

# **BRIGIDINE COLLEGE**

## **Senior Learning Pathway**



**Curriculum Guide**  
**Years 11 and 12**  
**2024 - 2025**

# Foreword

Brigidine College offers **quality educational pathway options** for our young women embarking on their Senior Phase of Learning. We are committed to engendering a love of learning that promotes a student's sense of belonging, self-esteem and resilience.

Our senior school curriculum is enriching and challenging as it equips students with the knowledge, understandings, skills and abilities to be successful in their chosen pathway — both in the short and long term.

The following information aims to assist with the selection of the pathway and subject options, as students complete their Senior Phase of Learning. Pathway options, subject descriptions and course outlines are to be found in this handbook.

We wish all students embarking on their senior schooling every success and pray that St Brigid's vision of '*Strength and Gentleness*' will guide them in their lifelong learning journey.

## Brigidine College Mission Statement

An inclusive community of faith and learning that challenges and inspires young women to be active voices of *Strength and Gentleness*

## Brigidine College Core Values

Be faithful to our Catholic heritage

Welcome all people, especially the most vulnerable

Celebrate all that is good with joy and gratitude

Engender a love of learning, hope and a sense of purpose

Model and practise justice and service

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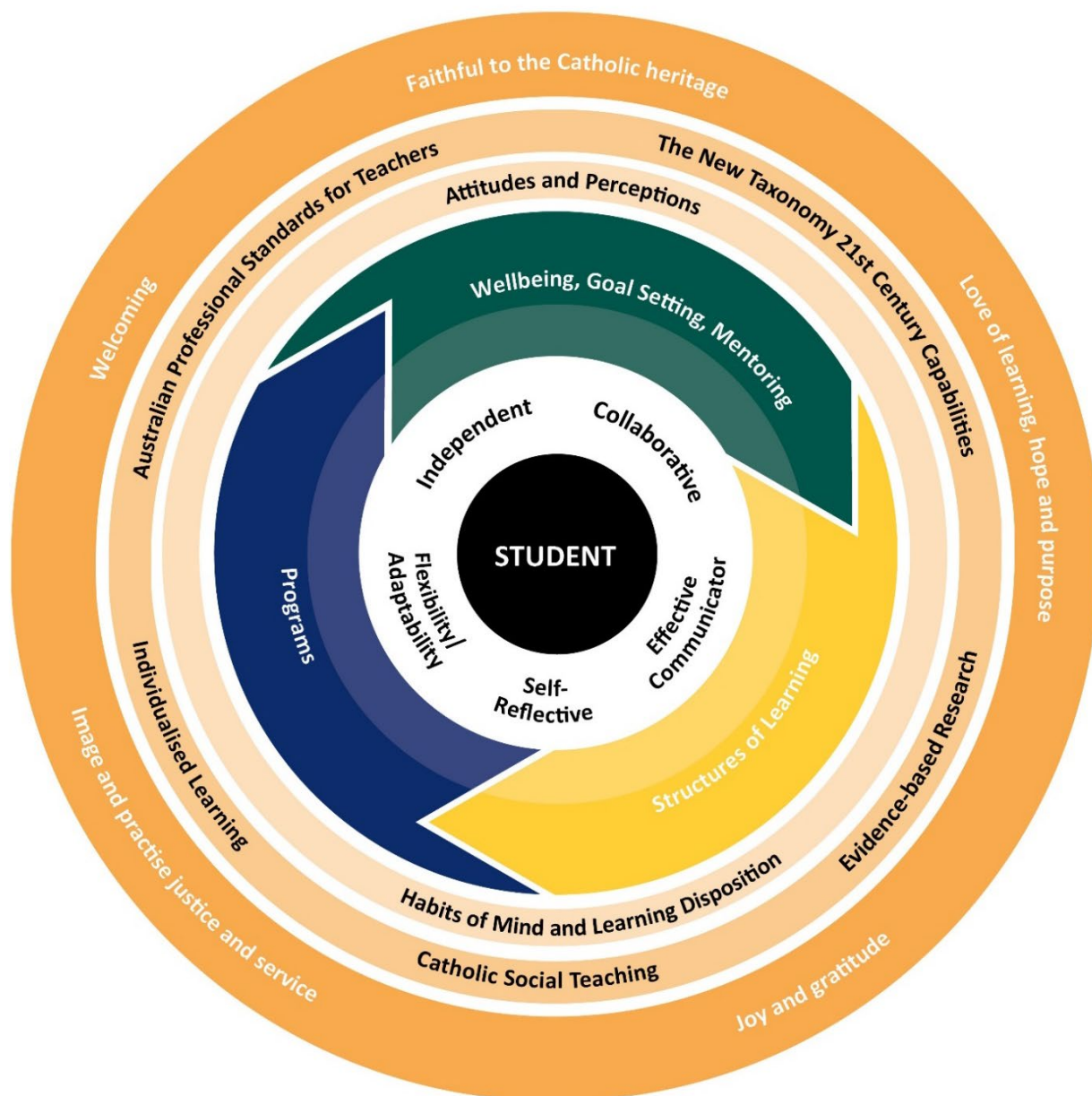
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# 1 College Learning Framework

As a Catholic girls' college in the **Brigidine tradition**, our curriculum is developed within values and practices that are consistent with the gospel teachings of Jesus to nurture and encourage each student's potential and giftedness. As students possess many different learning styles, our curriculum is student centred and responsive to their needs, interests and talents. The spiritual, academic, pastoral, cultural and sporting aspects of a student's learning at this College combine to provide for the holistic education of our young Brigidine women.

The Learning Framework has the student at the centre and is surrounded by

- the College Learning Paradigm – Key Attributes
- whole school learning
- learning practices – based on the Dimensions of Learning Pedagogical Framework
- key structures and processes
- the College Mission Statement



# Curriculum Overview

Year 7	Year 8	Year 9-10	Year 11-12
<p><b>REQUIRED SUBJECTS:</b></p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Health and Physical Education</p> <p>Languages: <i>French</i></p> <p><b>OR</b></p> <p><i>Japanese</i></p>	<p><b>REQUIRED SUBJECTS:</b></p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Health and Physical Education</p> <p>Languages: <i>French</i></p> <p><b>OR</b></p> <p><i>Japanese</i> <i>Students continue the language studied in Year 7</i></p>	<p><b>REQUIRED SUBJECTS:</b></p> <p>Religious Education</p> <p>English</p> <p>Mathematics</p> <p>Science</p> <p>Humanities</p> <p>Core Physical Education</p>	<p><b>REQUIRED SUBJECTS:</b></p> <p><b>Religious Education:</b> <i>Religion and Ethics</i></p> <p><b>OR</b></p> <p><i>Study of Religion</i></p> <p><b>English:</b> <i>English</i></p> <p><b>OR</b></p> <p><i>Literature</i></p> <p><b>OR</b></p> <p><i>Essential English</i></p> <p><b>Mathematics:</b> <i>Mathematical Methods</i></p> <p><b>OR</b></p> <p><i>General Mathematics</i></p> <p><b>OR</b></p> <p><i>Essential Mathematics</i></p>
<p><b>ENRICHMENT SUBJECTS:</b></p> <p><b>Technologies</b> <i>Design and Digital Technology</i> <i>Food and Textiles Technology</i></p> <p><b>The Arts:</b> <i>Art and Media</i> <i>Performing Arts – incorporating</i> <i>Dance, Drama, Music</i></p>	<p><b>ENRICHMENT SUBJECTS:</b></p> <p><b>Students choose 1 subject from</b></p> <p><b>Technologies:</b> <i>Business</i> <i>Design and Digital Technology</i> <i>Food and Textiles Technology</i></p> <p><b>AND choose 1 subject from</b></p> <p><b>The Arts:</b> <i>Dance</i> <i>Drama</i> <i>Music</i> <i>Art and Media</i></p> <p><b>Excellence Program:</b> LASER – by application, in lieu of Arts enrichment subject</p>	<p><b>ENRICHMENT SUBJECTS:</b></p> <p><b>Students choose 2 of the following:</b></p> <p><b>Technologies:</b> <i>Enterprise Education</i> <i>Design and Digital Solutions</i> <i>Food and Textiles Technology</i></p> <p><b>Health and Physical Education</b></p> <p><b>Languages:</b> <i>French</i> <i>Japanese</i></p> <p><b>The Arts:</b> <i>Dance</i> <i>Drama</i> <i>Music</i> <i>Visual Art</i></p>	<p><b>ENRICHMENT SUBJECTS:</b></p> <p><b>The Arts:</b> <i>Dance</i> <i>Music</i> <i>Drama</i> <i>Visual Art</i></p> <p><b>Mathematics:</b> <i>Specialist Mathematics</i></p> <p><b>Languages:</b> <i>French</i> <i>Japanese</i></p> <p><b>Science:</b> <i>Physics</i> <i>Biology</i> <i>Chemistry</i></p> <p><b>Health and Physical Education:</b> <i>Physical Education</i></p> <p><b>Technologies:</b> <i>Accounting</i> <i>Business</i> <i>Legal Studies</i> <i>Design</i> <i>Food and Nutrition</i> <i>Information and Communication</i> <i>Technology</i> <i>Fashion</i></p> <p><b>Humanities:</b> <i>Ancient History</i> <i>Modern History</i> <i>Geography</i></p> <p><b>Vocational Education and Training</b> - CUA31120 Certificate III in Visual Art (Brigidine College RTO Code 30239) - SIS30321 Certificate III Fitness (Binnacle RTO code 31319) - BSB50120 Diploma of Business (Barrington RTO Code: 45030)</p>

## 2 Essential Terms

<p><b>(AARA) Access arrangements and reasonable adjustments</b></p>	<p>Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/carer's choice.</p> <p>They may include but is not limited to situations whereby students have: learning difficulties, low incidence disabilities, English as a second language, social or emotional impairment, socio-economic restrictions.</p>
<p><b>Applied Subjects</b></p>	<p>Applied syllabuses are developmental four-unit courses of study. Results from assessment in Applied subjects contribute to the award of a Queensland Certificate of Education (QCE) and results from Units 3 and 4 may contribute as a single input to Australian Tertiary Admission Rank (ATAR) calculation. A course of study for Applied syllabuses includes core topics and elective areas for study.</p>
<p><b>(ATAR) Australian Tertiary Admission Rank</b></p>	<p>The ATAR is a rank indicating a student's position relative to other students. It is expressed on a scale from 99.95 (highest) to 0. ATARs below 30 will be reported as 30.00 or less'. The ATAR will be calculated by QTAC from results in either</p> <ul style="list-style-type: none"> <li>• 5 general subjects or</li> <li>• 4 general subjects and 1 applied subject or</li> <li>• 4 general subjects and one VET course at AQF certificate 3 or above.</li> </ul>
<p><b>General Subjects</b></p>	<p>General syllabuses are developmental four-unit courses of study. Units 1 and 2 provide foundational learning, allowing students to experience all syllabus objectives and begin engaging with the course subject matter. 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 Queensland Certificate of Education (QCE).</p> <p>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 Australian Tertiary Admission Rank (ATAR) calculations.</p>
<p><b>Learning Account</b></p>	<p>All Year 10 students in Queensland are issued with a Learning Account by the QCAA. Subjects studied by students whilst in senior and the achievements awarded are recorded in their Learning Account. Achievements by students in courses run by other learning providers such as TAFE or other accredited groups (e.g. Australian Music Examination Board (AMEB) are also recorded in the student's learning account.</p>

<b>Learning Pathways</b>	Learning Pathways are the courses of study students pursue whilst in Year 11 and 12. Students interested in university courses elect to complete an ATAR Pathway, whilst students more interested in vocational education or direct employment may choose other pathways.
<b>Learners Unique Identifier (LUI)</b>	The LUI is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students use their LUI to access their Learning Account and a range of helpful websites relevant to their learning and their future study or career paths.
<b>Queensland Curriculum and Assessment Authority (QCAA)</b>	The QCAA is the governing education body in Queensland that issues the QCE and the Statement of Results.
<b>Queensland Certificate of Education (QCE)</b>	The QCE is Queensland's senior schooling qualification. A QCE is awarded to young people when they complete the Senior Phase of Learning - usually at the end of Year 12. To be awarded a QCE, young people need to achieve a significant amount of learning, including minimum literacy and numeracy requirements and the set standards.
<b>Queensland Certificate of Individual Achievement</b>	The Queensland Certificate of Individual Achievement (QCIA) recognises and reports the achievements of students whose learning is part of an individual learning program during the senior years of schooling. The QCIA is an official record for students who have completed at least 13 years of education and provides students with a summary of skills and knowledge to present to service providers, training providers and employers. The QCIA records educational achievement in two ways: The Statement of Achievement and Statement of Participation.
<b>Queensland Tertiary Admissions Centre (QTAC)</b>	The Queensland Tertiary Admissions Centre (QTAC) manages processes for Australian Tertiary Admission Rank (ATAR) calculations, and applications and offers for tertiary courses. In managing tertiary entrance, QTAC works in partnership with the Queensland Curriculum and Assessment Authority (QCAA), Technical and Further Education (TAFE) Queensland, universities, and higher and vocational education providers. Schools access information about tertiary entrance via the <a href="#">QTAC website</a> .
<b>School Based Apprenticeship or Traineeship (SAT)</b>	A school-based apprenticeship or traineeship is a learning pathway option available to students during the Senior Phase of Learning. SATs combine vocational learning at school or through an RTO with on the job training with an employer. School-based apprenticeships and traineeships allow students to undertake paid work with an employer and train towards completing a recognised qualification under a contract of training while completing senior schooling.

<b>Senior Education and Training Plans (SET)</b>	SET Plans are completed by all Year 10 students with support from parents and the school to help students map their personal learning pathway during the Senior Phase of Learning. The process allows students to make informed decisions about their futures based on up-to-date information about specific pre-requisites, work expectations and opportunities. While the plan helps students decide on their course of study for Year 11 and 12, they are still flexible enough to allow students to make changes when and if needed.
<b>Senior External Examination</b>	The Senior External Examination consists of individual subject examinations that are held once each year in Term 4. Results are based solely on students' demonstrated achievement in the examinations. Work undertaken before an examination is not assessed. Results are reported as a mark and grade of A–E.
<b>Statement of Results</b>	Students are issued with a statement of results in the December following the completion of a Queensland Curriculum and Assessment Authority (QCAA)-developed course of study. A full record of study will be issued, along with the Queensland Certificate of Education (QCE) qualification, in the first December or July after the student meets the requirements for a QCE.
<b>Technical and Further Education (TAFE)</b>	TAFE is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.
<b>Vocational Education and Training (VET)</b>	Vocational education and training (VET) provides pathways for students seeking further education and training, and employment-specific skills. Organisations that provide VET are known as registered training organisations (RTO) and include Technical and Further Education (TAFE) institutes, adult and community education providers, community organisations, industry skill centres, commercial and enterprise training providers and colleges, and some universities and schools



### 3 Transition to Senior Learning

All young people finishing Year 10 are required, by law, to participate in education and/or training or employment for a further two years. Therefore, Years 11 and 12 is a significant time in a student's life. Whilst the transition from the Middle School to the Senior School can sometimes be demanding and challenging, it is also a very rewarding experience. With the right knowledge, advice, support and encouragement, students can successfully make choices for their learning journey that will lead to fulfilment and satisfaction.

Students moving into Year 11 and Year 12 should recognise that senior is a Two-year course of study. Each subject student's study is organised into four units of work – Unit 1, 2, 3 and 4.

The Queensland Curriculum and Assessment Authority (QCAA) is the overarching body that regulates all students' learning across the state during the Senior Phase of Learning. Students at Brigidine College are required to comply with a number of policies that are mandated by both the QCAA and the College. These include:

- QCE and QCIA Policy
- Assessment requirements
- Plagiarism
- Access Arrangement and Reasonable Adjustments
- Study Leave during Exam Blocks

Whilst in Year 11 and Year 12, important careers markets and tertiary studies EXPOs are held for students, and their parents, wanting to gain further information about post Year 12 employment and study opportunities. Similarly, university campuses hold annual open days specifically targeted at young people wanting information about tertiary courses to study.

We encourage all Year 10 students to pursue these opportunities to gain valuable information about their future. Below are some useful sites to visit:

• My Path	<a href="http://www.qtac.edu.au/atar-my-path/my-path">www.qtac.edu.au/atar-my-path/my-path</a>
• QCAA website	<a href="http://www.qcaa.qld.edu.au">www.qcaa.qld.edu.au</a>
• Careers Information Service website	<a href="http://www.cis.qcaa.qld.edu.au">www.cis.qcaa.qld.edu.au</a>
• My Future	<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>
• Department of Employment and Training website	<a href="http://www.trainandemploy.qld.gov.au">www.trainandemploy.qld.gov.au</a>
• College website	<a href="http://www.brigidine.qld.edu.au">www.brigidine.qld.edu.au</a>



## 4 Senior Education Profile

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

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

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

### Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

### 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.

# 5 Senior Subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student’s ATAR.

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

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

## General syllabuses

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

## Applied syllabuses

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

## Senior External Examination

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

## Underpinning factors

All senior syllabuses are underpinned by:

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

## General syllabuses

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

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

## Applied syllabuses

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

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

## Vocational education and training (VET)

Students can access VET programs through the school if it:

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

# 6 General Syllabuses



## Structure

The syllabus structure consists of a course overview and assessment.

### General syllabuses course overview

General syllabuses are developmental four-unit courses of study.

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

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

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

### Extension syllabuses course overview

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

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

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

## Assessment



### Units 1 and 2 assessments

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.

## Units 3 and 4 assessments

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

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

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

### Instrument-specific marking guides

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

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

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

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

### External assessment

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

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

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

# 7 Applied Syllabuses



## Structure

The syllabus structure consists of a course overview and assessment.

### Applied syllabuses course overview

Applied syllabuses are developmental four-unit courses of study.

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

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

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

## Assessment



Applied syllabuses 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.

### Instrument-specific standards matrixes

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed. The matrix is shared with students and used as a tool for making judgments about the quality of students' responses to the instrument. Schools develop assessments to allow students to demonstrate the range of standards.

### Essential English and Essential Mathematics — Common internal assessment

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

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

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

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

### **Summative internal assessment — instrument-specific standards**

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

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



# 8 Access Arrangements and Reasonable Adjustments (AARA)

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability and/or medical conditions that may be a barrier to their performance in assessment. AARA are designed to assist these students, and do not cover circumstances arising from the student's or parent/carer's choice.

Access arrangements:

- are available to a student with evidence of a need that is not necessarily covered by the definition of disability, e.g. a temporary injury or needs resulting in inclusive educational strategies
- enable a student to access assessment and demonstrate their knowledge
- do not change assessment conditions.

Reasonable adjustments:

- are available to a student with evidence of a need and who has disability in accordance with a legal meaning. Without reasonable adjustments, the disability results in a substantial disadvantage for the student when compared to students without disability
- allow for assessment conditions to be changed due to the barriers that may be experienced by the student with disability. The integrity of the assessment instrument is not changed
- may be unique and tailored specifically for a student's needs and, therefore, may not be listed in this handbook

Under the Australian Government's [Disability Standards for Education 2005](#), educational authorities such as the QCAA, and education institutions such as schools, learning providers and school registered training organisations (RTOs) are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA.

The QCAA sets and amends the rules for assessment under its powers and functions listed in the [Education \(Queensland Curriculum and Assessment Authority\) Act 2014](#) and the [Education \(Queensland Curriculum and Assessment Authority\) Regulation 2014](#) (QCAA Regulation). The QCAA is authorised to approve AARA for summative internal assessment, external assessment and Senior External Examinations.

Under its obligation, each school is responsible for administering assessment within the requirements of the relevant syllabus and meeting quality assurance processes for General and Applied subjects, Short Courses and Senior External Examinations. In making decisions about AARA, schools are required to consider what adjustments to assessment conditions are reasonable in the context of the eligible student's circumstances.

Students who have other situations that may make them eligible to receive AARA need to provide appropriate documentation to support their claim. Students need to see the Dean of Learning to apply for AARA.

Students who are absent from school for extended periods of time (e.g. weeks, months) need to see the Dean of Learning to apply for Special Provision. Again, documentation pertaining to the situation (e.g. medical certificate, parental letter, sporting organisation's schedule of events, etc...) must be provided.

Approval of the request for AARA will be at the discretion of the Dean of Learning and details pertaining to the AARA arrangements will be communicated to the relevant student and their parent/s or guardian.

Class teachers are made aware of these students and cater for their needs when assessment is to be completed. A student's House Leader and Home Room teacher are also made aware to provide social-emotional wellbeing for the student.

*Please be aware that AARA cannot be provided for family holidays or events. The College Policy is that most written exams cannot be completed early, due to authenticity of assessment instruments. This means any students who is away for examinations, will be required to complete them when they return at the start of the following term. Any assignments would be required prior to the student going on holidays.*

*We would request that students not be taken out of the College during term time, unless there are exceptional circumstances.*

# 9 Reporting

Reporting is an integral part of the teaching and learning process. Reporting is done in a number of ways including:

- Informal discussions - parents and teachers
- Formal meetings - academic/learning progress
- Parent/Teacher interviews - College event
- Communication to parents from teachers
- SEQTA Engage - Feedback and marks for all assessment items
- Interim Reports - Term 1
- Formal End Semester/Year Reports

College academic reports reflect the depth and breadth of learning that has taken place in a range of subjects and indicate the progress or achievement students have attained over the course of a particular year. Reports are official documents issued by the College and are extremely valuable for students, staff, parents and the wider community.

Students in Year 11 and 12 receive Academic Reports throughout the year. This report specifies the achievement level's the student has been awarded based on the criteria each subject uses. A comment from the student's Home Room teacher, as well as information about the student's participation at the College is also included in the report.

BRIGIDINE COLLEGE  
Indonospilly

COLLEGE REPORT  
2017 SEMESTER 1



Fortiter et Suaviter

Janica is a delightful member of MacKillop 2. She shows great initiative and her genuine personality and mature outlook has been a steady and positive influence on all those around her. Janica wears her uniform impeccably, demonstrating both personal pride and a commitment to the traditions and expectations of the Brigidine community.

Janica has made an outstanding contribution to the College through her social justice, cultural and academic involvement this semester. She is to be commended on her leadership role as a Middle School leader. Janica has achieved pleasing academic results which reflect her enthusiasm, diligence and commitment to her studies. She is an asset to MacKillop 2 and her contributions are highly valued by the House Deans group.

*M. Shady Alonso*  
Mrs Shady Alonso  
HOUSE DEAN (S1/S2)

*Brendan Cahill*  
Mr Brendan Cahill  
PRINCIPAL

<p><b>Religious Education</b></p> <p>Dimensions: Knowledge and Understanding, Processing Skills, Communicative Skills</p> <p>Learning Behaviours: Application, Conduct</p>	<p>Ms Amelia Cameron</p> <p>Achievement A-</p> <p>Achievement in Cohort: 161 students</p> <p>Bar chart showing achievement distribution for Religious Education.</p>
<p><b>English</b></p> <p>Dimensions: Writing - Expository, Spoken</p> <p>Learning Behaviours: Application, Conduct</p>	<p>Mrs Rosa Serrna</p> <p>Achievement B</p> <p>Achievement in Cohort: 111 students</p> <p>Bar chart showing achievement distribution for English.</p>
<p><b>Mathematics</b></p> <p>Dimensions: Understanding and Fluency, Problem Solving and Reasoning</p> <p>Learning Behaviours: Application, Conduct</p>	<p>Mr Ed Ruben</p> <p>Achievement B-</p> <p>Achievement in Cohort: 122 students</p> <p>Bar chart showing achievement distribution for Mathematics.</p>
<p><b>Science</b></p> <p>Dimensions: Understanding, Skills</p> <p>Learning Behaviours: Application, Conduct</p>	<p>Miss Rebecca Harris</p> <p>Achievement A-</p> <p>Achievement in Cohort: 161 students</p> <p>Bar chart showing achievement distribution for Science.</p>

Detailed information regarding your daughter's assessment tasks and feedback are available on SEQTA Page 6. Based on 30/06/2017

College Participation

College Days

- Swimming Carnival
- Changing Hats
- Sales Parade
- Cross Country
- Open Day

Attendance: 100% (Last Day Term 1, Last Day Term 2)

Cultural

- Budgets
- Carols
- College Choir
- Ensemble Dance Troupe
- Junior Showcase
- Junior Drama

Service


- Junior Justice & Democracy
- Ministry of Music, Light & Sound

Academic

- ICAS Science
- Middle School Blog
- STEM Club

Leadership

- Middle School Leader



BRIGIDINE COLLEGE  
Indonospilly

Based on 30/06/2017

# 10 Senior Learning Pathway Options



## All students are required to take:

- Study of Religion **or** Religion & Ethics\*
- English, or Literature **or** Essential English
- Mathematical Methods, General Mathematics **or** Essential Mathematics

*\*there may be an option for students to take the non-ATAR Religion for Meaning and Life course, instead of one of the Religion choices if they are taking 6 other General subjects. Students will need to notify Ms Swindail-Hill if they wish to be considered for this option and it will be discussed at their SET Plan interview.*

# 11 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 a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

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

## English requirement

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

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

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

***At Brigidine College, in order to be eligible for an ATAR, students must achieve a C in five Year 10 subjects, including English and Mathematics.***

# 12 Vocational Education and Training

Students who elect to undertake certificate courses, school-based traineeships or apprenticeships need to realise that choosing vocational education and training (VET) courses may contribute to an ATAR. A broad range of learning opportunities, occupations and industries are available through VET.

*If students are interested in pursuing external certificate courses, they should contact Mrs Purser*

## The College offers courses in:

- SIS30321 Certificate III Fitness (Binnacle RTO Code: 31319)
- CUA31120 Certificate III Visual Art Studies (Brigidine College RTO Code: 30239)

## The College has a partnership with Barrington College RTO 45030 and offers:

- BSB50215 Diploma of Business in Schools program

## The College supports opportunities through:

- [TAFE Queensland](#)
- [Mater Education](#)

## Students who complete school- based traineeships and apprenticeships:

- take part in competency- based training and assessment
- may be granted recognition for relevant skills and knowledge achieved before studying the VET subject (i.e. Recognition of Prior Learning - RPL)
- receive and complete a Student Record Book outlining units and elements of competency
- attend work part-time (e.g. one day per week/school holidays)
- access to job training through the Registered Training Organisation (RTO)
- complete school as a full-time student (modified school program to access workplace)

## Benefits:

- achievement of national qualifications recognised by industry
- insight into career pathways and further education pathways
- interaction with people outside the school
- credit for/articulation of qualifications to reduce further study time or apprenticeship time
- having VET results which may contribute to an ATAR and industry specific vocational Certificate/s or Statement/s of Attainment



# Diploma of Business

## BSB50120 DIPLOMA OF BUSINESS

BARRINGTON COLLEGE  
AUSTRALIA



### Course Overview

The BSB50120 Diploma of Business provides students with a sound overview of the business sector and prepares them for employment opportunities across a range of business disciplines. The Diploma can also be used as a pathway into university and may provide academic credit towards undergraduate study. Students undertake Diploma of Business studies at school alongside their regular senior school curriculum.

### Course Structure | 12 units

#### Core Units | 5 units

- BSBCRT511** Develop Critical Thinking in Others
- BSBFIN501** Manage Budgets and Financial Plans
- BSBOPS501** Manage Business Resources
- BSBXCM501** Lead Communication in the Workplace
- BSBSUS511** Develop Workplace Policies and Procedures for Sustainability

#### Elective Units | 7 units

- BSBHRM525** Manage Recruitment and Onboarding
- BSBOPS504** Manage Business Risk
- BSBPMG430** Undertake Project Work
- BSBTWK503** Manage Meetings
- BSBPEF502** Develop and Use Emotional Intelligence
- BSBCMM411** Make Presentations
- BSBMKG541** Identify and Evaluate Marketing Opportunities

### Course Duration

Up to 18 months with classes delivered at your school campus alongside self-paced study (5-6 terms).

### Course Availability

The course is available to in-school students.

### Why Study a Diploma of Business?

- A recognised leader in the delivery of in-school vocational programs.
- Established university pathways.
- Qualification provides students with ATAR equivalency and up to eight QCE points.
- Potential academic credit towards university undergraduate degrees.
- Achieve a nationally accredited qualification while still at high school.
- Personalised study experience and strong student support.
- Competency-based learning that prepares students for the workplace and entrepreneurial pursuits.
- CRICOS-registered college for international students.

### Student Testimonials

Students who graduated with their Diploma of Business qualification from Barrington College Australia.

"My experience with Barrington College could not have been better. The classes were inclusive and interactive with both self-study and group work. The course was great in the fact that it did not impede on other school classes and most of the study was completed during class time. I had no idea what I was going to study at university, but I found such an interest in business through my diploma studies that I chose to enrol in a Bachelor of Business at university."

*Callum Moloney (Former student at Somerset College)*

"I commenced my Diploma of Business at the start of Year 11 and was able to complete it in 12 months without compromising on commitments to school work or curricular activities. For me, the course assisted with my future studies - it not only provided a place in university, it also provided credit towards my business degree. I highly recommend Barrington College's Diploma of Business. It's an excellent course."

*Sarah Ledingham (Former student at St Hilda's Anglican School)*



## Barrington College Australia

Barrington College Australia is a boutique provider of vocational education that has proudly been delivering in-school programs to senior school students since 2014. We currently partner with a range of private, independent and public schools throughout Brisbane and the Gold Coast. In addition to our in-school programs, we have a business campus in Brisbane and a purpose-built hospitality and business campus on the Gold Coast where we offer a wide range of study options.

### Course Fees

#### Domestic students

Tuition fees: \$2,250.00

Enrolment fee (non-refundable): \$250.00

Total: \$2,500.00

A monthly instalment plan payment option is available for an additional charge of \$100

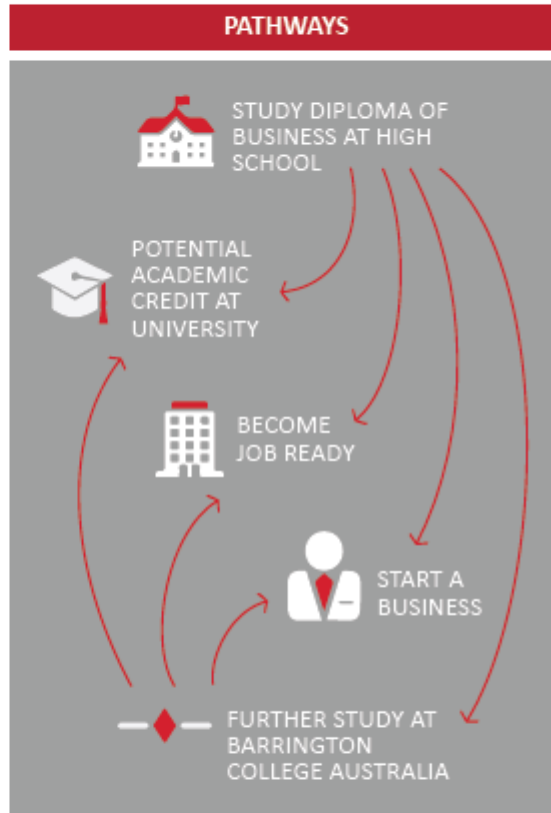
#### International students

Tuition fees: \$2,450.00

Enrolment fee (non-refundable): \$300.00

Total: \$2,750.00

A monthly instalment plan payment option is available for an additional charge of \$100



## YOUR NEXT STEP

For further information on the Diploma of Business (In-School Program), please contact your school's designated representative.

Alternatively, you can contact our Future Students department by telephone on 07 5562 5700 or by email at [schools@barringtoncollege.edu.au](mailto:schools@barringtoncollege.edu.au)



APPLICATION FORM



GOLD COAST CAMPUS TOUR

## Barrington College Australia

Telephone: 07 5562 5700 | [www.barringtoncollege.edu.au](http://www.barringtoncollege.edu.au) | [schools@barringtoncollege.edu.au](mailto:schools@barringtoncollege.edu.au) | RTO:45030 | CRICOS: 03552K

Gold Coast: 59-73 Meron Street, Southport, Queensland 4215

Brisbane: Level 13, 288 Edward St, Brisbane City QLD 4000

The information in this brochure was accurate at the time of printing and is intended to be used as a guide only. Barrington College Australia reserves the right to amend or delete any information contained in this brochure without notice. Students should refer to [barringtoncollege.edu.au](http://barringtoncollege.edu.au) for the most up-to-date information. Terms and conditions apply.

Diploma of Business ISP 2023 \_21032023



# 13 University Study - Year 12

At the end of Year 11, students who have achieved very high results in their subjects may wish to study a first-year university subject whilst in Year 12.

## The benefits are:

- wide choice of 1st year university courses/subjects
- opportunities to extend academic boundaries
- cost of the subject/s covered by the tertiary institutions
- possible credit towards future study
- access to university facilities
- students sample university life
- possible direct entry to the university (dependent upon the student passing the subject).

Students who elect to complete this option may need to renegotiate their subject load to ensure they successfully complete both their school subjects and their university subject(s).

 <p><b>The University of Queensland</b> ENHANCED STUDIES PROGRAM St Lucia Campus Ipswich Campus Gatton Campus</p>	 <p><b>Queensland University of Technology</b> S.T.A.R.T. PROGRAM Gardens Point Campus Kelvin Grove Campus <a href="http://www.go.qut.edu.au">www.go.qut.edu.au</a></p>	 <p><b>University of Southern Queensland</b> <i>HEAD START PROGRAM</i> Springfield Campus Toowoomba Campus <a href="http://www.usq.edu.au">www.usq.edu.au</a></p>	 <p><b>Griffith University</b> G.U.E.S.T. PROGRAM Nathan Campus Mt Gravatt Campus Logan Campus <a href="http://www.gu.edu.au">www.gu.edu.au</a></p>
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## Requirements:

1. Students must achieve high results in their Senior subject areas to be considered.
2. Students need to possess the maturity, ability, motivation and self-discipline.
3. Students must be nominated and recommended by the College.
4. Students must complete the application form and comply with set pre-requisites.
5. Students need to attend lectures and tutorials for approximately 2-4 hours/week.
6. Students need to complete their Senior subjects successfully.

Strong parental support is necessary for students to participate in this as it does require students to be self-disciplined and organised.

# 14 Choosing Courses and Subjects

To help students make informed decisions about the combination of subjects and pathway options they wish to pursue after Year 12, students are required to complete their **Senior Education and Training (SET) Plan**.

This is a student's personal learning plan of action to achieve success during the Senior Phase of Learning.

The SET Plan aims to:

1. review past and present achievements
2. identify strengths, interests and abilities
3. identify areas where more commitment may be required
4. identify a student's goals and aspirations
5. explore options in education, training or employment
6. provide the student with a clearly thought out set of achievable goals and a plan that promotes a cohesive transition or access to a range of learning pathways.

Senior staff members will conduct the SET Plan interviews with students and their parents.

## 1. BE PREPARED to ASK for HELP

To make informed decisions about the combination of subjects and pathway options they may wish to pursue, it is essential for students to speak with parents, family, friends and the following relevant staff:

- Class teachers
- Leaders of Learning
- Access and Diverse Learning Program Leader
- Careers Counsellor
- Careers & Pathways Coordinator
- Senior School Program Leader
- Dean of Learning

The College is committed to supporting our students make the right decisions about their Senior Phase of Learning.

## 2. FIND OUT about CAREER PATHWAYS

In Term 2, all Year 10 students participated in a Careers Education Program to help them:

- learn about the world of work
- gain access to resources about career options
- broaden their knowledge about successful approaches to career decision making.

This information will be valuable as they complete their SET Plans this term.

### **3. RESEARCH the different SUBJECTS on OFFER**

In the online handbook you will find a comprehensive list of subjects and courses which the College offers and what these subjects cover.

- Read the subject descriptions CAREFULLY
- Listen to Leaders of Learning
- Look at the resources (both text based and online) used in the subject
- Know what the **prerequisites** are for you to be eligible to study the subject in Year 11 and 12; the prerequisites and recommended areas of study to complement a subject are outlined in the handbook

Do NOT select subjects simply because of what other students are electing to pursue.

### **4. MAKE DECISIONS THAT ARE RIGHT FOR YOU**

Students are encouraged to develop their own educational plan and pathway by considering:

#### **Interests**

- Subjects enjoyed; hobbies
- Cocurricular activities – sport or the arts

#### **Talents and Abilities**

- Year 10 results
- Skills developed at/beyond school

#### **Value of a Subject or Course**

- Personal growth
- Further/ongoing 'learning pathway'

#### **Career – Professional or Vocational Pathway**

- Tertiary Education Options
- My Path
- TAFE/Vocational Education and Training
- Folio of work/practical requirements

#### **Complementary Balance of Subjects**

- Academic and Vocational studies
- Family/work/life balance

Students are encouraged to develop their own educational plan and pathway by choosing courses which suit them and their needs. Students are advised to choose subjects based on demonstrated ability or aptitude, subjects the students do well at or enjoy, that satisfy prerequisites for future courses, career and employment goals.

# 15 Subject Information

For the purpose of this booklet, the subject descriptions are grouped according to the following general areas of study:

- Religion
- Mathematics
- English
- Business
- Technologies
- Health and Physical Education
- Languages
- Science
- Humanities
- The Arts

## Subject Levies and Costs

Please be aware that the following courses will have subject levies, **per year**, which may cover costs of enrolment with external providers and/or resources. **These levies are added to the College Fees.**

The following costs are approximate and will be finalised once subject choices have been completed. Some costs may change.

Visual Art	\$180
CUA31120 Certificate III Visual Art (Brigidine College RTO Code: 30239)	\$180
BSB50120 Diploma of Business (Barrington RTO Code: 45030)	\$2,500
SIS30321 Certificate III Fitness (Binnacle RTO Code: 31319)	\$365

# 16 Curriculum Offerings

<b>Subject Selection</b>	Ms Korryn Swindail-Hill Dean of Learning (acting) <a href="mailto:swindailk@brigidine.qld.edu.au">swindailk@brigidine.qld.edu.au</a>	All Subject Selections will be completed online. Final Subject Selection forms are to be completed by ALL Year 10 students after SET Plan interviews.		
	Mrs Domenica Strachan Senior School Program Leader (acting) <a href="mailto:strachand@brigidine.qld.edu.au">strachand@brigidine.qld.edu.au</a>			
<b>Vocational Education and Training</b>	Elyse Purser Careers and Pathways Coordinator <a href="mailto:pursere@brigidine.qld.edu.au">pursere@brigidine.qld.edu.au</a>	Year 10 students need to contact Ms Elyse Purser if they are considering external vocational education courses or school-based traineeships.		
<b>Careers Information</b>	Elyse Purser Careers and Pathways Coordinator <a href="mailto:pursere@brigidine.qld.edu.au">pursere@brigidine.qld.edu.au</a>	Students who are interested in learning more about career options and tertiary studies can make an appointment to see the College's Careers & Pathway Coordinator. Parents are also welcome to attend these interviews to learn more about post-Year 12 options for their daughters.		
<b>Departments</b>	<b>Leader of Learning</b>	<b>Subjects</b>	<b>Type of Subject</b>	<b>Prerequisites and Recommended Study</b>
<b>Religion</b>	Mr Jonathon Staples <a href="mailto:staplesj@brigidine.qld.edu.au">staplesj@brigidine.qld.edu.au</a>	Study of Religion	General	English (C+) and Humanities (B-)
		Religion and Ethics	Applied	N/A
<b>Mathematics</b>	Mr Adam Juang <a href="mailto:juanga@brigidine.qld.edu.au">juanga@brigidine.qld.edu.au</a>	Mathematical Methods	General	Mathematical Methods Prep (C)
		General Mathematics	General	General Mathematics Prep (C)
		Specialist Mathematics	General	Mathematical Methods Prep (C)
		Essential Mathematics	Applied	N/A
<b>English</b>	Ms Romany Smith <a href="mailto:smithr@brigidine.qld.edu.au">smithr@brigidine.qld.edu.au</a>	English	General	English (C)
		Literature	General	English (B-)
		Essential English	Applied	N/A

Departments	Leader of Learning	Subjects	Type of Subject	Prerequisites and Recommended Study*
<b>Technologies</b>	Ms Jenna Burke <a href="mailto:burkej@brigidine.qld.edu.au">burkej@brigidine.qld.edu.au</a>	Accounting	General	English (C)
		Business	General	English (C)
		Legal Studies	General	English (C)
		Design	General	English (C)
		Food and Nutrition	General	English (C); Food and Textiles in Year 9 or 10 (C) *
		BSB50120 Diploma of Business Barrington RTO Code: 45030	Vocational	good quality written and spoken communication skills
		Information & Technology Communication	Applied	N/A
		Fashion	Applied	N/A
<b>Health and Physical Education</b>	Ms Kate Nankivell <a href="mailto:nankivellk@brigidine.qld.edu.au">nankivellk@brigidine.qld.edu.au</a>	Physical Education	General	Health and PE Years 9 or 10 (C) *
		SIS30320 Certificate III in Fitness Binnacle RTO Code: 31319	Vocational	N/A
<b>Languages</b>	Mrs Catherine de Vos <a href="mailto:devosc@brigidine.qld.edu.au">devosc@brigidine.qld.edu.au</a>	French	General	French in Years 9 and 10 (C)
		Japanese	General	Japanese in Years 9 and 10 (C)
<b>Science</b>	Ms Rebecca Harris <a href="mailto:harrisr@brigidine.qld.edu.au">harrisr@brigidine.qld.edu.au</a>	Biology	General	Natural Science or Physical Science (B-);
		Chemistry	General	Physical Science (B-);
		Physics	General	Physical Science (B-); Mathematical Methods Prep (B-)
<b>Humanities</b>	Ms Lucia Varela <a href="mailto:varelal@brigidine.qld.edu.au">varelal@brigidine.qld.edu.au</a>	Ancient History	General	English (B-/C+) Humanities(B-)
		Geography	General	English (C) Humanities (C-)
		Modern History	General	English (B-/C+-) Humanities (B-/C+-)
<b>The Arts</b>	Ms Riane Ryan <a href="mailto:ryanr@brigidine.qld.edu.au">ryanr@brigidine.qld.edu.au</a>	Visual Art	General	English (C) Visual Art Years 9 or 10 (C)*
		CUA31120 Certificate III in Visual Art Brigidine College RTO code: 30239	Vocational	N/A
		Dance	General	English (C); Dance in Year 9 or 10 (C) *
		Drama	General	English (C); Drama in Year 9 or 10 (C) *
		Music	General	Prior Music knowledge: Music in Year 9 and 10 *

# 17 Subjects



## Religion

General

- Study of Religion

Applied

- Religion & Ethics



## Technologies

General

- Design
- Food & Nutrition

Applied

- Information & Communication Technology
- Fashion



## Humanities

General

- Ancient History
- Geography
- Modern History



## Mathematics

General

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

Applied

- Essential Mathematics



## Health and Physical Education

General

- Physical Education

Vocational Education & Training

- SIS30321 Certificate III Fitness (Binnacle RTO code 31319)



## The Arts

General

- Dance
- Drama
- Music
- Music Extension
- Visual Art

Vocational Education & Training

- CUA31120 Certificate III Visual Art (Brigidine College RTO Code 30239)



## English

General

- English
- Literature

Applied

- Essential English



## Languages

General

- French
- Japanese



## Business

General

- Accounting
- Business
- Legal Studies

Vocational Education & Training

- BSB50120 Diploma of Business (Barrington RTO code 45030)



## Science

General

- Biology
- Chemistry
- Physics



## External VET

- TAFE Courses
- Other RTOs
- BSB50215 Diploma of Business (Barrington College RTO Code 45030)



# Study of Religion

## General senior subject

General

Study of Religion investigates religious traditions and how religion has influenced, and continues to influence, people's lives. Students become aware of their own religious beliefs, the religious beliefs of others, and how people holding such beliefs are able to co-exist in a pluralist society.

Students study the five major world religions of Judaism, Christianity, Islam, Hinduism and Buddhism; and Australian Aboriginal spiritualities and Torres Strait Islander religion and their influence on people, society and culture. These are explored through sacred texts and religious writings that offer insights into life, and through the rituals that mark significant moments and events in the religion itself and the lives of adherents.

Students develop a logical and critical approach to understanding the influence of religion, with judgments supported through valid and reasoned argument. They develop critical thinking skills, including those of analysis, reasoning and evaluation, as well as communication skills that support further study and post-school participation in a wide range of fields.

### Pathways

A course of study in Study of Religion can establish a basis for further education and employment in such fields as anthropology, the arts, education, journalism, politics, psychology, religious studies, sociology and social work.

### Objectives

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

- describe the characteristics of religion and religious traditions
- demonstrate an understanding of religious traditions
- differentiate between religious traditions
- analyse perspectives about religious expressions within traditions
- consider and organise information about religion
- evaluate and draw conclusions about the significance of religion for individuals and its influence on people, society and culture
- create responses that communicate meaning to suit purpose.

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Sacred texts and religious writings</b> <ul style="list-style-type: none"> <li>• Topic 1: Sacred texts</li> <li>• Topic 2: Abrahamic traditions</li> </ul>	<b>Religion and ritual</b> <ul style="list-style-type: none"> <li>• Topic 1: Lifecycle rituals</li> <li>• Topic 2: Calendrical rituals</li> </ul>	<b>Religious ethics</b> <ul style="list-style-type: none"> <li>• Topic 1: Social ethics</li> <li>• Topic 2: Ethical relationships</li> </ul>	<b>Religion, rights and the nation-state</b> <ul style="list-style-type: none"> <li>• Topic 1: Religion and the nation-state</li> <li>• Topic 2: Religion and human rights</li> </ul>



## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>Investigation — inquiry response</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>Examination — short response</li> </ul>	

## Summative Assessments

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 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Examination — extended response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Investigation — inquiry response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Investigation — inquiry response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — short response</li> </ul>	25%



# Religion & Ethics

## Applied senior subject

Applied

Religion & Ethics focuses on the personal, relational and spiritual perspectives of human experience. Students investigate and critically reflect on the role and function of religion and ethics in society. They investigate topics such as the meaning of life, spirituality, purpose and destiny, life choices, moral and ethical issues and justice and explore how these are dealt with in various religious, spiritual and ethical traditions. They examine how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues.

Students gain knowledge and understanding and develop the ability to think critically and communicate concepts relevant to their lives and the world in which they live.

### Pathways

A course of study in Religion & Ethics can establish a basis for further education and employment in any field. Students gain skills and attitudes that contribute to lifelong learning and the basis for engaging with others in diverse settings.

### Objectives

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

- explain principles and practices that inform religious, spiritual and ethical views and use relevant terminology
- select and use information to identify principles and practices in religious, spiritual and ethical scenarios, drawing meaning from the principles and practices identified
- apply their knowledge to determine options, considering each option to form positions related to religious, spiritual and ethical scenarios
- present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose
- reflect on and discuss the effectiveness of their plans, processes and outcomes, then make judgments to explain improvements that could be made.

### Structure

The Religion & Ethics course is a four-unit course of study.

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Australian Identity</b> Students are introduced to the diversity of Australian communities and their various religious, spiritual and ethical principles and practices.</p>	<p><b>World Religions</b> In this unit, students explore how people seek, explore and express beliefs and practices through the living systems of world religions and spiritualities, including the world's indigenous peoples.</p>	<p><b>Social Justice</b> In this unit, students are introduced to religious, spiritual and ethical principles as they consider a range of social justice issues.</p>	<p><b>Meaning and Purpose</b> In this unit, students are introduced to various contemporary forms of religious, spiritual and ethical expressions in different contexts to explore how individuals and communities create meaningful and purposeful lives.</p>

## Assessment

For Religion and Ethics, assessment from Units 1 and 2 is formative, and assessment from Units 3 and 4 consists three different assessment techniques and is used to determine the student's exit result.

Project	Investigation	Extended response
Students examine a scenario and provide a view in response, which includes both a product and evaluation component.	Students investigate a question, opportunity or issue by collecting and examining information to form a response.	Students respond to stimulus related to a relevant scenario.
<b>Product</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal: up to 5 minutes, or 8 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 4 minutes, or signed equivalent</li> <li>• Written: up to 800 words</li> </ul> <b>Evaluation</b> One of the following: <ul style="list-style-type: none"> <li>• Multimodal: up to 3 minutes, or 6 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 3 minutes, or signed equivalent</li> <li>• Written: up to 500 words</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Multimodal: up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• Multimodal: up to 7 minutes, or 10 A4 pages, or equivalent digital media</li> <li>• Spoken: up to 7 minutes, or signed equivalent</li> <li>• Written: up to 1000 words</li> </ul>

## Formative Assessments

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Investigation — Australian identity</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Project – Religious and spiritual diversity</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Project – Religious, spiritual and ethical citizenship</li> </ul>	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> <li>• Extended response – Expression of spirituality</li> </ul>

## Summative Assessments

In Units 3 and 4 students complete four summative assessments. The QCAA determines an A-E exit result for the student, based on these four assessments.

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Extended response – Social justice</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Investigation — Religious or spiritual expression</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Project – Human dignity</li> </ul>	25%	Summative internal assessment (IA4): <ul style="list-style-type: none"> <li>• Project – Meaning and purpose</li> </ul>	25%



# General Mathematics

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (FA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## Summative Assessments

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



# Mathematical Methods

## General senior subject

General

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

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

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

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

### Pathways

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

### Objectives

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

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

## Structure

Unit 1	Unit 2	Unit 3	Unit 4
<b>Algebra, statistics and functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Arithmetic and geometric sequences and series 1</li> <li>• Topic 2: Functions and graphs</li> <li>• Topic 3: Counting and probability</li> <li>• Topic 4: Exponential functions 1</li> <li>• Topic 5: Arithmetic and geometric sequences</li> </ul>	<b>Calculus and further functions</b> <ul style="list-style-type: none"> <li>• Topic 1: Exponential functions 2</li> <li>• Topic 2: The logarithmic function 1</li> <li>• Topic 3: Trigonometric functions 1</li> <li>• Topic 4: Introduction to differential calculus</li> <li>• Topic 5: Further differentiation and applications 1</li> <li>• Topic 6: Discrete random variables 1</li> </ul>	<b>Further calculus</b> <ul style="list-style-type: none"> <li>• Topic 1: The logarithmic function 2</li> <li>• Topic 2: Further differentiation and applications 2</li> <li>• Topic 3: Integrals</li> </ul>	<b>Further functions and statistics</b> <ul style="list-style-type: none"> <li>• Topic 1: Further differentiation and applications 3</li> <li>• Topic 2: Trigonometric functions 2</li> <li>• Topic 3: Discrete random variables 2</li> <li>• Topic 4: Continuous random variables and the normal distribution</li> <li>• Topic 5: Interval estimates for proportions</li> </ul>

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (FA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## Summative Assessments

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



# Specialist Mathematics

## General senior subject

General

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

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

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

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

## Pathways

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

## Objectives

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

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



## Structure

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

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Examination</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Formative internal assessment 3 (FA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## Summative Assessments

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



# Essential Mathematics

## Applied senior subject

Applied

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

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

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

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

### Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services.

Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

### Objectives

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

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

## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Problem-solving and modelling task</li> </ul>	Formative assessment (FA4) <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## Summative Assessments

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



# English

## General senior subject

General

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

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

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

### Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and

for lifelong learning across a wide range of contexts.

### Objectives

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

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

## Structure

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

## Formative Assessments

Schools devise assessments in Units 1 and 2 to suit their local context. Examples of Assessment:

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>Examination — imaginative written response</li> </ul>	Formative external assessment (FA4): <ul style="list-style-type: none"> <li>Examination — analytical written essay in response to an unseen question on a literary text studied</li> </ul>

## Summative Assessments

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 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>Extended response — written response for a public audience</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>Extended response — persuasive spoken response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>Examination — analytical written response</li> </ul>	25%



# Literature

## General senior subject

General

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

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They 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.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

### Pathways

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility — 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
<b>Introduction to literary studies</b> <ul style="list-style-type: none"> <li>• Ways literary texts are received and responded to</li> <li>• How textual choices affect readers</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Texts and culture</b> <ul style="list-style-type: none"> <li>• Ways literary texts connect with each other — genre, concepts and contexts</li> <li>• Ways literary texts connect with each other — style and structure</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Literature and identity</b> <ul style="list-style-type: none"> <li>• Relationship between language, culture and identity in literary texts</li> <li>• Power of language to represent ideas, events and people</li> <li>• Creating analytical and imaginative texts</li> </ul>	<b>Independent explorations</b> <ul style="list-style-type: none"> <li>• Dynamic nature of literary interpretation</li> <li>• Close examination of style, structure and subject matter</li> <li>• Creating analytical and imaginative texts</li> </ul>

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Extended response — imaginative written</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Extended response — imaginative spoken response</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	Formative external assessment (FA4): <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>

## Summative Assessments

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 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Extended response — imaginative written response</li> </ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Extended response — imaginative spoken/multimodal response</li> </ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — analytical written response</li> </ul>	25%



# Essential English

## Applied senior subject

Applied

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

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

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

### Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility —

skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

### Objectives

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

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



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): Extended response — spoken/signed response	Formative internal assessment 3 (FA3): Extended response — Multimodal response
Formative internal assessment 2 (FA2): Examination - Short response to seen and unseen stimulus	Formative external assessment (FA4): Extended response — Written response

## Summative Assessments

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 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)	Summative internal assessment (IA4): • Extended response — Written response



# Accounting

## General senior subject

General

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation.

Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

### Structure

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

### Pathways

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

### Objectives

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

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination — combination response	Formative internal assessment 3 (FA3): • Examination — short response
Formative internal assessment 2 (FA2): • Examination — combination response	Formative internal assessment 4 (FA4): • Project – End-of-year reporting

## Summative Assessments

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



# Business

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	

## Summative Assessments

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 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"><li>• Extended response — feasibility report</li></ul>	25%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"><li>• Investigation — business report</li></ul>	25%	Summative external assessment (EA): <ul style="list-style-type: none"><li>• Examination — combination response</li></ul>	25%



# Legal Studies

General senior subject

General

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

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

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

## Structure

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

## 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.

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination — combination response	Formative internal assessment 3 (FA3): • Investigation — argumentative essay
Formative internal assessment 2 (FA2): • Investigation — inquiry report	Formative internal assessment 4 (FA4): • Examination — combination response

## Summative Assessments

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 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%



# Design

## General senior subject

General

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



## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination – design challenge	Formative internal assessment 3 (FA3): • Project
Formative internal assessment 2 (FA2): • Project	Formative internal assessment 4 (FA4): • Examination – design challenge

## Summative Assessments

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



# Food & Nutrition

## General senior subject

General

Food & Nutrition is the study of food in the context of food science, nutrition and food technologies, considering overarching concepts of waste management, sustainability and food protection.

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.

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.

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination	Formative internal assessment 3 (FA3): • Project – folio
Formative internal assessment 2 (FA2): • Project – folio	Formative internal assessment 4 (FA4): • Examination

## Summative Assessments

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



# Information & Communication Technology

Applied

Applied senior subject

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

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

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

## Pathways

A course of study in Information and Communication Technology can establish a

## Structure

The Information & Communication Technology course is designed around:

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

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 should:

- 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.

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

## Assessment

For Information & Communication Technology, assessment from Units 1 and 2 is formative, and 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:

- at least two projects
- at least one extended response.

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



# Fashion

## Applied senior subject

Applied

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"> <li>• Fashion culture</li> <li>• Fashion technologies</li> <li>• Fashion design</li> </ul>	<ul style="list-style-type: none"> <li>• Collections</li> <li>• Fashion designers</li> <li>• Merchandising</li> </ul>	<ul style="list-style-type: none"> <li>• Fashion in history</li> <li>• Sustainable clothing</li> </ul>

## Assessment

For Fashion, assessment from Units 1 and 2 is formative, and 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:

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

- Three projects
- one extended response.

Project	Extended response	Product
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students undertake research in the writing of the extended response to stimulus, it is not the focus of this technique.	A response applies identified skill/s in fashion technologies and design processes.
A project consists of a product component and at least one of the following components: <ul style="list-style-type: none"> <li>• written: 500–900 words</li> <li>• spoken: 2½–3½ minutes</li> <li>• multimodal: 3–6 minutes</li> <li>• product: 1–4.</li> </ul>	Presented in one of the following modes: <ul style="list-style-type: none"> <li>• written: 600–1000 words</li> <li>• spoken: 3–4 minutes</li> <li>• multimodal: 4–7 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• products 1–4</li> </ul>



# Physical Education

## General senior subject

General

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 purposes and contexts.



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Investigation — report</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Folio</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>

## Summative Assessments

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 3		Unit 4	
Summative internal assessment 1 (IA1): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	25%	Summative internal assessment 3 (IA3): <ul style="list-style-type: none"> <li>• Project — folio</li> </ul>	30%
Summative internal assessment 2 (IA2): <ul style="list-style-type: none"> <li>• Investigation — report</li> </ul>	20%	Summative external assessment (EA): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	25%

# Certificate III in Fitness – SIS30320

Vocational Subject



Vocational



<p style="text-align: center;"><b>IMPORTANT PROGRAM DISCLOSURE STATEMENT (PDS)</b></p>	<p>This Subject Outline is to be read in conjunction with Binnacle Training's <u>Program Disclosure Statement (PDS)</u>. The PDS sets out the services and training products Binnacle Training provides <u>and</u> those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).</p> <p>To access Binnacle's PDS, visit: <a href="http://www.binnacletraining.com.au/rto">http://www.binnacletraining.com.au/rto</a> and select 'RTO Files'.</p>
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<b>REGISTERED TRAINING ORGANISATION</b>	Binnacle Training (RTO Code: 31319)
<b>Subject Type</b>	Vocational Education and Training (VET) Qualification
<b>Nationally Recognised Qualification</b>	SIS30320 Certificate III in Fitness
<b>Course Length</b>	2 years
<b>Reasons to Study the Subject:</b>	<p>Binnacle's Certificate III in Fitness 'Fitness in Schools' program is offered as a senior subject where students deliver a range of fitness programs and services to clients within their school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs, and conducting group fitness sessions in indoor and outdoor fitness settings, including with older adult clients.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Fitness contributes a maximum of eight (8) credits towards a student's QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>This program also includes the following:</p> <ul style="list-style-type: none"> <li>• <u>First Aid</u> qualification and <u>CPR</u> certificate; <i>plus</i> coaching accreditation.</li> <li>• A range of career pathway options including direct pathway into Certificate IV in Fitness (Personal Trainer) at another RTO.</li> </ul>

### LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's [Student Information](#) document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

<b>TOPICS OF STUDY/ LEARNING EXPERIENCES</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<ul style="list-style-type: none"> <li>The Sport, Fitness and Recreation Industry</li> <li>Work Health and Safety in Sport &amp; Fitness</li> <li>Developing Coaching Practices</li> </ul>	<ul style="list-style-type: none"> <li>Community Fitness Programs</li> <li>Policies and Procedures</li> <li>First Aid and CPR certificate</li> </ul>	<ul style="list-style-type: none"> <li>Anatomy and Physiology – Body Systems, Cardiorespiratory System, Terminology</li> </ul>	<ul style="list-style-type: none"> <li>Client Screening and Health Assessments</li> <li>Plan and Deliver Exercise Programs</li> </ul>
<b>LEARNING AND ASSESSMENT</b>	<b>TERM 5</b>	<b>TERM 6</b>	<b>TERM 7</b>	<b>TERM 8</b>
	<ul style="list-style-type: none"> <li>Anatomy and Physiology – Digestive System &amp; Energy Systems</li> <li>Nutrition – Providing Healthy Eating Information</li> </ul>	<ul style="list-style-type: none"> <li>Specific Populations; Training Older Clients; Client Conditions</li> </ul>	<ul style="list-style-type: none"> <li>Training Other Specific Population Clients; Community Fitness Programs</li> </ul>	<ul style="list-style-type: none"> <li>CPR refresher (optional)</li> <li><b><i>Finalisation of qualification: SIS30320 Certificate III in Fitness</i></b></li> </ul>
<p>Program delivery will combine both class-based tasks and practical components in a real gym environment at the school. This involves the delivery of a range of fitness programs to clients within the school community (students, teachers, and staff).</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>Practical tasks</li> <li>Hands-on activities involving participants/clients</li> <li>Group work</li> <li>Practical experience within the school sporting programs and fitness facility</li> <li>Log Book of practical experience</li> </ul> <p>Evidence contributing towards competency will be collected throughout the course. This process allows a student's competency to be assessed in a holistic approach that integrates a range of competencies.</p> <p><b>NOTE:</b> This program involves an 'outside subject' weekly component as follows:</p> <ul style="list-style-type: none"> <li><b>MANDATORY:</b> A minimum of one session (60 minutes) – delivering a gentle exercise session to an older adult client (age 50+), undertaken at the school gym or an alternate fitness facility sourced by the school.</li> </ul>				

	<ul style="list-style-type: none"> <li>• <b>RECOMMENDED:</b> 60 minutes per week across a minimum of 5 consecutive weeks – delivering fitness programs and services to an adult client, undertaken at the school gym or an alternate fitness facility sourced by the school.</li> <li>• All other practical experiences have been timetabled within class time. Students will keep a Log Book of these practical experiences (minimum 40 hours).</li> </ul>
<p><b>PATHWAYS</b></p>	<p>The Certificate III in Fitness will predominantly be used by students seeking to enter the fitness industry and/or as an alternative entry into University. For example:</p> <ul style="list-style-type: none"> <li>• Exercise Physiologist</li> <li>• Teacher – Physical Education</li> <li>• Sport Scientist</li> </ul> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p> <p>Students may also choose to continue their study by completing the Certificate IV in Fitness at another RTO.</p>
<p><b>COST</b></p>	<ul style="list-style-type: none"> <li>• <b>\$365.00</b> = Binnacle Training Fee</li> <li>• <b>\$55.00</b> = First Aid Certificate costs</li> <li>• All texts and reprographics are provided by the school.</li> </ul>
<p><b>For further information, contact the Health and Physical Education Leader of Learning</b></p>	

## Units of Competency

***IMPORTANT NOTE:*** SIS30320 Certificate III in Fitness is set to be replaced (new qualification code) prior to the commencement of the 2022 school calendar year. Pending release of this expected new qualification on training.gov.au (expected mid-late 2021) and Binnacle Training's addition to scope successful application thereafter, this will likely result in updated units of competency specific to Binnacle Training's 2022 Certificate III in Fitness program.

UNIT CODE	UNIT TITLE	Core / Elective
HLTWHS001	Participate in workplace health and safety	ELECTIVE (GROUP C - GYM)
SISXEMR001	Respond to emergency situations	ELECTIVE - IMPORTED
HLTAID003	Provide first aid	ELECTIVE (GROUP C - GYM)
SISXCCS001	Provide quality service	CORE
SISXIND001	Work effectively in sport, fitness and recreation environments	CORE
SISXIND002*	Maintain sport, fitness and recreation industry knowledge	
SISXFAC001	Maintain equipment for activities	CORE
BSBSUS201	Participate in environmentally sustainable work practices	ELECTIVE (GROUP D – GENERAL)
BSBRISK401	Identify risk and apply risk management processes	ELECTIVE (GROUP C - GYM)
SISFFIT001	Provide health screening and fitness orientation	CORE
SISFFIT003	Instruct fitness programs	CORE
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming	CORE
SISFFIT006	Conduct fitness appraisals	ELECTIVE (GROUP C - GYM)
SISFFIT002	Recognise and apply exercise considerations for specific populations	CORE
SISFFIT005	Provide healthy eating information	CORE
SISFFIT014	Instruct exercise to older clients	CORE

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

### Subject Levy

This course is registered through Binnacle Training Organisation (as the Registered Training Organisation) and delivered by Brigidine College. A subject levy of approximately \$365 will be added to the College Fees to cover the cost of the Certificate III qualification, excursions and licencing fees, each year.



# French

## General senior subject

General

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

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

## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Extended response</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	

## Summative Assessments

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



# Japanese

## General senior subject

General

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

## Formative Assessments

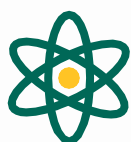
Schools devise assessments in Units 1 and 2 to suit their local context.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination — short response</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Extended response</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination — combination response</li> </ul>	

## Summative Assessments

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



# Biology

## General senior subject

General

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

## Formative Assessments

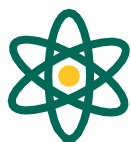
Schools devise assessments in Units 1 and 2 to suit their local context.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Student experiment	Formative internal assessment 3 (FA3): • Research investigation
Formative internal assessment 2 (FA2): • Examination	
Formative assessment (FA4): • Examination including Data Test	

## Summative Assessments

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 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			



# Chemistry

## General senior subject

General

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

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

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

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving

and research skills), understand how it works and how it may impact society.

### Pathways

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

### Objectives

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

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

## Structure

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

## Formative Assessments

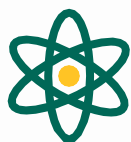
Schools devise assessments in Units 1 and 2 to suit their local context.

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	
Formative assessment (FA4): <ul style="list-style-type: none"> <li>• Examination including Data Test</li> </ul>	

## Summative Assessments

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



# Chemistry

## General senior subject

General

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Research investigation</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Student experiment</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Examination</li> </ul>	
Formative assessment (FA4): <ul style="list-style-type: none"> <li>• Examination including data test</li> </ul>	

## Summative Assessments

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



# Ancient History

## General senior subject

General

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging

assumptions, and thinking both creatively and critically.

### Pathways

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

### Objectives

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

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

### Structure

Unit 1	Unit 2	Unit 3	Unit 4
<p><b>Investigating the ancient world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Digging up the past</li> <li>• Topic 2: Ancient societies — Slavery</li> <li>• Topic 3: Ancient societies — Art and architecture</li> <li>• Topic 4: Ancient societies —</li> </ul>	<p><b>Personalities in their time</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Hatshepsut</li> <li>• Topic 2: Akhenaten</li> <li>• Topic 3: Xerxes</li> <li>• Topic 4: Perikles</li> <li>• Topic 5: Alexander the Great</li> <li>• Topic 6: Hannibal Barca</li> <li>• Topic 7: Cleopatra</li> </ul>	<p><b>Reconstructing the ancient world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Thebes — East and West, 18th Dynasty Egypt</li> <li>• Topic 2: The Bronze Age Aegean</li> <li>• Topic 3: Assyria from Tiglath Pileser III to the fall of the Empire</li> <li>• Topic 4: Fifth Century Athens (BCE)</li> </ul>	<p><b>People, power and authority</b></p> <p>Schools choose one study of power from:</p> <ul style="list-style-type: none"> <li>• Topic 1: Ancient Egypt — New Kingdom Imperialism</li> <li>• Topic 2: Ancient Greece — the Persian Wars</li> <li>• Topic 3: Ancient Greece — the Peloponnesian War</li> </ul>



Unit 1	Unit 2	Unit 3	Unit 4
Weapons and warfare <ul style="list-style-type: none"> <li>• Topic 5: Ancient societies — Technology and engineering</li> <li>• Topic 6: Ancient societies — The family</li> <li>• Topic 7: Ancient societies — Beliefs, rituals and funerary practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 8: Agrippina the Younger</li> <li>• Topic 9: Nero</li> <li>• Topic 10: Boudica</li> <li>• Topic 11: Cao Cao</li> <li>• Topic 12: Saladin (An-Nasir Salah ad-Din Yusuf ibn Ayyub)</li> <li>• Topic 13: Richard the Lionheart</li> <li>• Topic 14: Alternative choice of personality</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 5: Philip II and Alexander III of Macedon</li> <li>• Topic 6: Early Imperial Rome</li> <li>• Topic 7: Pompeii and Herculaneum</li> <li>• Topic 8: Later Han Dynasty and the Three Kingdoms</li> <li>• Topic 9: The 'Fall' of the Western Roman Empire</li> <li>• Topic 10: The Medieval Crusades</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 4: Ancient Rome — the Punic Wars</li> <li>• Topic 5: Ancient Rome — Civil War and the breakdown of the Republic</li> </ul> QCAA will nominate one topic that will be the basis for an external examination from: <ul style="list-style-type: none"> <li>• Topic 6: Thutmose III</li> <li>• Topic 7: Rameses II</li> <li>• Topic 8: Themistokles</li> <li>• Topic 9: Alkibiades</li> <li>• Topic 10: Scipio Africanus</li> <li>• Topic 11: Caesar</li> <li>• Topic 12: Augustus</li> </ul>

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>

## Summative Assessments

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



# Geography

## General senior subject

General

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

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

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

### Pathways

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

### Objectives

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

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

### Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Examination — combination response	Formative internal assessment 3 (FA3): • Investigation — field report
Formative internal assessment 2 (FA2): • Investigation — data report	Formative internal assessment 4 (FA4): • Examination — combination response

## Summative Assessments

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



# Modern History

## General senior subject

General

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

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

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

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

democratic, compassionate and sustainable future.

### Pathways

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

### Objectives

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

- comprehend terms, 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
<p><b>Ideas in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian Frontier Wars, 1788–1930s</li> <li>• Topic 2: Age of Enlightenment, 1750s–1789</li> </ul>	<p><b>Movements in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian Indigenous rights movement since 1967</li> <li>• Topic 2: Independence movement in India, 1857–1947</li> </ul>	<p><b>National experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australia, 1914–1949</li> <li>• Topic 2: England, 1707–1837</li> <li>• Topic 3: France, 1799–1815</li> </ul>	<p><b>International experiences in the modern world</b></p> <ul style="list-style-type: none"> <li>• Topic 1: Australian engagement with Asia since 1945</li> <li>• Topic 2: Search for collective peace</li> </ul>

Unit 1	Unit 2	Unit 3	Unit 4
<ul style="list-style-type: none"> <li>• Topic 3: Industrial Revolution, 1760s–1890s</li> <li>• Topic 4: American Revolution, 1763–1783</li> <li>• Topic 5: French Revolution, 1789–1799</li> <li>• Topic 6: Age of Imperialism, 1848–1914</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 3: Workers’ movement since the 1860s</li> <li>• Topic 4: Women’s movement since 1893</li> <li>• Topic 5: May Fourth Movement in China, 1919</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 4: New Zealand, 1841–1934</li> <li>• Topic 5: Germany, 1914–1945</li> <li>• Topic 6: United States of America, 1917–1945</li> <li>• Topic 7: Soviet Union, 1920s–1945</li> <li>• Topic 8: Japan, 1931–1967</li> </ul>	<ul style="list-style-type: none"> <li>and security since 1815</li> <li>• Topic 3: Trade and commerce between nations since 1833</li> <li>• Topic 4: Mass migrations since 1848</li> <li>• Topic 5: Information Age since 1936</li> <li>• Topic 6: Genocides and ethnic cleansings since 1941</li> </ul>
<ul style="list-style-type: none"> <li>• Topic 7: Meiji Restoration, 1868–1912</li> <li>• Topic 8: Boxer Rebellion, 1900–1901</li> <li>• Topic 9: Russian Revolution, 1905–1920s</li> <li>• Topic 10: Xinhai Revolution, 1911–1912</li> <li>• Topic 11: Iranian Revolution, 1977–1979</li> <li>• Topic 12: Arab Spring since 2010</li> <li>• Topic 13: Alternative topic for Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 6: Independence movement in Algeria, 1945–1962</li> <li>• Topic 7: Independence movement in Vietnam, 1945–1975</li> <li>• Topic 8: Anti-apartheid movement in South Africa, 1948–1991</li> <li>• Topic 9: African-American civil rights movement, 1954–1968</li> <li>• Topic 10: Environmental movement since the 1960s</li> <li>• Topic 11: LGBTIQ civil rights movement since 1969</li> <li>• Topic 12: Pro-democracy movement in Myanmar (Burma) since 1988</li> <li>• Topic 13: Alternative topic for Unit 2</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 9: China, 1931–1976</li> <li>• Topic 10: Indonesia, 1942–1975</li> <li>• Topic 11: India, 1947–1974</li> <li>• Topic 12: Israel, 1948–1993</li> <li>• Topic 13: South Korea, 1948–1972</li> </ul>	<ul style="list-style-type: none"> <li>• Topic 7: Nuclear Age since 1945</li> <li>• Topic 8: Cold War, 1945–1991</li> <li>• Topic 9: Struggle for peace in the Middle East since 1948</li> <li>• Topic 10: Cultural globalisation since 1956</li> <li>• Topic 11: Space exploration since 1957</li> <li>• Topic 12: Rights and recognition of First Peoples since 1982</li> <li>• Topic 13: Terrorism, anti-terrorism and counter-terrorism since 1984</li> </ul>

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Examination — essay in response to historical sources</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Investigation — historical essay based on research</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Independent source investigation</li> </ul>	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> <li>• Examination — short responses to historical sources</li> </ul>

## Summative Assessments

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



# Dance

## General senior subject

General

Dance fosters creative and expressive communication. It uses the body as an instrument for expression and communication of ideas. It provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. It encourages the holistic development of a person, providing a way of knowing about oneself, others and the world.

Students study dance in various genres and styles, embracing a variety of cultural, societal and historical viewpoints integrating new technologies in all facets of the subject. Historical, current and emerging dance practices, works and artists are explored in global contexts and Australian contexts, including the dance of Aboriginal peoples and Torres Strait Islander peoples. Students learn about dance as it is now and explore its origins across time and cultures.

Students apply critical thinking and literacy skills to create, demonstrate, express and reflect on meaning made through movement. Exploring dance through the lens of making and responding, students learn to pose and solve problems, and work independently and collaboratively. They develop aesthetic and

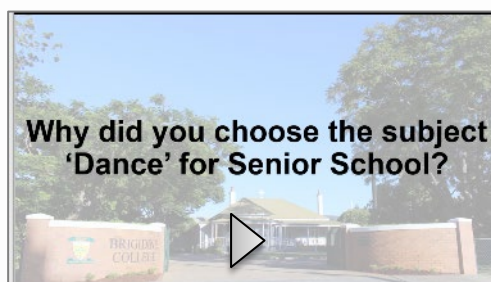
## Pathways

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

## Objectives

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

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



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
<p>Formative internal assessment 1 (FA1):</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>	<p>Formative internal assessment 3 (FA3):</p> <ul style="list-style-type: none"> <li>• Project — dance work</li> </ul>
<p>Formative internal assessment 2 (FA2):</p> <ul style="list-style-type: none"> <li>• Choreography</li> </ul>	<p>Formative internal assessment (FA4):</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>

## Summative Assessments

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 3		Unit 4	
<p>Summative internal assessment 1 (IA1):</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>	20%	<p>Summative internal assessment 3 (IA3):</p> <ul style="list-style-type: none"> <li>• Project — dance work</li> </ul>	35%
<p>Summative internal assessment 2 (IA2):</p> <ul style="list-style-type: none"> <li>• Choreography</li> </ul>	20%		
<p>Summative external assessment (EA): 25%</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>			





# Drama

## General senior subject

General

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

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

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

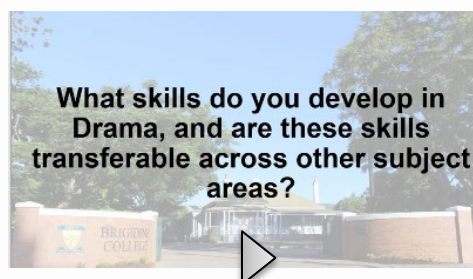
### Pathways

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

### Objectives

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

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



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
<p>Formative internal assessment 1 (FA1):</p> <ul style="list-style-type: none"> <li>• Performance</li> </ul>	<p>Formative internal assessment 3 (FA3):</p> <ul style="list-style-type: none"> <li>• Project — practice-led project</li> </ul>
<p>Formative internal assessment 2 (FA2):</p> <ul style="list-style-type: none"> <li>• Project — dramatic concept</li> </ul>	<p>Formative internal assessment 4 (FA4):</p> <ul style="list-style-type: none"> <li>• Examination — extended response</li> </ul>

## Summative Assessments

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



# Music

## General senior subject

General

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

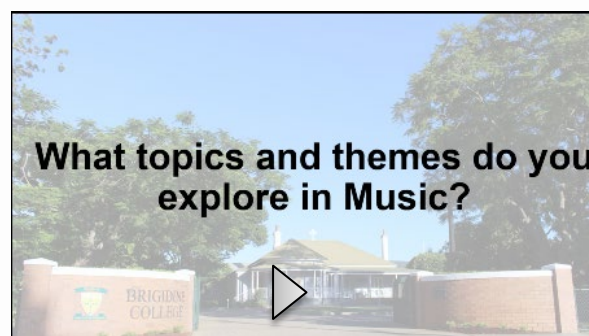
A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative

industries, public relations and science and technology.

### Objectives

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

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas.



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): <ul style="list-style-type: none"> <li>• Performance</li> </ul>	Formative internal assessment 3 (FA3): <ul style="list-style-type: none"> <li>• Integrated project</li> </ul>
Formative internal assessment 2 (FA2): <ul style="list-style-type: none"> <li>• Composition</li> </ul>	Formative internal assessment 4 (FA4): <ul style="list-style-type: none"> <li>• Examination</li> </ul>

## Summative Assessments

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



# Visual Art

## General senior subject

General

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

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

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

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

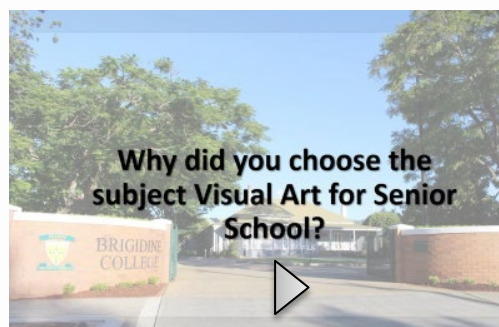
### Pathways

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

### Objectives

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

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



## Structure

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

## Formative Assessments

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

Unit 1	Unit 2
Formative internal assessment 1 (FA1): • Investigation — inquiry phase 1	Formative internal assessment 3 (FA3): • Project — inquiry phase 3
Formative internal assessment 2 (FA2): • Project — inquiry phase 2	Formative internal assessment 4 (FA4): • Examination

## Summative Assessments

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

# Certificate III in Visual Art - CUA31120

## Brigidine College RTO Code: 30239

Vocational Subject



Vocational



<b>REGISTERED TRAINING ORGANISATION</b>	<b>Brigidine College (RTO Code: 30239)</b>
<b>Subject Type</b>	<b>Vocational Education and Training</b>
<b>Nationally Recognised Qualifications</b>	<b>CUA31120 : CERTIFICATE III IN VISUAL ARTS</b>
<b>Course Length</b>	2 years
<b>Reasons to Study the Subject:</b>	<p>Brigidine’s Certificate III in Visual Art course is offered as a senior subject where students learn about various media and studio practice. Students achieve skills in collaboration, creative &amp; critical thinking, drawing, painting, printmaking, and sculpture – incorporating the delivery of a range of projects which are hung in our College’s gallery space.</p> <p><u>QCE Credits:</u> Successful completion of the Certificate III in Visual Art contributes a maximum of eight (8) credits towards a student’s QCE. A maximum of eight credits from the same training package can contribute to a QCE.</p> <p>Graduates will be able to use their Certificate III in Visual Art</p> <ul style="list-style-type: none"> <li>• as an entry level qualification into the Creative Industries</li> <li>• to pursue further tertiary pathways (e.g. Certificate IV, Diploma or Bachelor of Visual Art); and             <ul style="list-style-type: none"> <li>• to improve their chances of gaining tertiary entrance.</li> </ul> </li> </ul>

<b>TOPICS OF STUDY/LEARNING EXPERIENCES</b>	<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	<b>TERM 4</b>
	<ul style="list-style-type: none"> <li>• Introduction to the visual art</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Colour and Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Painting</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>
	<b>TERM 5</b>	<b>TERM 6</b>	<b>TERM 7</b>	<b>TERM 8</b>
	<ul style="list-style-type: none"> <li>• Printmaking</li> </ul>	<ul style="list-style-type: none"> <li>• Design</li> </ul>	<ul style="list-style-type: none"> <li>• Final project</li> <li><b>Elective Options if completed:</b></li> <li>• Photography</li> </ul>	
<b>LEARNING AND ASSESSMENT</b>	<p>Program delivery will combine both studio practice which is teacher and self directed. This involves students participating in teacher directed folio work and then student directed final products.</p> <p>A range of teaching/learning strategies will be used to deliver the competencies. These include:</p> <ul style="list-style-type: none"> <li>• Practical tasks / experience</li> <li>• Hands-on activities involving media</li> <li>• Group work</li> </ul> <p>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. Students will participate in observation, folio and final products assessment items.</p>			
<b>PATHWAYS</b>	<p>The Certificate III in Visual Art will be used by students seeking to enter the creative industries and/or pursuing further tertiary pathways (e.g. Certificate IV, Diploma and Bachelor of Visual Arts). For example:</p> <ul style="list-style-type: none"> <li>• Painter (Visual Arts)</li> <li>• Sculptor</li> <li>• Arts and Media Professional</li> <li>• Studio Assistant</li> </ul> <p><b>Students eligible for an Australian Tertiary Admission Rank (ATAR) may be able to use their completed Certificate III to contribute towards their ATAR. For further information please visit <a href="https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar">https://www.qcaa.qld.edu.au/senior/australian-tertiary-admission-rank-atar</a></b></p>			
<b>COST</b>	<p><b>\$180</b> = Subject levy to be added to the College Fees to cover the cost of materials for the Certificate III Visual Art <b>each year</b>.</p>			
<b>For further information, contact the The Arts Leader of Learning</b>				



## Units of competency

To gain the Certificate III in Visual Art students must achieve competencies in 12 Units.

National code	Title	Core / Pathway / Specialisation / Elective / etc.
BSBWHS211	Contribute to the health and safety of self and others	Core
CUAACD311	Produce drawings to communicate ideas	Core
CUAPPR311	Produce creative work	Core
CUARES301	Apply knowledge of history and theory to own arts practice	Core
CUADES201	Follow a design process	Elective
CUADES301	Explore the use of colour	Elective
CUAACD201	Develop drawing skills to communicate ideas	Elective
CUACER311	Produce ceramic works	Elective
CUAPAI311	Produce paintings	Elective
CUAPRI312	Produce prints	Elective
CUASCU311	Produce sculpture	Elective
CUADRA311	Produce drawing	Elective

All information is correct at the time of publication but may be subject to change.



## **Brigidine College**

PO Box 475  
53 Ward Street  
Indooroopilly Qld 4068  
Australia

p: (07) 3870 7225 f: (07) 3371 8936

e: [office@brigidine.qld.edu.au](mailto:office@brigidine.qld.edu.au) w: [www.brigidine.qld.edu.au](http://www.brigidine.qld.edu.au)