s in response to a geographical challenge
- communicate geographical understanding - they select and use cartographic, graphic, written and mathematical skills and conventions to transform and represent geographical data and information for a particular purpose.

Structure

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

Assessment

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

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

Summative assessments

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

Legal Studies

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Modern History

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

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

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ideas in the modern world <ul style="list-style-type: none"> • Australian Frontier Wars, 1788–1930s • Age of Enlightenment, 1750s–1789 • Industrial Revolution, 1760s–1890s • American Revolution, 1763–1783 • French Revolution, 1789–1799 • Age of Imperialism, 1848–1914 • Meiji Restoration, 1868–1912 	Movements in the modern world <ul style="list-style-type: none"> • Australian Indigenous rights movement since 1967 • Independence movement in India, 1857–1947 • Workers' movement since the 1860s • Women's movement since 1893 • May Fourth Movement in China, 1919 • Independence movement in Algeria, 1945–1962 	National experiences in the modern world <ul style="list-style-type: none"> • Australia, 1914–1949 • England, 1707–1837 • France, 1799–1815 • New Zealand, 1841–1934 • Germany, 1914–1945 • United States of America, 1917–1945 • Soviet Union, 1920s–1945 • Japan, 1931–1967 • China, 1931–1976 • Indonesia, 1942–1975 • India, 1947–1974 • Israel, 1948–1993 	International experiences in the modern world <ul style="list-style-type: none"> • Australian engagement with Asia since 1945 • Search for collective peace, security since 1815 • Trade and commerce between nations since 1833 • Mass migrations since 1848 • Information Age since 1936 • Genocides and ethnic cleansings since 1941 • Nuclear Age since 1945 • Cold War, 1945–1991

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> • Boxer Rebellion, 1900–1901 • Russian Revolution, 1905–1920s • Xinhai Revolution, 1911–1912 • Iranian Revolution, 1977–1979 • Arab Spring since 2010 • Alternative topic for Unit 1 	<ul style="list-style-type: none"> • Independence movement in Vietnam, 1945–1975 • Anti-apartheid movement in South Africa, 1948–1991 • African-American civil rights movement, 1954–1968 • Environmental movement, 1960s • LGBTIQ civil rights movement 1969 • Pro-democracy movement Myanmar (Burma) since 1988 • Alternative topic for Unit 2 	<ul style="list-style-type: none"> • South Korea, 1948–1972 	<ul style="list-style-type: none"> • Struggle for peace in the Middle East since 1948 • Cultural globalisation since 1956 • Space exploration since 1957 • Rights and recognition of First Peoples since 1982 • Terrorism, anti-terrorism and counter-terrorism since 1984

Assessment

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

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

Summative assessments

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

Social and Community Studies

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

For Social & Community Studies, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments from at least three different assessment techniques, including:

- one project or investigation
- one examination
- no more than two assessments from each technique.

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

Diploma of Business

This course is fee-for-service and costs \$885.00 (as of June 2022). A deposit of \$200 is required by Week 5, Term 4 in 2022 for students applying to enrol in this course for 2023–2024.

Please see the VET subjects section of this booklet for more information

Certificate IV in Crime and Justice Studies

This course is fee-for-service and costs \$700.00 (as of June 2022). A deposit of \$200 is required by Week 5, Term 4 in 2022 for students applying to enrol in this course for 2023–2024.

Please see the VET subjects section of this booklet for more information

LANGUAGES

In Year 11 and 12, students will only get to choose from Japanese, however other options may be selected through external/distance education.

Japanese

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> Summative internal assessment 1 (IA1): Examination — short response 	15%	<ul style="list-style-type: none"> Summative internal assessment 3 (IA3): Extended response 	30%
<ul style="list-style-type: none"> Summative internal assessment 2 (IA2): Examination — combination response 	30%	<ul style="list-style-type: none"> Summative external assessment (EA): Examination — combination response 	25%

MATHEMATICS

A range of subjects are offered within the Mathematics department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Essential Mathematics (applied)
- General Mathematics (general)
- Mathematic Methods (general)
- Specialist Mathematics (general)

Essential Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

General Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Mathematic Methods

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Specialist Mathematics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

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

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

Summative assessments

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

SCIENCES

A range of subjects are offered within the Science department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Biology (general)
- Chemistry (general)
- Physics (general)
- Science in Practice (applied)

Biology

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

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

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

Pathways

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

Objectives

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

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

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms <ul style="list-style-type: none"> Cells as the basis of life Multicellular organisms 	Maintaining the internal environment <ul style="list-style-type: none"> Homeostasis Infectious diseases 	Biodiversity and the interconnectedness of life <ul style="list-style-type: none"> Describing biodiversity Ecosystem dynamics <i>Includes 5 hours of mandatory field work</i> 	Heredity and continuity of life <ul style="list-style-type: none"> DNA, genes and the continuity of life Continuity of life on Earth

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Students will complete four formative assessments that mirror those seen in units 3 & 4. All assessment items are equally weighted and the students will receive an overall subject result (A–E).

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none">Summative internal assessment 1 (IA1):Data test	<ul style="list-style-type: none">10%	<ul style="list-style-type: none">Summative internal assessment 3 (IA3):Research investigation	<ul style="list-style-type: none">20%
<ul style="list-style-type: none">Summative internal assessment 2 (IA2):Student experiment	<ul style="list-style-type: none">20%		
<ul style="list-style-type: none">Summative external assessment (EA): 50%Examination			

Chemistry

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Students will complete four formative assessments that mirror those seen in units 3 & 4. All assessment items are equally weighted and the students will receive an overall subject result (A–E).

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

Summative assessments

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

Physics

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. Students will complete four formative assessments that mirror those seen in units 3 & 4. All assessment items are equally weighted and the students will receive an overall subject result (A–E).

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> Summative internal assessment 1 (IA1): Data test 	<ul style="list-style-type: none"> 10% 	<ul style="list-style-type: none"> Summative internal assessment 3 (IA3): Research investigation 	<ul style="list-style-type: none"> 20%
<ul style="list-style-type: none"> Summative internal assessment 2 (IA2): Student experiment 	<ul style="list-style-type: none"> 20% 		
<ul style="list-style-type: none"> Summative external assessment (EA): 50% Examination 			

Science in Practice

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.

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.

Pathways

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

Objectives

By the conclusion of the course of study students should:

- describe 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.

Structure

The Science in Practice course is designed around core topics and at least three electives.

Core topics	Electives
<ul style="list-style-type: none"> Scientific literacy and working scientifically Workplace health and safety Communication and self-management 	<ul style="list-style-type: none"> Science for the workplace Resources, energy and sustainability Health and lifestyles Environments Discovery and change

Balmoral SHS Approved Study Plan

Module	
Module 1: Health & safety in the work place This module explores and develops an awareness of science as it operates in common or local workplaces	Module 2: Community Health This module explores different diseases, their causes, methods of transmission, susceptible groups, long term health effects and how they are controlled
Module 3: Energy Efficient Buildings This module investigates how designers use different materials and technologies to build an understanding of physical processes when constructing energy efficient buildings	Module 4: Disasters throughout the ages This module investigates the impacts of human and naturally caused disasters or accidents throughout history.
Module 5: Forensic Science This module investigates the scientific methods employed in investigating different types of crimes. Students will explore forensic testing, such as DNA analysis, determining unknown substances and crash scene investigations	Module 6: The Final Frontier This module looks at the history of space exploration and investigates how human's plan to normalise space travel and colonise Mars
Module 7: Consumer Science In this module students develop investigation skills by investigating claims made about consumer products.	Module 8: Modern Medicine This module focuses on past and future advancements in modern medicine, including continuous improvements in materials & technologies

Assessment

For Science in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least one investigation based on primary data
- a range of assessment instruments that includes no more than two assessment instruments from any one technique.

Project	Investigation	Collection of work	Extended response	Examination
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A response to a series of tasks relating to a single topic in a module of work.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
At least 2 differing components of: <ul style="list-style-type: none"> • written • spoken • multimodal • performance • product 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 mins • multimodal • presentation 	At least three differing components of: <ul style="list-style-type: none"> • written • spoken • multimodal • performance • test 	Presented in one of the following modes: <ul style="list-style-type: none"> • written • spoken • multimodal 	Student test: <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item

TECHNOLOGIES

A range of subjects are offered within the Technology subject area. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Aerospace Systems (general)
- Design (general)
- Fashion (applied)
- Industrial Graphics Skills (applied)
- Information and Communication Technology (applied)
- Food and Nutrition (general)
- Certificate I Construction (VET)
- Certificate II in Electrotechnology (VET)
- Certificate II in Engineering Pathways (VET)
- Certificate II in Hospitality (VET)
- Certificate III in Aviation – Remote Pilot-Visual Line of Sight (VET)

Aerospace Systems

Aerospace Systems provides opportunities for students to learn about the fundamentals, history and future of the aerospace industry. They gain knowledge of aeronautics, aerospace operations, human factors, safety management and systems thinking that enable them to solve real-world aerospace problems using the problem-solving process in Aerospace Systems.

Students learn to understand and interpret the relationships between and within connected systems and their component parts. They identify patterns in problematic aerospace systems situations and propose solutions.

Students develop and use skills that include analysis, decision-making, justification, recognition, comprehension and evaluation to develop solutions to aerospace problem situations. Students become self-directed learners and develop beneficial collaboration and management skills as they solve aerospace systems problems.

Pathways

A course of study in Aerospace Systems can establish a basis for further education and employment in the fields of aviation management, flying streams, engineering and aerospace technical disciplines. The study of Aerospace Systems will also benefit students wishing to pursue post-school pathways in diploma and advanced diploma courses in the technical and paraprofessional areas of customer relationship management, workplace health and safety, engineering, human resource management, systems analysis and technology-related areas.

Objectives

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

- recognise and describe aerospace systems problems, knowledge, concepts and principles
- symbolise and explain ideas, solutions and relationships
- analyse problems and information
- determine solution success criteria for aerospace problems
- synthesise information and ideas to propose possible solutions
- generate solutions to provide data to assess the feasibility of proposals
- evaluate and refine ideas and solutions to make justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

• Unit 1	• Unit 2	• Unit 3	• Unit 4
<ul style="list-style-type: none"> • Introduction to aerospace systems and structures • Solving aerospace problems • The evolving aerospace industry • Introduction to aerodynamics • Introduction to aircraft systems • Introduction to aviation weather systems 	<ul style="list-style-type: none"> • Emerging aerospace technologies • Operational assets • Operational environments • Operational control systems • Future applications 	<ul style="list-style-type: none"> • Aerospace operational systems • International and national operational and safety systems • Airspace management • Safety management systems • Operational accident and incident investigation processes • Airport and airline operation systems 	<ul style="list-style-type: none"> • Aircraft performance systems and human factors • Aircraft performance • Aircraft navigation • Advanced navigation and radio communication technologies • Human performance and limitations

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): • Project — folio 	<ul style="list-style-type: none"> • 25% 	<ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): • Project — folio 	<ul style="list-style-type: none"> • 25%
<ul style="list-style-type: none"> • Summative internal assessment 2 (IA2): • Examination 	<ul style="list-style-type: none"> • 25% 	<ul style="list-style-type: none"> • Summative external assessment (EA): • Examination 	<ul style="list-style-type: none"> • 25%

Design

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

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

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Fashion

Fashion explores what underpins fashion culture, technology and design. Students use their imaginations to create, innovate and express themselves and their ideas, and to design and produce design solutions in a range of fashion contexts.

Students learn to appreciate the design aesthetics of others while developing their own personal style and aesthetic. They explore contemporary and historical fashion culture; learn to identify, understand and interpret fashion trends; and examine how the needs of different markets are met.

Students engage in a design process to plan, generate and produce fashion items. They investigate textiles and materials and their characteristics and how these qualities impact on their end use. They experiment with combining textiles and materials and how to make and justify aesthetic choices. They investigate fashion merchandising and marketing, the visual literacies of fashion and become discerning consumers of fashion while appraising and critiquing fashion items and trends as well as their own products.

Pathways

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

Objectives

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

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

Structure

The Fashion course is designed around core and elective topics. The elective learning occurs through fashion contexts.

Core topics	Elective topics	
<ul style="list-style-type: none"> • Fashion culture • Fashion technologies • Fashion design 	<ul style="list-style-type: none"> • Adornment <ul style="list-style-type: none"> - Accessories - Millinery - Wearable art • Collections • Fashion designers 	<ul style="list-style-type: none"> • Fashion in history • Haute couture • Sustainable clothing • Textiles • Theatrical design • Merchandising

Assessment

For Fashion, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- two projects
- one extended response.

Project	Investigation	Extended response	Product
A response to a single task, situation and/or scenario.	A response that includes locating and using information beyond students' own knowledge and the data they have been given.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of product component and at least one of the following components: <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • product: 1–4. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented in one of the following modes: <ul style="list-style-type: none"> • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes. 	Presented as: <ul style="list-style-type: none"> • products 1–4

Industrial Graphics Skills

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.

Students 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.

Pathways

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

Objectives

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

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- 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.

Structure

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

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

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects
- at least one practical demonstration (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.

<p>A project consists of a technical drawing (which includes a model) component and at least one of the following components:</p> <ul style="list-style-type: none"> • written: 500–900 words • spoken: 2½–3½ minutes • multimodal <ul style="list-style-type: none"> – non-presentation: 8 pages – presentation: 3–6 minutes • product: continuous class time. 	<p>Students demonstrate production skills and procedures in class under teacher supervision.</p>	<p>Student test:</p> <ul style="list-style-type: none"> • 60–90 minutes • 50–250 words per item
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

Information and Communication Technology

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

These environments continue to be transformed by the increasing evolution and impact of ICT. This is a highly dynamic field, subject to unpredictable transformations by emerging technology and requiring constant adaptation by those who engage with it directly, or by those whose lives and communities are affected by its innovations.

Across business, industry, government, education and leisure sectors, rapidly changing ICT practices and protocols create corresponding vocational opportunities. To enable students to take advantage of these opportunities, this subject area will equip them with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. Students will develop knowledge, understanding and skills across multiple platforms and operating systems, and will be ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

The subject Information and Communication Technology is concerned with skills in applying knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts. Through practice in problem-solving in a variety of contexts, both individually and collaboratively, it promotes adaptable, competent and self-motivated users and consumers of ICT who can work with clients and colleagues to identify issues and solve problems.

To achieve this, the subject includes core knowledge, understanding and skills relating to hardware, software and ICT in society. The core is explored through elective contexts that provide the flexibility needed to accommodate new technology, and the wide range of interests and abilities of the students who study it.

Pathways

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

Objectives

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

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

Structure

Core topics	Elective topics
<ul style="list-style-type: none"> • Hardware • Software • ICT in Society 	<ul style="list-style-type: none"> • Elective context 1: Animation • Elective context 2: Application development • Elective context 3: Audio and video production • Elective context 4: Data management • Elective context 5: Digital imaging and modelling • Elective context 6: Document production • Elective context 7: Network fundamentals • Elective context 8: Online communication • Elective context 9: Website production.

Assessment

For Information and Communication Technology, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects
- at least two extended responses

Project	Extended response
A response to a single task, situation and/or scenario. These tasks have multiple components which include a Multimodal and/or Written and Product components.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.

Food and Nutrition

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, in conjunction with study of the food system.

Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. Their studies of the food system include the sectors of production, processing, distribution, consumption, research and development and the overarching principles of waste management, sustainability and food protection that have an impact on all sectors of the food system.

Students actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Food & Nutrition is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition.

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

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

Certificate Courses:

- Certificate I Construction
- Certificate II in Electrotechnology (Career Start)
- Certificate II in Engineering Pathways
- Certificate II in Hospitality
- Certificate III Aviation – Remote Pilot-Visual Line of Sight

Please see the VET Subjects section of this booklet for more information on the Certificate Courses listed above.

NOTE: Students can only enrol in one VETis funded course while at school.

THE ARTS

A range of subjects are offered within the Arts department. Students are encouraged to select a course of study which meets their individual needs, interests, abilities and aspirations.

In Year 11 and 12, students can choose either:

- Drama (general)
- Drama in Practice (applied)
- Film, Television and New Media (general)
- Music (general)
- Visual Art (general)
- Visual Arts in Practice (applied)

Drama

Drama interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It allows students to look to the past with curiosity, and explore inherited traditions of artistry to inform their own artistic practice and shape their world as global citizens.

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. 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. gives students opportunities to plan, create, adapt, produce, perform, appreciate and evaluate a range of dramatic works or events in a variety of settings.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

Drama 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 Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions. The demand for creativity in employees is rising in a world of rapid technological change.

Structure

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

Assessment

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

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

Summative assessments

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

Drama in Practice

Drama in Practice gives students opportunities to plan, create, adapt, produce, perform, appreciate, and evaluate a range of dramatic works or events in a variety of settings.

Students participate in learning activities that apply knowledge and develop creative and technical skills in communicating meaning to an audience.

Students learn essential workplace health and safety procedures relevant to the drama and theatre industry, as well as effective work practices and industry skills needed by a drama practitioner.

Pathways

Drama in Practice is an Applied subject that can align to employment in the drama and theatre industry in areas such as performance, theatre management and promotions. This subject can also establish a basis for further education and employment in broader areas in creative industries and cultural institutions. The demand for creativity in employees is rising in a world of rapid technological change.

Structure

Drama in Practice is a four-unit course of study over two years. The course is designed around core and elective topics. You will have opportunities to explore these topics through at least four of eleven possible electives, which include Acting (stage/screen), Directing and Technical design and production.

Unit 1	Unit 2	Unit 3	Unit 4
Sharing Stories <ul style="list-style-type: none"> Acting (stage) Community Theatre <p>In this unit, students explore storytelling as a means of understanding lived experiences and community identity.</p>	Reflection <ul style="list-style-type: none"> Acting (stage) Directing <p>In this unit, students explore Realism and Magical Realism to view, respond and critique performance.</p>	A Challenge <ul style="list-style-type: none"> Playbuilding Theatre through the ages <p>In this unit, students explore how Drama can be used to challenge the political climate.</p>	Transformation <ul style="list-style-type: none"> Acting (stage) Contemporary Theatre <p>In this unit, students study dramatic works from the past in order to develop their own voices as future theatre makers.</p>

Assessment

For Drama in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

Summative assessments

Unit 3	Unit 4
<ul style="list-style-type: none">Summative internal assessment 1:Performance (Acting)	<ul style="list-style-type: none">Summative internal assessment 3:Project — directorial vision
<ul style="list-style-type: none">Summative internal assessment 2:Project – dramatic concept	<ul style="list-style-type: none">Summative internal assessment 4:Extended response

Film, Television and New Media

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none">• Summative internal assessment 1 (IA1):• Case study investigation	<ul style="list-style-type: none">• 15%	<ul style="list-style-type: none">• Summative internal assessment 3 (IA3):• Stylistic project	<ul style="list-style-type: none">• 35%
<ul style="list-style-type: none">• Summative internal assessment 2 (IA2):• Multi-platform project	<ul style="list-style-type: none">• 25%		
<ul style="list-style-type: none">• Summative external assessment (EA): 25%• Examination — extended response			

Music

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields such as arts administration and management, music journalism, arts/music education, creative and performance industries, music/media advertising, music and voice therapy, music/entertainment law, and the recording industry.

Objectives

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

- demonstrate technical skills
- explain the use of 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.

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none"> • Summative internal assessment 1 (IA1): • Performance 	<ul style="list-style-type: none"> • 20% 	<ul style="list-style-type: none"> • Summative internal assessment 3 (IA3): • Integrated project 	<ul style="list-style-type: none"> • 35%
<ul style="list-style-type: none"> • Summative internal assessment 2 (IA2): • Composition 	<ul style="list-style-type: none"> • 20% 		
<ul style="list-style-type: none"> • Summative external assessment (EA): 25% • Examination 			

Visual Art

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

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

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

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

Pathways

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

Objectives

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

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

Structure

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

Assessment

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

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

Summative assessments

Unit 3		Unit 4	
<ul style="list-style-type: none">Summative internal assessment 1 (IA1):Investigation — inquiry phase 1	<ul style="list-style-type: none">15%	<ul style="list-style-type: none">Summative internal assessment 3 (IA3):Project — inquiry phase 3	<ul style="list-style-type: none">35%
<ul style="list-style-type: none">Summative internal assessment 2 (IA2):Project — inquiry phase 2	<ul style="list-style-type: none">25%		
<ul style="list-style-type: none">Summative external assessment (EA): 25%Examination			

Visual Arts in Practice

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-making. They use information about 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.

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.

Pathways

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

Objectives

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

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

Structure

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

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

Assessment

For Visual Arts in Practice, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of *four* instruments, including:

- at least two projects, with at least one project arising from community connections
- at least one product (composition), separate to an assessable component of a project.

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



Vocational Education and Training (VET) Subjects

NOTE: This is by no means the complete exhaustive list of VET offerings a student is able to undertake in their senior phase of learning. For more options studying a VET course through an external provider, please contact the Senior School HOD.

NOTE: Students can only enrol in one VETis funded course while at school.

MEM20413 Certificate II in Engineering Pathways (VEP)	
Future Options:	This qualification will give you the confidence to pursue an engineering apprenticeship or undertake further study in design and drafting.
This course will give you foundation skills to operate tools and equipment to produce and modify objects. You will learn basic welding skills, communication skills, and explore career options in the engineering and manufacturing industry. This course is centred around a basic engineering project that integrates the skills you learn just like in the workplace.	
Units of Competency: MEM13014A Apply principles of occupational health and safety in the work environment MEMPE005A Develop a career plan for the engineering and manufacturing industry MEMPE006A Undertake a basic engineering project MSAENV272B Participate in environmentally sustainable work practices MEMPE007A Pull apart and re-assemble engineering mechanics MEMPE004A Use fabrication equipment MEM18001C Use hand tools MEM18002B Use power tools/hand held operations MEMPE001A Use engineering workshop machines MEMPE002A Use electric welding machines MEMPE003A Use oxy-acetylene and soldering equipment MSAPMSUP106A Work in a team	
Assessment:	Practical, observational and theoretical competency based assessment
Subject Costs:	This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with course consumable and PPE.

CPC10111 Certificate I Construction (VCO)	
Future Options:	Careers as Builders, plumbers, plasterers, bricklayers, engineers, architects, contractors, suppliers and project managers
The Certificate I in Construction provides secondary students with an introduction to the construction industry, its culture, job roles and workplace expectations. Students will enjoy applying their skills and knowledge to a practical construction project and on completion of the course, students will have the ability to tackle a wide range of on-site duties.	
Units of Competency: CPCCCM1012A - Work effectively and sustainably in the construction industry CPCCCM1013A - Plan and organise work CPCCCPCCCM2001A - Read and interpret plans and specifications CM1014A - Conduct workplace communication CPCCCM2005B - Use construction tools and equipment CPCCWHS1001 - Prepare to work safely in the construction industry CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry CPCCVE1011A - Undertake a basic construction project CPCCCM2004A - Handle Construction Materials CPCCCM2006B - Apply basic levelling procedures CPCCCM1015A Carry out measurements and calculations	
Assessment:	Practical, observational and theoretical competency based assessment
Subject Costs:	This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with course consumable and PPE.

UEE22020 Certificate II in Electrotechnology (Career Start)		(VEL)
Future Options:	Electrical industry including: Electrical trades assistant, Apprenticeships for general electrician, electronics and communications, electrical instrumentation and control, air-conditioning and refrigeration mechanic, electrical fitter, appliance	
Certificate II in Electrotechnology (Career Start) is a nationally recognised qualification designed to give students an introduction to the electrotechnology industry. Students will gain skills and knowledge in the areas of equipment assembly, set-up and maintenance of simple data and communications equipment, systems and cabling in buildings and premises. The program incorporates the introduction of hand and power tools required in the electrotechnology industry. A General Safety Induction (White Card) is also delivered in this course, which is a construction site requirement in Queensland, and a CPR certificate.		
Suggested Units of Competency (subject to change): UEECD0007 - Apply work health and safety regulations, codes and practices in the workplace UEERE0021 - Provide basic sustainable energy solutions for energy reduction in residential premises UEERE0001 - Apply environmentally and sustainable procedures in the energy sector UEECD0035 - Provide basic instruction in the use of electrotechnology apparatus UEECD0052 - Use routine equipment/plant/technologies in an energy sector environment UEECD0009 - Carry out routine work activities in an energy sector environment UEECD0021 - Identify and select components, accessories and materials for energy sector work activities UEECD0046 - Solve problems in single path circuit CPCCWHS1001 - Prepare to work safely in the construction industry UEECD0019 - Fabricate, assemble and dismantle utilities industry components UEECD0038 - Provide solutions and report on routine electrotechnology problems UEECD0020 - Fix and secure electrotechnology equipment UEECD0033 - Produce products for carrying out energy sector work activities HLTAID001 - Provide cardiopulmonary resuscitation		
Assessment:	Observation and oral questioning; Work samples / projects; and Written assessment; and/or Online assessment via the TAFE Queensland Connect learning management (All competency based)	
Subject Costs:	This course utilises a student VET in Schools (VETis) funding, therefore there are no enrolment costs. However, there may be costs associated with course consumable and PPE.	

Axial Training

RTO No: 2437



BSB50215 Diploma of Business

(VBU)

Future Options:

This qualification provides a pathway to work as an Office Manager, team leader, Retail Manager, Program Coordinator, Business Owner or Unit Manager. This course also leads to further higher education tertiary courses.

Previous experience in a business related role along with a sound understanding of business theoretical knowledge is advantageous. Students will learn how to organise meetings, give presentations as well as understand marketing and recruitment best practice.

Suggested Units of Competency (subject to change):

BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage budgets and financial plans
BSBOPS501	Manage business resources
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBXCM501	Lead communication in the workplace
BSBPMG430	Undertake project work
BSBADM503	Manage Meetings
BSBTWK502	Manage team effectiveness
BSBMKG541	Identify and evaluate marketing opportunities
BSBOPS505	Manage organisational customer service
BSBMKG555	Write persuasive copy
BSBSTR402	Implement continuous improvement

Assessment:

Practical, observational and theoretical based assessment (all competency based)

Subject Costs:

This course is fee-for-service and costs \$885.00 (\$200 deposit due Term 4, Year 10)

SIT20316 Certificate II in Hospitality

(VHO)

Future Options:

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

This course offers you an introduction to hospitality and develops your skills and knowledge preparing you for your start in the industry. Learn the basic skills to work effectively and safely, discover how to interact with customers, increase your hospitality knowledge and skills and boost your cultural awareness.

Suggested Units of Competency (subject to change):

BSBWOR203	Work effectively with others
SITHIND003	Use hospitality skills effectively
SITXCOM002	Show social and cultural sensitivity
SITXWHS001	Participate in safe work practices
SITHCCC003	Prepare and present sandwiches
SITHIND002	Source and use information on the hospitality industry
SITHIND001	Use hygienic practice for hospitality service
SITXCCS003	Interact with customers
HLTAID003	Provide first aid
SITHFAB002	Provide responsible service of alcohol
SITHFAB005	Prepare and serve espresso coffee
SITXCCS006	Provide service to customers
SITXFSA001	Use hygienic practices for food safety
SITXFIN001	Process financial transactions

Assessment:

Practical, observational and theoretical based assessment (all competency based)

Subject Costs:

This course utilises a students' VET in Schools (VETis) funding however fees may be attached to cover course consumables

Aviation Australia

RTO No: 30770



AVI30316 Certificate III in Aviation (Remote Pilot - Visual Line of Sight)		VAV
Future Options:	With the increased capabilities and opportunities that drone technology can deliver, businesses across many industries, including real estate and entertainment, are turning towards this safer, more cost-effective solution. As a result, many businesses are progressively replacing many of the most dangerous and high-paying jobs in their organisations with drone technology.	
The AVI30316 Certificate III in Aviation (Remote Pilot – Visual Line of Sight) is the highest qualification available for those who wish to develop industry leading skills within the sub 7kg multirotor remotely piloted aircraft system (RPAS) industry. Along with achieving your Certificate III level qualification in RPAS, you will also obtain two Civil Aviation Safety Authority (CASA) licensed outcomes – a Remote Pilot License and an Aeronautical Radio Operators Certificate.		
Our students graduate with a comprehensive understanding of the RPAS industry and a clear strategy for how to progress their career.		
Units of Competency:		
AVIE0001 Operate aeronautical radio		
AVIF0013 Manage human factors in remote pilot aircraft systems operations		
AVIF3023 Apply regulations and policies during remote pilot aircraft systems operations		
AVIH3019 Navigate remote pilot aircraft systems		
AVIK3002 Use info technology devices in an aviation workplace		
AVIW3037 Manage remote pilot aircraft systems pre- and post-flight actions		
AVIW3038 Operate and manage remote pilot aircraft systems		
AVIY3073 Control remote pilot aircraft systems on the ground		
AVIY3074 Launch remote pilot aircraft systems		
AVIY3075 Control remote pilot aircraft systems in normal flight		
AVIY3076 Recover remote pilot aircraft systems		
AVIY3077 Manage remote pilot aircraft systems in abnormal flight situations		
AVIY3078 Manage remote pilot aircraft systems energy source requirements		
AVIZ3052 Apply situational awareness in remote pilot aircraft systems operations		
Assessment:	Practical, observational and theoretical based assessment (all competency based)	
Subject Costs:	Utilises VETis funding	



10283NAT Certificate IV in Crime and Justice

VJS

Certificate IV in Crime and Justice is an accredited course. The Certificate IV in Crime and Justice is designed by justice professionals for people who would like to achieve employment in the criminal justice system and wish to develop a deeper understanding of the justice system.

The Certificate IV in Crime and Justice is recommended for students looking to gain employment or further study opportunities in justice and law related fields such as the police service, justice related occupations, corrective services, courts, legal offices, customs service, security industry and private investigations

Units of Competency:

CJSCOM401 Communicate with clients and provide advice on justice-related issues
 CJSDCP402 Identify and prepare documentation for court proceedings
 CJSSJI403 Analyse and understand social justice issues
 BSBRES401 Analyse and present research information
 PSPREG003 Apply Regulatory Powers
 BSBLEG413 Identify and apply the legal framework
 BSBLDR403 Lead team effectiveness
 PSPREG010 Prepare a brief of evidence
 BSBLEG416 Apply the principles of the law of torts
 BSBWOR404 Develop work priorities

Assessment:

Evidence contributing towards competency will be collected throughout the program. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies. Evidence is gathered through the following: Written projects, Online quizzes, Observation of skills, Oral and written questions

Subject Costs:

This course is fee-for-service and costs \$700.00 (\$200 deposit due in Term 4, Year 10)

HLT23215 Certificate II Health Support Services (VHS)			
Prerequisites:		N/A	Subject Type: VET (VETis funded) (4 QCE points)
Future Options:		Nursing, aged care, health care, physiotherapy, pathology, management	
This Certificate addresses work primarily in PSSC’s new Health Services Centre under direct or regular supervision within clearly defined organisation guidelines and service plans.			
This qualification covers workers in a range of roles who provide assistance to health professional staff with the care of clients. Throughout the course you will be equipped with the skills you need to operate theatre support, assist in nursing work in acute care, and how to multitask in smaller working environments			
Units of Competency: CHCCOM005 Communicate and work in health or community services CHCDIV001 Work with Diverse People HLTINF001 Comply with infection prevention and control policies and procedures HLTWHS001 Participate in work place health and safety CHCCCS012 Prepare and maintain beds CHCCCS020 Respond effectively to behaviours of concern CHCCCS026 Transport individuals HLTFSE002 Provide ward or unit based food preparation and distribution services CHCDIV002 Provide aboriginal and/ or Torres Strait Islander cultural safety BSBCUS201 Deliver a service to customers HLTAID003 Provide first aid HLTWHS005 Conduct manual tasks safely			
Assessment:		Written Exams Short Response Questions Observations of Practical Skills - All competency based assessment	
Subject Costs:		This course utilises a students’ VET in Schools (VETis) funding	

CHC33015 Certificate III in Individual Support				(VIS)	
Prerequisites:		N/A	Subject Type:		VET (VETis funded) (4-8 QCE points)
Future Options:		Nursing, aged care, health care, physiotherapy, pathology, management			
This Certificate addresses work primarily in PSSC’s new Health Services Centre under direct or regular supervision within clearly defined organisation guidelines and service plans.					
This qualification covers workers in a range of roles who provide assistance to health professional staff with the care of clients. Throughout the course you will be equipped with the skills you need to operate theatre support, assist in nursing work in acute care, and how to multitask in smaller working environments					
Units of Competency (students will receive credit transfers where appropriate when completing Certificate II Health Support Services):					
CHCCOM005 Communicate and work in health or community services					
CHCDIV001 Work with Diverse People					
HLTINF001 Comply with infection prevention and control policies and procedures					
HLTWHS002 Follow safe work practices for direct client care					
CHCCCS015 Provide individualised support					
CHCCCS023 Support Independence and wellbeing					
CHCLEG001 Work legally and ethically					
HLTAAP001 Recognise healthy body systems					
CHCDIV002 Provide aboriginal and/ or Torres Strait Islander cultural safety					
CHCAGE001 Facilitate the empowerment of older people					
CHCAGE005 Provide support to people living with dementia					
HLTAID003 Provide first aid					
CHCCCS011 Meet personal support needs					
CHCPAL001 Deliver care services using a palliative approach					
Assessment:		Written Exams Short Response Questions Observations of Practical Skills - All competency based assessment			
Subject Costs:		Utilises VETis funding, however course fees attached			